Assessing Early Communication Behaviors in Infants Using Communication Complexity Scale
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**Purpose:** The Communication Complexity Scale (CCS; Brady et al., 2012) has been developed to identify and describe the early communication status of individuals with severe intellectual and developmental disabilities. The purpose is to determine if the Communication Complexity Scale can be used to measure prelinguistic communication in typically developing infants.

**Method:** 150 typically developing infants and caregivers were recruited as part of a larger study on language development. Infants participated in study tasks in the lab at 6, 8, 10, and 12 months of age. During these visits, parents also completed questionnaires regarding their infant’s early communication and development. The questionnaires used were the Communication and Symbolic Behaviors Scales (CSBS-DP; Wetherby & Prizant, 2001) and Ages and Stages Questionnaire (ASQ-3; Squires & Bricker, 2009). Infants were given a structured play based measure of early communication behaviors (Early Social Communication Scales, ESCS; Mundy et al, 2003), which involved presentation of various toys intended to elicit nonverbal communication behaviors during interaction with the examiner. Every visit was recorded on video. A subset of ESCS activities (3 wind-up mechanical toys; 3 hand-operated toys; 2 turn taking toys) were coded via video by trained observers using the CCS scoring system.

**Results:** CCS JA scores were uncorrelated with CSBS and ASQ measures. CCS BR scores were significantly correlated with both CSBS and ASQ measures. Infants with higher scores of communication complexity on the CCS for behavior regulation, also had higher emerging communication levels on parent report measures of language development.

**Conclusion:** The current results support the usefulness of the CCS when characterizing the differences in age-related early communication complexities for typically developing infants. Additional research will be necessary to establish the utility of this measure for research and clinical practice. Future work should evaluate the profiles of typical and atypical communication development, address the developmental profiles of change within the same longitudinal sample of infants and also include additional standardized measure of language development.