

Tangible Symbol Systems

Key Elements of Instruction

Readiness: *Does the child use his behavior on purpose to express his needs and desires to other people?*

- Clearly tries to let some one else know
- Has a way to do it that is readable, do-able, and acceptable
- If No: Does he need some more experience learning how and why to communicate
- If Yes: Decide on what type of symbol is right for him at this time

Motivation: *What are reinforcing things for the child to communicate about?*

- The materials or activities are really important or exciting to the child
- If you don't know, find out, by asking the family, and observing the child interacting with different things different people

Indicating Response: *How will the child show you or choose a symbol*

- Behavior should be **readable**, that is clear and obvious, *or*
- Other people may need to be trained to recognize and respond to the child's behavior
- The behavior should be **do-able** for the child. It should be something the child can do on purpose and should not be difficult for him to do over again
- It may include;
 - Body movement• emotional responses• vocalizations• gestures• switch use
- The behavior should be **acceptable** to you and others in that setting
- The child should have clear and dependable way to get your attention
- The absence of the behavior during interaction may mean "No thank you, try again."

Comprehension: *How do you know that the child knows what the symbols mean*

- When the child chooses a symbol he should also choose the thing that the symbol stands for so that you know that he knows
- When teaching the child to choose from a group make sure that you mix up the order of objects or symbols you offer at the same time. For example don't always put the cup on the left side. Make sure that the child doesn't just choose things on his left or on his right without caring what he chooses.
- When you know that she knows what a symbol stands for you can stop having the child choose both that object and its symbol each time

Promoting Progress: *How do you help the child to keep learning?*

- Expand vocabulary, learning the symbols for many things
- Increase the number of symbols you show the child at one time
- Let the child learn that symbols work for lots of things and with different people in different places
- Let the child learn that symbols can be used for more than just getting something they want
- Help the child learn to put symbols together to form more clear messages
- Make sure the child knows he needs the symbols all the time and help him find ways to have them when he needs them
- Is the child ready to use more conventional or abstract type of symbol like moving from parts of objects as symbols to picture of those objects or from pictures to spoken words for those objects

**Intervention Record Glossary
for
Pre symbolic and Tangible Symbolic**

Assessment

- **Assessment of Skills.** Indicate if you are conducting an assessment to determine the learner's communication behaviors and intents in the home and or school environment.
- **Assessment of Preferences.** Indicate if you are investigating what is motivating to the learner at this time. Often times this is an ongoing part of instruction.
- **Symbol Type Probe:** (If appropriate) Indicate if you are assessing for the most meaningful level of tangible symbol representation for the learner at this time.
- **Assessment of Environment.** Indicate if you are conducting an analysis of the child's environment to determine existing and new supports to learning..

Teaching Routine: (cues, responses and consequences)

- **Materials/Vocabulary.** List the specific referents or topics that are being represented using tangible symbols. List the type of symbol that is being targeted at this time.
- **Array size.** Describe the number of tangible symbols (or objects) presented to the learner at one time.
- **Distractors.** Describe whether the other symbols/objects in the array are equally preferred, non-preferred or "nothing" symbols/objects.
- **Instructional Format.** Describe the manner in which objects/ symbols are presented to the learner (e.g. to his left, randomly, with contrasting backgrounds etc.). Describe how the learning opportunity is to be provided (e.g. Direct Instruction or Environmental Engineering). Describe whether the learner will choose from an object array then symbols or symbols then objects to demonstrate comprehension. Describe any tracking of object/symbol position to monitor for possible position bias. Describe any strategies (such as a book) for increasing accessibility to the symbols
- **Scanning.** Describe any assistance provided to insure that the learner is aware of what is in the object and symbols array.
- **Instructional Cues.** Describe what the teacher does to elicit a response from the learner.
- **Targeted Behavior.** Describe how that learner will gain the attention of the partner and how the learner will indicate the symbol/object to the communication partner
- **Time/Latency.** Indicate the amount of time to be allowed the learner to respond.
- **Level of Assistance.** Describe any physical assistance, model/demonstration, or other assistance that is being provided to the learner to make his response.
- **Protest/Reject.** Describe how learner expresses no or loss of interest in activity or materials.
- **Consequence.** Describe the manner in which the partner responds when the learner makes a correct as well as an incorrect response.

Environment

- **Setting.** Describe the context in which the learning opportunity is being targeted.
- **Partner.** List the person(s) with whom the learner will be interacting in the target activity.
- **Position.** Describe any unique positioning considerations that will be made to enable the learner to respond. This may include partner's position in relation to the learner.

Child__	Intervention Record				
Date					
Skill/Function					

Assessment					
Assessment of Skills					
Assessment of Preference					
Symbol Type Probe					
Assessment of Environment					

Teaching routine (Cue, Assistance, Response, Consequence)					
Materials/ Vocabulary					
Array Size					
Distractors					
Instructional Format					
Scanning					
Instructional Cues					
Targeted Behavior					
Time/Latency					
Level of Assistance					
Protest/Reject					
Consequence					

Environment					
Setting					
Positioning					
Partner					

Child <u> </u> Alberto	Intervention Record				
Date	Scene 1	Scene 2	Scene 3	Scene 4	Scene 5
Skill/Function	Making requests/ choices			Making choices/labeling	

Assessment					
Assessment of Skills					
Assessment of Preference	Ongoing				
Symbol Type Probe	photo/3d combine		Tracking speech	probe 2d only for colors	
Assessment of Environment					

Teaching routine (Cue, Assistance, Response, Consequence)					
Materials/ Vocabulary	Hip-hop/game	Spinner	pen/paper; bubbles; game	space tops; vibr; phone	playground equip
Array Size	2 items/symbol	2 symbol	3 symbols	7-8 symbols; 2 symbol label	
Distractors	none	preferred			
Instructional Format	object (2) then symbol (1)	object then symbol random placement	*child initiates next trial; object chosen stays		symbol then object
Scanning	indep touch verbal to look		assist as needed		
Instructional Cues	present materials /	what do you want"		show me what color	
Targeted Behavior	pickup and give				
Time/Latency					
Level of Assistance	"give" + open palm			pacing verbal	
Protest/Reject	put away		* all done		
Consequence	give item and play/	if incorrect response;	correct and cue to next trial		

Environment					
Setting	classroom/ table top free play				Playground
Positioning	seated				varied
Partner	Darlene				