

# Writing IEP Goals and Objectives for Authentic Communication - for Children with Complex Communication Needs

## Adopt and Share Beliefs and Basic Assumptions about Communication:

- Not having speech is not the same as not understanding
- Everyone Communicates
- Communication is Messy
- Communication is Dynamic and Raw - Not Edited and Polished - Not Sterile Like Performing a Script
- Communication is Interactive - Not a One Way Process. It is dependent Upon the Communication Partner's Responses. Not All Thought Out Ahead of Time
- Requiring too much perfection and correctness early in the language learning process, can derail the developmental process, by undermining the child's confidence as a learner. When the goal is communication, we need to accept, value and expand upon whatever the child does
- Communication is about something we don't already know
  - Autonomy of Message is Critical
  - Must be the Child's Message - Even if She Needs Help to Communicate it
  - Not Just a Response to the Options Provided by Others
- Communication is NOT just an activity. It occurs all day long in a variety of natural contexts
- Communication Begins with Intent
  - Getting from Intent to Action is What is Difficult for many children who have multiple disabilities
  - The result of the effort, must be worth the effort
- Keep your expectations open

## Remembering the Intent of Communication:

- Begin with the understanding that expressive communication is a function of the child's intent.
- It depends upon the child's ability to communicate an autonomous message - to say what they want to say, when they want to say it.
- Being too narrow in writing the measurable outcome of a goal that states what a child must say and how often he must say it, can actually lead to

- inappropriate instruction and decreased opportunities for learning.
- The focus of instruction may then become contrary to the child's broader development of autonomous, pragmatically appropriate communication.
- In Research and Clinical Practice: Pragmatic Use of Communication is Measured by it's Appropriateness, Not by Quantity
- Appropriateness is dependent on the interaction with communication partners in specific contexts

Many self-initiated communication turns are actually non-obligatory. This means that you (the communicator) choose to take the turn or not, you choose to ask a question when you have one, you ask for something when you want it, and not when you don't. A goal which requires a child to comment, ask a question or request at a specific time may in fact lead to practices which reinforce the child's concept that communication is a meaningless task, rather than a 'powerful personal tool I can use to communicate my own messages.'

### Examples of Faulty Communication Goals:

During snack, (Name) will request a drink 4 out of 5 times

- Problems with this goal - Does (Name) want a drink? How do you know if he is requesting a drink 4 out of 5 times that he wants a drink? What determines 5 times? **NOTE:** If someone has to ask him if he wants a drink 5 times during snack, then he is using the pragmatic intent of 'responding' to a question not 'requesting'.
- What does he learn about communication if he has to ask for drink when he doesn't want one? What if he wants to say "I want to go play now"? Would that be marked wrong on his data chart? According to this objective it would be wrong, but according to being able to communicate his own ideas, it is very right.

During math activities (Name) will respond to the question: How many? when presented with a group of 1 -10 items

- Problems with this goal - If the child answers with an incorrect number, then the child has met the communication component of this goal: respond to the question how many, but has not met the criteria on the content of this goal - understanding quantities
- It is very easy to inadvertently mix content and communication in the same goal, when the child is not yet a competent communicator. This makes it difficult to know what the child is achieving - a correct answer - or an appropriate form of communication. We need to be very careful that the goal is actually measuring what the child needs to learn. Note: For a typical child who puts her hand up and answers a wrong number such as "7", we

wouldn't say that the child can't speak, we would say that she can not count correctly.

We need to ensure that communication goals and objectives:

- Incorporate flexibility for the child to say what they want to say when they want to say it
- Reflect increasing the ability of the child to use a broad range of communicative functions to express real ideas in real situations through multiple modalities.
- Do not require the child will have to communicate what someone else wants her to "say".

This concept also has implications for how progress toward a goal will be measured. Testing situations that present an artificial context, will not provide a window into the child's true developing communication skills. Progress for communication development is more appropriately observed in natural contexts throughout the day as the child begins to take up opportunities to express ideas that are meaningful to her. Data collection will need to reflect the context as well as the communicative functions that the child expresses when the child "sees" a reason to communicate and then successfully transmits a message that is understood by her communication partner.

### **Goals for Beginning Communicators:**

Looking at language development for typical children, there is a long period of time, when the child is learning to express ideas and experiment with language according to her own agenda. This is an interactive process where the child learns through feedback from communication partners, to refine and expand her abilities. Only once the child has achieved some level of communicative competence for expressing her own ideas, is she then able to respond to another person's agenda to answer their questions.

Receptive language ability in typical children, is often observed through the child's behavior in response to others, as well as what the child is able to express in appropriate contexts. The young child does not often demonstrate her receptive abilities through responding to direct questions. She may however, go get her shoes or move towards the door when someone suggests going outside to play, or she may say "out". Any of these actions will show that she understood what was said. In other cases she may point to, or look toward an object that someone else is talking about, even if she cannot yet respond to a direct question. Because

children with complex communication needs may have difficulty moving their bodies, directing their gaze, or expressing their ideas to demonstrate understanding, it can be difficult to know how much language they are processing. Measuring a behavior may not give us a clear indication of what is being understood by these children.

While taking data on a child's ability to answer questions in a testing situation might be easier for the adult, it does not give us evidence of the child's developing language abilities. When answering questions becomes the focus of language instruction and testing, then the natural process of language learning through interaction is disrupted. The only way to assess the child's developing abilities for communication is to collect data over time in natural contexts where the child can demonstrate her communicative competence.

There is a "Catch 22" when it comes to teaching communication skills for children who do not have a current means of communication. It is frequently impossible to know how a child will progress with language, until an accessible form of language is placed in the child's environment for her to learn over time. And it is difficult to know the best accessible language system for a child, without a long term dynamic assessment process.

Dynamic Assessment happens over time. For many children who have complex communication needs, it is impossible to do a one time assessment and learn enough about the child to write meaningful goals and objectives. School systems often do not recognize this process, and expect the team to be able to assess and write goals over the short term. This often results in narrow, task specific, meaningless goals that are not flexible enough to follow the child's evolving learning requirements. Therefore, initial goals may need to be written in a manner that allows for exploration of a range of strategies to determine the most appropriate learning requirements for each child.

### **Strategies:**

Strategies used to facilitate the achievement of goals and objectives may be written into the goals or may be itemized in a section for accommodations or methods and materials. Examples might include some of the following;

- Access to a comprehensive language system that the child can learn to use
- Trained communication partners who can model augmentative and/or alternative language systems in natural contexts - a multi-modal language learning environment

- Interaction with communication partners who model the use of the communication system that the child will use
- Trained communication partners who can identify attempts at initiating communication and “read” and expand upon subtle communicative signals from the child
- Trained communication partners who can assist with operation of communication system to support an autonomous message from the child
- Engineered communication opportunities within natural contexts
- Opportunities to communicate
- Models of ideas on what to communicate in a variety of situations
- Training of communication partners about beliefs and expectations for training
- Sufficient wait time without interrupting thought process
- Strategic and natural feedback on attempts and successful communications
- A communication environment of people (adults and peers) who value and validate the use of AAC to communicate thoughts and ideas
- Purpose, motivation, and intent to communicate something
- Positioning equipment that supports and allows for controlled movement
- Frequent monitoring of the child’s position and position of equipment in relation to the child

### **Writing IEP Goals and Objectives:**

Goals must be measurable, but do not have to be measured in a testing format. It is often more appropriate to write the goal as measured over natural contexts throughout the day. For example, the child will \_\_\_\_\_ more than \_\_\_ number of times within the natural context of school activities. To make this type of data collection practical, reasonable time samples across days, weeks or months would need to be selected. For children who have very little expressive language, data might be collected every time the child expresses herself in the classroom. For the child who communicates only a few times a day, a full day may be selected periodically. For children who are using more language, a specific activity or time period of a selected day can be measured.

Since it is not possible to know the child’s intent, beginning goals for specific communicative functions are inappropriate. However, it is appropriate to write goals that will show an increase in the number of communicative functions expressed by the child in natural contexts. For example, ‘the child will use 3 of the following (developmentally relevant) communicative functions expressively using the

PODD communication book in natural contexts'. Examples of communicative functions can be listed in the goal, so that data can be collected on the use of them. For example: request objects, request/direct actions, request assistance, request recurrence, request cessation, ask questions, express opinions, protest, complain, etc. Methods for collecting this type of data will be illustrated below under specific goals.

Once the child has demonstrated the ability to express a range of communicative functions then it may be appropriate to write goals to express specific communicative functions in appropriate contexts. For example, ask questions in a group discussion, intelligibly relate information, tell a story and narrate/instruct assistants in pretend play providing sufficient information for her partner to understand her specific message, etc.

As the child's ability to express ideas increases, writing goals to focus on more specific operational, pragmatic, semantic, syntactic or strategic skills might be appropriate.

### **Benchmarks and Objectives:**

When goals are broad: benchmarks, objectives or steps are often listed to support the process for obtaining the goal. These should be written according to specific learning requirements of the child and reflect a process toward achievement of the larger goal. Simply stating: "with or without physical, verbal, or non-verbal prompt" is not sufficient. If prompts or cues are indicated to observe performance according to the learning requirements of the child, then they should be described specifically in the benchmark. For example,

**Goal:** (Name) will generate 3-4 word sentences using his communication book.

### **Benchmarks:**

1. (Name) will complete a multi-word sentence (using PODD and other multiple modalities) when provided with models and visual supports of sentence starters during structured writing activities at school.
2. (Name) will produce 2 word sentences when provided with the verbal cue to "tell me more" during genuine interactions
3. (Name) will spontaneously produce 2 word sentences.

4. (Name) will produce 3 word sentences when provided with the verbal cue to "tell me more"

5. (Name) will spontaneously produce a 3 word sentences.

### Collecting Data:

Customized data charts may be constructed to list a goal with space to indicate the context, date, and message. For the beginning communicator, who is only starting to use expressive communication, these charts may be kept with the PODD, since expressive use of the PODD may be infrequent. That way, data can be collected at any time the child takes up an opportunity to express herself. See example below.

**Note:** All examples are suggestions and should be modified appropriately for individual needs. Data can be collected and compared to baseline.

Name:

Goal:

| Date | Context | Message | Notes<br>(partner's response) | Initiated by<br>child? Yes/no |
|------|---------|---------|-------------------------------|-------------------------------|
|      |         |         |                               |                               |
|      |         |         |                               |                               |
|      |         |         |                               |                               |
|      |         |         |                               |                               |
|      |         |         |                               |                               |

The use of a language sample may be an appropriate tool for collecting data that can show an increase in communicative functions, modalities used, independence, and length of utterance. The language sample may need to be collected over time, so that it reflects natural opportunities for the child to express her own thoughts in meaningful situations. Unlike children who use speech, children with complex communication needs may be less likely to simply chat out of context, but will communicate when a real need arises. It will also be helpful to note the context, the modality the child used, and if the message was initiated by the child, prompted or in response to a direct question.

## Two Column Option: Language Sample Form (code below)

Name:

Date:

|   |  |
|---|--|
| Student   | Communication Partner  |
| <u>I want /to do something / play / categories / toys /ball</u> |  |
|   | Oh, you want to play with the <u>ball</u> , do you?<br>Lets see what kind of balls we have.                      |
| <u>categories / describing words / big</u>                      |  |
|   | That's a good idea, I love playing with the really <u>big</u> ball, now if I could just remember where it is.... |
| (child points to closet)  |  |
|   | You want me to look in the closet?   |
| (child nods)  |  |
|   | Alright, lets see if it is in there.   |

**Code:** Speech = Plain text

Interpretations / gestures = Enclosed in parenthesis

Aided Language (PODD) = Underlined. Add: [sgd] if speech generating device is used

Sign Language = Capital letters

Phrase or word represented by one symbol or one activation in aided systems = / /

## **Language Sample Form - Partner Assisted Scanning**

Student: Allie

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\*For each series of communicative turns, start with writing date, time and context on one line and then start recording the conversation on the next line. Use one line for each new communicative turn

| Who        | Message   |  |  |
|------------|---|--|--|
| 8 / 23 /09 | 2:30 - Eating blueberries   |  |  |
| Allie      | (reaches for PODD communication book)   |  |  |
| Linda      | Do you have something to say?   |  |  |
| Allie      | (Yes) / <u>Quick Word</u> / <u>Uh oh</u>  |  |  |
| Linda      | <u>Uh oh</u> , you ate them all. Do you have more to say?                             |  |  |
| Allie      | (Yes) / <u>more</u>   |  |  |
| Linda      | Oh, you want some more blueberries  |  |  |
| Linda      | <u>Back to start</u> / <u>I think is</u> / <u>great</u> - Those blueberries are great |  |  |
| Linda      | More to say / <u>Favorite</u> - Those blueberries are your favorite                   |  |  |

**Code:** Speech = Plain text

Interpretations / gestures = Enclosed in parenthesis

Aided Language (PODD) = Underlined. Add: [sgd] if speech generating device is used

Sign Language = Capital letters



List or array of choices and concrete items according to a context = Italics or Cursive

Phrase or word represented by one symbol or one activation in aided systems = / /



**Sample Goals and Objectives for Using a PODD Communication Books for a Variety of Access Strategies and Skill Levels**

1. (Name) will show increasing interest and attention to someone using a comprehensive aided communication system (such as a PODD) to talk to him/her in natural contexts throughout the day. This will be observed as in increase in: looking towards the communication symbols or the communication partner, calming during this process, looking away to the side but with a stillness as if listening, or responding the partner's message. (define this specifically for this child) Minimum of (10) times during the school day in a variety of contexts.

| Date     | Opportunity presented (Someone talks to the child using PODD)                     | Total | Child Attended (look towards, calmed, responded to the message, etc.)             | Total | Notes on type of attention being observed |
|----------|---|-------|---|-------|---|
| 09/10/09 |  | 10    |  | 6     | Mostly looking at book, and vocalizing    |
|          |   |       |   |       |   |






**Possible Benchmarks (determine based on the child):**

- Increased attention to Direct Modeling in
  - 2 contexts
  - 4 contexts
  - 6 contexts
- Increased attention to Partial Modeling
- Increased attention to Full Scan Model
- Increased attention based on the number of symbols modeled in sequence:
  - 1, 3, 5, etc.
  
- Decrease in level of prompt needed to facilitate attention (see chart) for increasing length of utterance modeled

Name:

Date:

Context or duration charted:

| Facilitations used to get attention to symbol | Attention to symbol   | totals |
|---|---|--------|
| Moved symbol to child's gaze                  |  | 7      |
| Moved column of symbols to child's gaze       |   |        |
| Moved communication display to child's gaze   |  | 3      |
| highlight with flashlight                     |  | 1      |
| tapping point                                 |  | 5      |
| shaking of symbol/display                     |  | 10     |
| Use of a slant board                          |   |        |
| simple point                                  |   |        |

| Date / context      | # of symbols in sequence modeled / attended to |
|---------------------|--|
| x/xx/xx Circle time | 3/3, 4/2, 2/2, 2/0, 1/1, 1/1, 3/               |
| Bathroom            | 2/2, 3/1, 1/1, 1/1                             |
| Language arts       | 3/3, 6/6, 1/1,                                 |

2. Within natural contexts throughout the day, (Name) will initiate use of the PODD communication book by one of the following methods: (defined specifically for this child - see below) and attempt to communicate something via partner-assisted scanning. Measured by increasing in frequency over baseline.

- Look towards PODD communication book that is always kept within view in close proximity - A partner will then offer "Do you have something to say?"

and if (name) responds yes, begin using the book through partner-assisted scanning

- Call out or make a sound - A partner will then offer "Do you have something to say?" and if (name) responds yes, begin using the book through partner-assisted scanning
- Lift or wave arm wearing a wrist band "I have something to say" - A partner will then offer "Do you have something to say?" and if (name) responds yes, begin using the book through partner-assisted scanning
- Change affect, become distressed, disinterested, excited, etc. - A partner will then offer "Do you have something to say?" and if (name) responds yes, begin using the book through partner-assisted scanning

Name:

(Acceptable forms of initiation for this child can be listed on this form here)

| Date:    | Number of times child initiated use of PODD | Totals: |
|----------|---|---------|
| 09/10/09 | <del>IIII</del> III                         | 8       |
|          |   |         |
|          |   |         |

Or:

Name:

date:

| Method of initiation   | Number of times during the day  | Totals |
|--|---------------------------------|--------|
| Look towards PODD  | <del>IIII</del> II              | 7      |
| Vocalization   | III                             | 3      |
| Activate single message device:<br>"I have something to say" | <del>IIII</del> <del>IIII</del> | 10     |
| Wave Wrist Band  | <del>IIII</del>                 | 5      |

|                  |   |   |
|------------------|---|---|
| Change in Affect |  | 6 |
|------------------|---|---|

3. (Name) will intelligibly initiate communication with an expanded range of communication partners . (measurement of baseline vs. current)

Data sheet: List specific partners from each of the 'Circle of Communication Partners' from Social Networks (Hunt-Berg and Blackstone, 2003). Ask each partner if the child is initiating communication with them. You may also ask how the child initiates with each partner.

(\*) Baseline date:

(✓) Followup date:

| Partner                                 | Initiates by Vocalizing | Initiates by Raising arm | Initiates by looking at the book | Other: please specify  |
|---|-------------------------|--------------------------|----------------------------------|--|
| Mother                                  | * ✓                     | ✓                        | * ✓                              | Eye gaze   |
| father                                  | * ✓                     | ✓                        |                                  |  |
| Ann (sibling)                           | * ✓                     | ✓                        | * ✓                              | Pulling arm  |
| Peter (good) friend                     | * ✓                     | ✓                        |                                  |  |
| James (good) friend                     |                         | ✓                        | * ✓                              |  |
| Joanne (child in class)                 | ✓                       | ✓                        |                                  | Needs assistance from class assistant  |
| Sam (child in class)                    | ✓                       | ✓                        |                                  | Needs assistance from class assistant  |
| Mr X. neighbor                          | ✓                       | ✓                        |                                  | Needs assistance from parent   |
| teacher                                 | ✓                       | * ✓                      | ✓                                |  |
| SLP                                     | * ✓                     | * ✓                      | * ✓                              |  |
| OT                                      | ✓                       | * ✓                      | ✓                                |  |
| Doctor (as reported by mother)          |                         | ✓                        |                                  | Needs assistance from parent   |
| Waiter/waitress (as reported by family) |                         |                          |                                  | Needs assistance from family or friend<br>Using voice output device with prepared message. |

4. When (Name's) behavior implies an interest in communicating (by looking toward the PODD communication book, calling out, or showing a change in affect) within the context of teachable moments, (Name) will express an increasing range of communicative functions such as requests, comment, and directing actions using partner-assisted scanning with communication book and yes/no responses, after she is asked: Do you have something to say?

Or

5. Within natural contexts throughout the day, (Name) will use an increasing number of communicative functions or intents expressively with the PODD communication book and partner-assisted scanning.

(Note a number of functions and frequency may be specified as benchmarks. For example: the child will use the PODD communication book to express 3 types of communicative intents/functions from the list the below. Child will increase frequency and percentage used during a week at school.)

Examples of communicative functions and intents:

- Request objects
- Request action
- Request activity
- Request a turn
- Reject, protest, complain
- Respond/acknowledge
- Inform (draw attention to something)
- Clarify or specify - for example in the case of something is wrong
- Comment on action/object
- Express an opinion
- Ask a question
- Answer

Note: Expressing communicative functions must be based upon the child's intent and therefore can only be modeled by others in contexts and not specifically prompted - since we can't know the child's intent. Therefore, progress cannot be measured by the reduced amounts of prompts needed. Progress is measured by the increasing use of communicative attempts and functions by the child in natural contexts.

Name:

Date:

| Communicative Function   | Number of times expressed with PODD | Totals |
|--|-------------------------------------|--------|
| Request objects  |                                     | 7      |
| Request action   |                                     | 3      |
| Request activity   |                                     | 10     |
| Request a turn   |                                     | 5      |
| Reject, protest, complain  |                                     | 6      |
| Respond/acknowledge  |                                     | 7      |
| Inform (draw attention to something)                               |                                     | 3      |
| Clarify or specify - for example in the case of something is wrong |                                     | 5      |
| Comment on action/object   |                                     | 2      |
| Express an opinion   |                                     | 6      |
| Ask a question   |                                     | 7      |
| Answer   |                                     | 3      |

**Note:** A language sample form may also be used and then tallied for the types of communicative functions used.

6. Within natural contexts throughout the day, (Name) will increase length of utterances, by expanding upon what he/she has expressed using the "more to say" function in the PODD communication book.

**Note:** For data collection, use one of the language samples forms above and count length of utterances. Average the length of utterance over a selected period of time.

7. Within natural contexts throughout the day, (Name) will use an increasing amount of vocabulary items in the PODD communication book to express intents.

**Note:** For data collection, use one of the language samples forms above and tally the variety of vocabulary used.

Or

For the beginning communicator, keep track of vocabulary used expressively over the course of the day/ week or specified period of time

Name:

Date:

| Vocabulary item (write in as used) | Number of times used expressively |
|------------------------------------|-----------------------------------|
| More                               | ////                              |
| Done                               |                                   |
| Uh oh                              | ////                              |
| I want                             | ////                              |
| Book                               |                                   |
| Computer                           |                                   |
| I like                             |                                   |
| Great                              |                                   |
| Silly                              |                                   |
| Don't like                         |                                   |
| Scary                              |                                   |
|                                    |                                   |
|                                    |                                   |

8. (Name) will appropriately ask a variety of questions, providing partner with sufficient information to understand her specific question. E.g. "Why", "What ....", "Where...." "when.....", "who...." "how...". " Whose ....." "Can I ..." "Do you ....." (as measured across all activities during a school day)

Name:

| Date    | Number of questions asked by child and understood by partner | Number of questions asked by child and <b>NOT</b> understood by partner | Total Understood (or percentage of attempts) |
|---------|--|---|--|
| x/xx/xx | ////   |   |  |
|         |  |   |  |
|         |  |   |  |
|         |  |   |  |

OR

Name:

Week:

| Question:               | Number of questions asked by child and understood by partner | total |
|-------------------------|--|-------|
| Why.                    | <del>    </del>  |       |
| What                    |  |       |
| Where                   |  |       |
| when                    | <del>    </del>  |       |
| who                     |  |       |
| whose                   |  |       |
| How                     |  |       |
| Can I                   | <del>    </del>  |       |
| Do you                  |  |       |
| Other Yes/no questions: | You do that?; She go?;                                       |       |

9. (Name) will use language (sign, pictures, spoken words) to request objects, actions, assistance, recurrence (more) and cessation (stop, finish), ask questions, express opinions, protest and complain.

Note: For data collection, use one of the language samples forms above and tally use of each communicative function.

Or

Name:

Date:

| Communicative Function | Number of times expressed across the school day (or designated period of time) | Totals |
|------------------------|--|--------|
| Request objects        | <del>    </del>  | 7      |
| Request action         |  | 3      |
| Request assistance     | <del>    </del> <del>    </del>  | 10     |



|                   |  |   |
|-------------------|--|---|
| Recurrence (more) |  | 5 |
| Cessation (stop)  |  | 6 |
| Ask questions     |  | 7 |
| Protest           |  | 3 |
| Complain          |  | 5 |

10. (Name) will intelligibly relate information, tell a story, narrate and/or instruct assistants and peers in pretend play providing sufficient information for her partner to understand her specific message. (With increasing sophistication as shown in a language sample over time.)

Note: For data collection, use one of the language samples forms above.

11. (Name) will use appropriate syntactical forms (sentence structure) to provide sufficient information to enable trained partners\* to understand his message without contextual cues.

\*Trained partner = person trained how to use the child's communication system and access strategy, such as, partner-assisted auditory scanning PODD communication book

Note: For data collection, use one of the language samples forms above to evaluate and show changes in the child's use of syntax over time

12. (Name) will use a specific access strategy to intelligibly access her PODD communication book with trained partners when sitting in a stable (supported) sitting position.

Define specific access strategy: partner-assisted scanning, direct eye-point, coded eye-gaze (color and number grid) etc.

Note: For data collection, create a form similar to the one above in goal #3.

(✕) Baseline date:

(✓) Followup date:

| Partner: | Able to use ____ access strategy (Yes / No) | Comment on intelligibility |
|----------|---|----------------------------|
|          |   |                            |
|          |   |                            |

## Sample Goals for Developing the Access Strategy of Partner-Assisted Scanning

13. Within natural contexts throughout the day, (Name) will use his/her PODD communication book to communicate something using auditory plus visual partner-assisted scanning method.

**NOTE:** An auditory plus visual partner-assisted scanning method is where vocabulary items in the PODD will be presented visually and auditorally by the partner to the child - while waiting for a no or yes response from the child. (Some children will use just visual, some just auditory, and some will use a combination. Define method for this child.)

Level One (single item scan) - items presented one at a time going down each column

Level Two (group item scan) - items presented as a column/group and then only presented individually if the child responds yes to that column.

Define yes/no responses for this child - see examples below:

**Note:** define one specific form of yes/no response for this child, however, a backup method can be selected for when the child fatigues or is having difficulty with the usual method

Examples:

(Name) will verbalize \_\_\_\_\_ 'no' and \_\_\_\_\_ for "yes"

(Name) will shake her head for 'no' and nod her head for "yes"

(Name) will turn his/her head left for 'no' and bring his/her head forward for "yes" towards talking yes/no switches that are held about an inch from the child's left cheek and under his/her chin. With initial cue of brushing the switches lightly against his/her cheek/chin as 'yes' and 'no' are verbalized for each.

(Name) will turn his/her head left for 'no' and right for "yes" towards talking yes/no switches that are held about an inch from either side of the child's cheek. With initial cue of brushing the switches lightly against his/her cheek as yes and no are verbalized for each switch

**Note:** at some point the talking switches may not be needed and two hands held to sides of the child's head may be enough. Later, the child may turn his/her head without any supports

(Name) will turn his/her head left for 'no' and reach forward with his/her hand for "yes" towards talking yes/no switches that are held about an inch from the child's left cheek (no) and out in front of the child approximately 12"-18" from the child. With initial cue of brushing one switch lightly against his/her cheek/ 'no' and gently shaken in front of the child "yes" - each combined with associated verbalized cue yes or no.

(Name) will reach toward the 'no' or 'yes' talking switch held facing him/her by a partner. Switches need to be at least 18" apart and approximately 12 -18" from the student. Initial cueing consists of naming each switch as it is placed in position and shaking it back and forth slightly to attract the student's attention as it is named.

(Name) will eye-gaze toward the 'no' or 'yes' talking switch held facing him/her by a partner. (or mounted on an eye-gaze frame) Switches need to be at least 18" apart and approximately 18" - 2' from the student. Initial cueing consists of naming each switch as it is placed in position and moving it back and forth slightly to attract the student's attention as it is named. Later the child may be able to look at the picture symbols for yes and no without the talking switches for feedback.



(Name) will look up for yes and turn his/her head to the side for no

(Name) will nod his/her head for yes and shake head side to side for no

(Name) will \_\_\_\_\_ for yes and \_\_\_\_\_ for no

**Note:** In all of the methods using talking switches, if the child does not activate the switch, the partner may activate the talking switch to provide the child with the feedback that the partner has recognized his/her selection. For example - seeing the child turn his head toward the switch or clearly reach toward the switch with her hand is accepted as a clear response and the switch is then activated by the partner.



Name:

| Date     | Number of successfully communicated messages                                      | Totals |
|----------|---|--------|
| xx/xx/xx |  | 17     |
| xx/xx/xx |  | 12     |
|          |   |        |
|          |   |        |
| Date     | *Anecdotal notes: examples of messages with dates                                 |        |
| xx/xx/xx | I like / this is fun / more to say / silly (I think this is fun and silly)        |        |
| xx/xx/xx | Quick word / different / more to say / I want / book (I want a different book)    |        |

Language sample forms may also be used

14. Within natural contexts throughout the day, (Name) will indicate a choice through a partner-assisted scan, when given a list of choices of toys to interact with or foods to eat. The list will include 3 toys, or foods and then a final choice of "Something else" or "None of those". Items will be presented visually and auditorally - with all choices presented first and then repeated and shown slowly for his/her response. (This strategy will be frequently modeled by others for making choices in natural contexts)

(Define how this child will indicate yes and no - see examples above)

| Date:    | Opportunity for choices presented   | Total | Number of times child successfully made a clear choice, given the opportunity        | Total |
|----------|---|-------|--|-------|
| 09/10/09 |  | 10    |  | 10    |
|          |   |       |  |       |
|          |   |       |  |       |

## Social Communication Goal

15. (Name) will participate in the creation of a co-planned sequenced social script to be recorded into a step by step communicator - when presented with choices - either paired with touching her two shoulders by a partner for her to lean towards, or when presented with a list of 3 or more choices at a time indicating 'no' and/or 'yes' (as defined specifically for this child.) Choices will be offered in a logical conversational order. (Name) will then independently activate the device in a conversational turn taking manner with a number of different partners using one of her two switches. A minimum of twice a day with increasing engagement over time.

**Note:** No choice will be interpreted as none of those, and additional choices will be offered.

Define method of selecting choice, and what is considered to be active engagement for this child.

### Level of Engagement Rubric:

| Activity:                               | minimal   | moderate   | active   |
|---|---|--|--|
| Creating script                         | Looking away, fussing, less than 3 choices made | Minimal affect, 3-5 choices made within 30 second delay for each | Increased affect, making greater than 5 choices with less than 30 seconds delay for each |
| Using script to interact with a partner | Incomplete activation of the entire script      | Looking toward partner, completing script at least once          | Increased affect and looking toward partner for response between activations             |

### Name:

| Date:    | Topic of script   | Number of messages actively chosen by (name) | Level of engagement while creating script | Level of engagement with partner |
|----------|-------------------|--|---|----------------------------------|
| xx xx xx | Follow the leader | 4  | moderate                                  | active                           |
|          |                   |  |   |                                  |