

TAALC Communication Strategy #4:

Reflect, Interpret, Expand

Definition: To **reflect**, **interpret**, and **expand** on a student's unique communication, is to **vocalize** what the behavior (facial expression, body language, vocalization); **interpret what** the behavior is communicating; and **expand** that communication by modeling on a device to shape more words.

Implementation: To reflect a student's communication, watch their body language, facial expressions, vocalizations, engagement. **Reflect** "I see you smiling!"; **Interpret** "Your smile says you **LIKE** playing with bricks "; **Expand** using a core board or device, say "MORE playing with bricks. Bricks are fun."

In this example, the student is not happy. Student is sitting in the floor and crying. **Reflect** – "you are crying"; **interpret** "crying means you are "mad"; **expand** – Use a device to model - "You are crying, you are sad; you can say "I'm sad". Then you can offer help



Video Clip: In this video clip, Simon is playing with shaving cream. The therapist offers him a choice of "more shaving cream" and shows him the can or "dry off" and shows him a towel. Simon's choice isn't clear, so they **reflect** his behavior and **interpret** from his continued play that he wants "more shaving cream". They **expand** saying "I think you want more shaving cream, you "like it don't you? You like messy". They give him more shaving cream and help him play with it. After a few minutes, offer "more shaving cream or dry off" and wait.



Again, they aren't sure what the behavior is telling them, so they interpret give him more shaving cream, reflect, and expand. On the third time they make the offer, he signs an approximation of the word "more" and they respond as meaningful. Let's watch <https://youtu.be/GvymUxTWSVY> .

Summary: **Reflect, interpret, expand** is a strategy for teaching/shaping communication behavior to let the student know that they are communicating a message.



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