

Understanding Types of Speech

as described by non-verbal students with autism

Spontaneous Speech		Scaffolded Speech:		
Echolalic Speech non-dialogic	Spontaneous conversational speech— dialogic	Reading aloud— potentially dialogic	Routine social scripts— potentially dialogic	Supported conversation— potentially dialogic
Characteristics: <i>Spontaneous speech that is echoed, not apparently relevant to the communicative context; FC users describe it as not being purposeful on their part, and as not being useful to them as it is generally not reflective of their communicative intent</i>	Characteristics: <i>Spontaneous speech that is novel and appears to be relevant to the communicative context; FC users describe it as purposeful (though not necessarily planned), and as useful to them in that it is reflective of their communicative intent, although often much more simplified in form than their typed expressive language</i>	Characteristics: <i>Speech scaffolded by visual and textual supports</i>	Characteristics: <i>Speech scaffolded by social/conversational supports and limited choices. Conducted in highly structured situations intended for practice.</i>	Characteristics: <i>Speech scaffolded by shared knowledge and experience with the communication partner.</i>
Examples: <ul style="list-style-type: none"> Saying. “baby hippos” while typing “So excited I am in need of a relaxing break.” Asking repetitively, “What time is it?” Shouting “Go home!” when someone you wish to stay has just arrived 	Examples: <ul style="list-style-type: none"> Alerting parents to item almost left behind Initiating a conversation by sharing a new piece of information 	Examples: <ul style="list-style-type: none"> Reading aloud a sentence typed on a communication device Reading aloud environmental print (road signs, familiar posters, books, etc.) 	Examples: <ul style="list-style-type: none"> Verbally responding to the question, “What is your homework tonight?” Verbally answering question when given two choices (i.e., “do you want to eat in or go out?”) 	Examples: <ul style="list-style-type: none"> Negotiating activities for break time Telling a story about an event or shared experience (such as movies, plays, or school events) by responding to scaffolded questions provided by the partner who has shared knowledge of the experience