

Table 2

Communicative Functions

Functions	Definitions	Descriptive Examples
BEHAVIORAL REGULATION <sup>a</sup>		
Request Object <sup>b</sup> (RQO)	Behaviors used to demand a desired tangible object	Pushes partner's hand toward food item; Reaches/points at a cup; Answer to a "Which one?" question
Request Action <sup>b d h</sup> (RQA)	Behaviors used to ask or direct another to carry out or cease an action, includes requesting assistance. The action rather than the object is the focus of the child's attention.	Hands sealed container to partner while looking at the lid that needs opening; Taps chair next to her wheelchair and looks at partner for him to sit; Says "More ( <i>action</i> )"; Answer to a "What do you want to do?" question
Protest/Deny/Reject <sup>a</sup> (PDR)	Behaviors used to refuse, protest, or disapprove of an undesired object, action, or person  Includes any form of negation, "No" or "Not"	Pushes the food away when an undesired food item is offered; Turns his head away from partner who is singing; Shakes head "No"; Pushes away the symbol of an undesired activity from an array of free-time activities; Signs "wrong"
SOCIAL INTERACTION <sup>a</sup>		
Request Social Routine <sup>a</sup> (RQS)	Behaviors used to command another to commence or continue carrying out a game-like social interaction; partner is familiar with the routine, and the interaction repeats two or more times.	Pulls partner's hands up and out to play pat a cake; Covers face or hides mother under blankie to request "Peekaboo"; Indicates through proxemics and facial expression that s/he wants to be chased;

		Says "More" (to continue a game-like routine), drops cup off table repeatedly and looks for partners humorous response
Solicit Attention <sup>c d</sup> (SAT)	Behaviors used to draw attention to self, others, objects, or actions  Teases or conveys humor to get attention  Warns, alarms, exclaims to direct attention to self or something in the environment	Vocalizes loudly toward Mom to get her attention;  Vocalizes and looks at object that fell off the shelf; show off sticker by touching it and smiling;  looks at his new show and back to partner; holds up drawing for Mom to look at  Acts silly by exaggerating a goofy face; taps friend on shoulder and laughs; screams in direction of teacher.
Affirm <sup>e f g</sup> (AF)	Behaviors used to indicate affirmation and/or confirmation  e.g., "yes"	Nods head, Did you mean juice?  "Yeah", Smiles in response to yes/no question; Hits a switch in response to a previous yes/no question;  Nods "yes" in response "You picked juice right?"
Greet <sup>b</sup> (GR)	Behaviors used to express salutations and conventionalized rituals, e.g., "Hi" Bye"	Waves, nods head or vocalizes /h/ as partner enters the classroom;  Waves or raises eyebrows as partner enters or leaves the room; *Whuz up?"; waves as friend leaves

<p>Acknowledge<sup>a b d</sup> (ACK)</p>	<p>Behaviors used to indicate notice or recognition of a partner’s behavior, previous statement or action. Includes politeness markers eg. Please, thank you</p>	<p>Individual looks at peer to acknowledge his presence; Smiles when partner drops pencil on the floor; Activates “Thank you” on device; says “Please” when partner says “I’ll bring in the juice”; slides toy down slide when Mom tells him to make it slide</p>
<p>Request Permission<sup>d</sup> (RQP)</p>	<p>Behaviors used to seek another’s consent to carry out an action by oneself</p>	<p>Says with SGD “Can I get my lunch?” Walks to and looks at refrigerator where lunch is kept and looks back at teacher, who says “OK, you can get it”; Looks toward cookie, stops, looks at Teacher. Teacher says, “OK you can have it”; Student gets bathroom key, turns and looks at teacher with questioning facial expression</p>
<p>JOINT ATTENTION<sup>a</sup></p>		
<p>Relay Information<sup>b</sup> (RI)</p>	<p>Behaviors used to tell about something (initiated by the communicator or in response to a previous question or statement), or to inform another about an object, event, person, or activity</p>	<p>Names object in response to teacher’s question; Names person to say whose turn is next in circle time activity; Points to “mix” symbol when teacher asks, “What do we do next?” Shares news on an aided system; Answers an open-ended question; Exchanges personal information with</p>

		another
Request Information <sup>b</sup> (RQI)	Behaviors that solicit information about an object, event, person, or activity.	Asks the question “What’s next?” “Where’s Karen?” Looks at box, then looks at partner with questioning facial expression; Vocalizes with rising intonation and partner responses by answering
Comment <sup>b</sup> (COM)	Behaviors used to express a belief or idea, or describe the physical attributes of an object, event, person or activity,	Looks at the picture symbol representing “good”; Sticks tongue out when asked how he liked the cookie; Describes the color of her hat; Uses SGD to say “Yuck!”

<sup>a</sup> Adapted from Wetherby & Prutting (1984).

<sup>b</sup> Adapted from Roth & Spekman,(1984); Dale (1980); Dore (1974); and Halliday (1975 ).

<sup>c</sup> Adapted from Lahey (1988).

<sup>d</sup> Adapted from Wetherby et al (1988).

<sup>e</sup> Adapted from Searle (1969).

<sup>f</sup> Adapted from Wilcox & Davis (1977).

<sup>g</sup> Adapted from Garrett, Beukelman & Low-Marrow (1989).

<sup>h</sup> Adapted from Linder (1990); Coggins & Carpenter (1981); Dore (1974); and Roth & Spekman (1984).

<sup>i</sup> Adapted from Garvey (1979).

---