

**CSA CODED EXAMPLES
COMMUNICATIVE FUNCTIONS**

JOINT ATTENTION RELAY INFORMATION (RI)				
CONTEXT	INTERACTIVE SETTING	OBSERVED BEHAVIOR	PARTNER RESPONSE	EXPLANATION
School/classroom	Toys on table SLP says, "Look at all these things".	C. signs "paint brush"	"That's right!" says SLP.	SLP responds to child's spontaneous naming as provision of information and acknowledges him for that by saying "That's right".
Therapy/SL:	In therapy setting. Student using SGD. SLP says, "Talk to __".	C. says "'I'll tell you what I need" on SGD.	"You're going to tell me what you need" says SLP.	Aide responds to student by echoing his message announcing that he is going to tell him what he needed.
School/classroom	Child talking to aide with SGD	C. says "Lunch time is 1:00" on SGD + gazes at aide	"That's true" says aide.	Student provides information and aide acknowledges.
School/classroom	AT Specialist talking to child with manual communication boards. "What do you want to talk about?"	C. points to picture of grandma + looks at partner	"Yeah you talked about your grandma this morning" says AT Specialist.	Child answers an open-ended question ("What do you want to talk about?") with a specific lexical response, relaying information.
School/classroom	AT Specialist sitting with child at table	C. points at symbol + smiles + gazes at partner	"She's coming here?" says AT Specialist.	Child establishes the topic in the previous exchange (talking about grandmother). Child relays information about grandmother's visit.
School/classroom	In classroom with aide	C. gets up + throws rest of lunch away	"Are you all done?" says aide.	Child informs the aide that he's done by doing an action. Since the partner responds in recognition of the behavior's meaning, it is coded as relaying information (RI).
Home/play-family room	Child is using SGD while reading a book	C. says "I see a white dog looking at me" on SGD.	"No. That's the bear" says partner.	Child relays information that is inaccurate (in that context) and partner responds to the content of what the child says.

School/ classroom	Aide says "Open what?"	C. points to banana icon and approximates / banana/	"Oh, you want me to open the banana" says aide	Child responds to question by telling the aide what he wants.
School/ Classroom	C. sitting at his seat, working on shape matching worksheet. Aide is holding up a heart-shaped sticker. Aide asks, "Is it big or little?" (giving child choice of stickers)	C. grabs the sticker and matches it to the corresponding column	Aide said, "Good Job!"	Child chooses sticker he wants.
School/ Classroom	AAC Specialist is presenting 2 books in front of child	C. touches The Very Hungry Caterpillar	"Okay" says adult	Child chooses his book choice.
School/ Classroom	Sitting at the table reading a book with the adult, who says, "And when he came out..."	C. says "Butterfly" (on TechTalk8)	"Yes" says the adult	
School/SL	SLP says, "Is the sheep hard or squishy?"	C. signs hard and looks at SLP and smiles	"Hard that's right" says adult.	Child responds to SLP's question to inform about the object (sheep)

REQUEST INFORMATION (RQI)

CONTEXT	SETTING	OBSERVED BEHAVIOR	PARTNER RESPONSE	EXPLANATION
School/Classroom	Student talking to his aide. Evaluator is nearby, writing.	Points to evaluator	"She's writing, we're talking" says aide.	In this setting an aide and student are talking, child points to the 3 rd party as a request for information, "what is <u>she</u> doing?"
Home/Kitchen	Mom and child in play kitchen. "Let's see if we can feed the baby."	Vocalizes and shows plate of PB&J sandwich	"What? Those are PB & J. Is that for the baby?" says mom.	Child's behavior is interpreted by partner as asking what was on the plate.
Home/play-family room	Dad reading book to child	Reaches to picture of tractor (on page) and verbalizes (/wa da/ (what's that?))	"Oh that? That's a tractor. Vroom!" says dad.	Child has asked for information about an object (the picture).

COMMENT (COM)

CONTEXT	SETTING	OBSERVED BEHAVIOR	PARTNER RESPONSE	EXPLANATION
Home	During lunchtime in the kitchen. Mom is feeding daughter a bit of chicken.	Vocalizes /m/	“Good?” says mom.	Mom interprets vocalization as a comment on the fact that the chicken was tasty.
School/classroom	In the classroom, one to one interaction with AT specialist who says, “Oh, cereal, that’s my favorite”	Smiles, and looks at partner. Points to self and signs “me too”	“What else did you have?” says AT Specialist.	Partner acknowledges (That’s my favorite too) and tried to elicit more information about what the student had for breakfast.
School/classroom	Teacher is in background talking about big noses.	Vocalizes and puts hands out (“big”)	“I know, big” says teacher.	Child is making a comment about an attribute (size of nose).
School/classroom	Watching Barney video in class.	Points to Barney on video (who is unraveling paper & covering his mouth) + says “uh oh!”	“Uh oh!” says partner.	Child is referring to the action being observed.
School/classroom	Child has been working.	Looks at other kid + looks at his own work +smiles + vocalizes	“You like it don’t you?” says aide.	Child is expressing pleasure about his own project.
School/snack table	Sitting at table with aide, eating snack	Touches stomach + grimaces	“Oh. You’re full” says aide.	Child expresses a belief/feeling about how he feels.