Braverly Health

PRINTABLE RESOURCE

Building an exposure ladder for communication goals

A printable worksheet for turning a meaningful communication goal into gradual, observable practice steps.

IN THIS DOWNLOAD

- Communication exposure ladder
- Worked example: Communication exposure ladder
- Practice plan for the current step
- Worked example: Practice plan for the current step

Use with individualized guidance from the person's treatment or support team.

Communication exposure ladder

Write the meaningful end goal first. Then build from an available starting point. Change one feature at a time.

MY MEANINGFUL COMMUNICATION GOAL:

WHERE THIS SKILL IS ALREADY AVAILABLE:

MY AGREED BACKUP COMMUNICATION METHOD:

STEP	PERSON AND PLACE	COMMUNICATION ACTION	WHAT CHANGES FROM PRIOR STEP	EXPECTED DIFFICULTY 0 TO 10
1				
2				
3				
4				
5				
6				
7				
8				

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WORKED EXAMPLE

Communication exposure ladder

Example for a fictional student whose meaningful goal is asking a teacher for help during independent work.

MY MEANINGFUL COMMUNICATION GOAL:	Ask my math teacher for clarification during independent work.
WHERE THIS SKILL IS ALREADY AVAILABLE:	I can ask my parent and tutor the same question at home.
MY AGREED BACKUP COMMUNICATION METHOD:	Show the teacher a written question card.

STEP	PERSON AND PLACE	COMMUNICATION ACTION	WHAT CHANGES FROM PRIOR STEP	EXPECTED DIFFICULTY 0 TO 10
1	Parent at home	Read the question aloud	Starting step	2
2	Tutor online	Read the same question aloud	Different familiar adult	3
3	Teacher after class	Show the written question	Teacher and school	4
4	Teacher after class	Read one word from the card	Adds one spoken word	5
5	Teacher after class	Read the full question	Longer response	6
6	Teacher during quiet work	Read the full question	Classroom setting	7
7	Teacher during work	Ask without reading	Less preparation	8
8	Teacher with peers nearby	Ask without reading	More people nearby	9

Practice plan for the current step

Complete this page with the person and treatment team before practice begins.

CURRENT STEP:

WHEN AND HOW OFTEN WE WILL PRACTICE:

WHO WILL BE PRESENT AND WHAT THEY WILL DO:

CUE OR OPENING:

BACKUP METHOD:

WHAT WE WILL TRACK:

HOW WE WILL ACKNOWLEDGE THE PLANNED EFFORT:

WHEN WE WILL REVIEW AND REVISE:

Practice plan for the current step

Continuation of the fictional math-help exposure ladder.

CURRENT STEP:	After class, ask the teacher, ‘Can you help me with number six?’ in a quiet voice.
WHEN AND HOW OFTEN WE WILL PRACTICE:	Tuesday and Thursday after class for two weeks.
WHO WILL BE PRESENT AND WHAT THEY WILL DO:	The teacher will stay at the desk and wait; the counselor will be nearby for the first attempt.
CUE OR OPENING:	The teacher says, ‘I’m here when you’re ready.’
SMALLER SPEECH STEP:	Use the shorter practiced phrase, ‘Help with six?’
WHAT WE WILL TRACK:	Whether I approached, the words spoken, response time, and how much prompting was needed.
HOW WE WILL ACKNOWLEDGE THE PLANNED EFFORT:	The teacher says, ‘Thanks for bringing me the question.’
WHEN WE WILL REVIEW AND REVISE:	After four planned practices.