Structured Communication Sampling

What does it assess?
- Intentional communication skills – presymbolic to basic symbolic.

Who is it suitable for?
- Children or adults with developmental disabilities.
- Most appropriate for individuals with intentional communication behaviours that may or may not be symbolic.

Who is it not suitable for?
- Children and adults with established symbolic ability and beyond.
- Children and adults with physical and/or sensory impairments that may prevent participation in activities or demonstration of skills (for these individuals, use Modified Communicative Temptations, with items selected according to individual interests).

How is it administered?
- Activities to present to the child/adult are developed based on knowledge of his/her preferences and interests. The activities listed in the form can be modified for each child/adult.
- The child/adult is engaged in each activity.
- The child/adult’s response is recorded and then coded. Video-recording is strongly recommended to assist with accurate coding.

How is it scored/interpreted?
- Responses are coded according to whether they meet criteria for an intentional communicative act, their modalities and functions.
- The codes are then used to develop a profile indicating the child/adult’s forms and functions.

What is its availability?
- The score sheet can be copied from the kit as it is an informal measure.
- Costs are for the collection of materials, which can be purchased from toy and general stores or obtained from within the person's environment.
How does it contribute to a communication assessment for someone with behaviours of concern?

- The assessment will provide an indication of whether or not the child/adult uses behaviours as intentional communication, and their profile of forms (modalities of behaviours and whether they are symbolic) and functions.
- The information contributes to a functional assessment of the child/adult's challenging behaviours.
- It provides an indication of whether new forms can be taught for functions served by problem behaviours, and the representational level and modality that are most suitable for the child's profile.
- Should be done in conjunction with a functional behaviour assessment and for adults, the Triple C: Checklist of Communicative Competence.

Reference