

Core Set 2: Assessment and Setting Goals

October 15, 2015

Erin Sheldon, M. Ed.,



angelman
syndrome
foundation

COMMUNICATION TRAINING SERIES

Today's Webinar

- * Reinforce modelling of the key Core Four as an instructional strategy
- * Introduce an instructional framework: To/For, With, Alone
- * Establish developmentally appropriate goals within that framework

Aided language input in the 5 STEPS

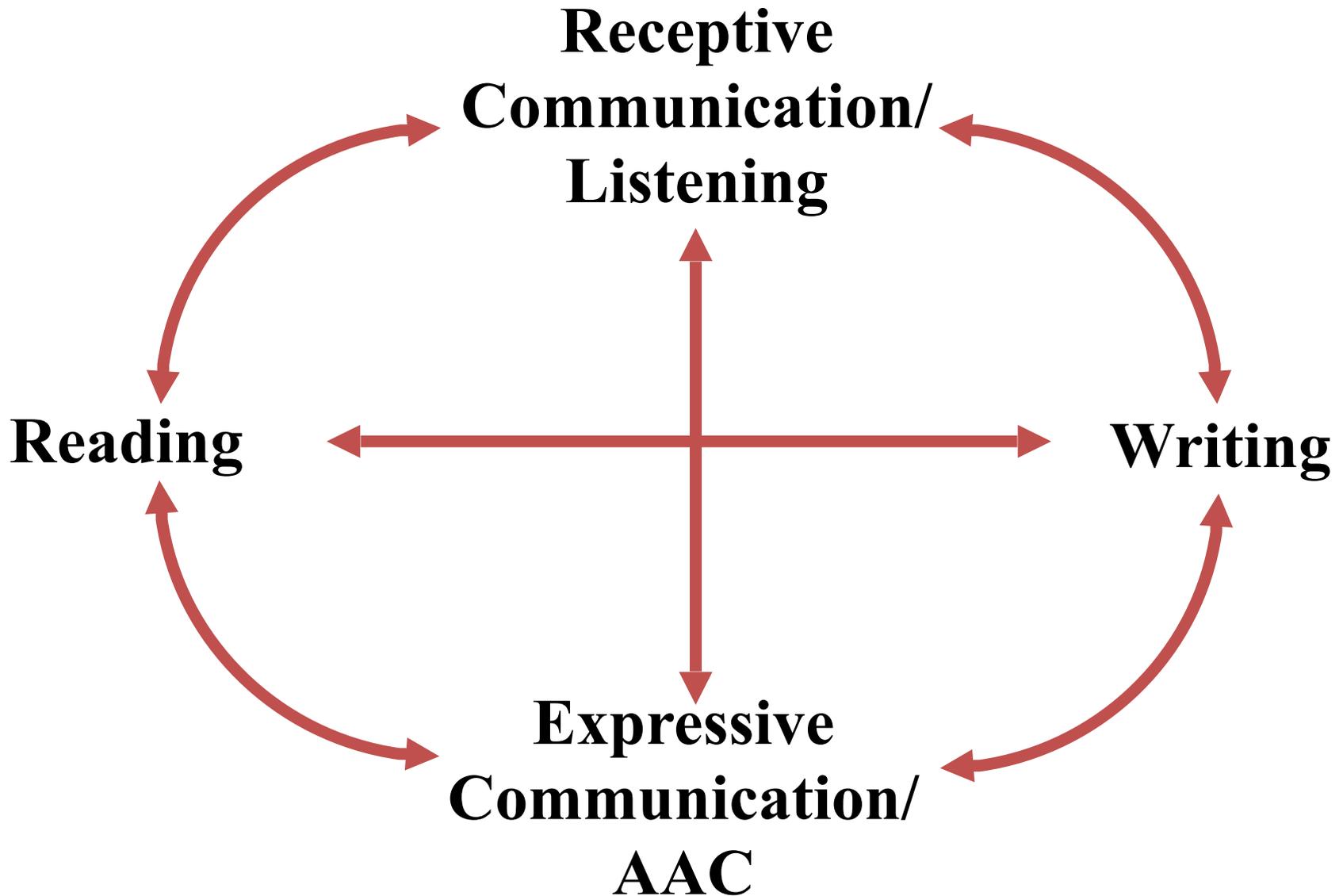
<i>Targets</i>	
<i>Teaching/</i>	Aided language input
<i>Tools</i>	AAC with robust core word or pragmatically organized vocabulary
<i>Testing</i>	
<i>Team</i>	

Today's topic in the 5 STEPS

<i>Targets</i>	
<i>Teaching/</i>	Aided language input
<i>Tools</i>	AAC with robust core word or pragmatically organized vocabulary
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Oral and Written Language Development

(Koppenhaver, Coleman, Kalman & Yoder, 1991, adapted from Teale & Sulzby, 1989)



Input

Output

Spoken Language Development

Spoken Language



Spoken Language

Aided Language Development?

Spoken Language



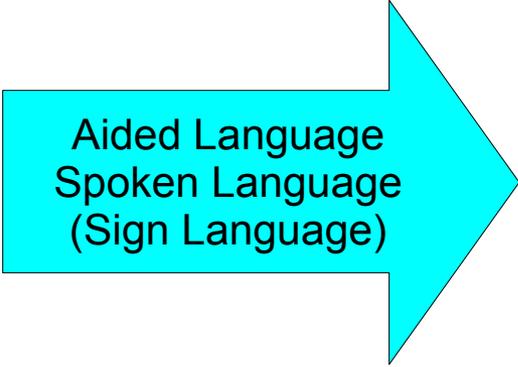
Aided Language

Burkhart & Porter, 2006

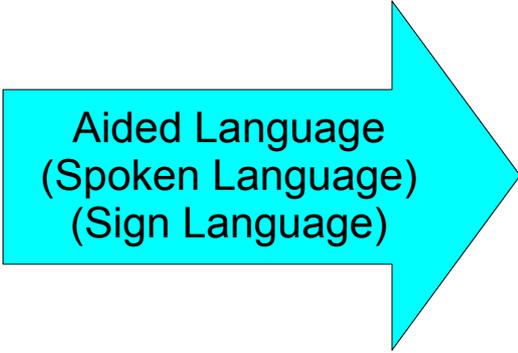
Input

Output

Aided Language Development
using Aided Language Stimulation



Aided Language
Spoken Language
(Sign Language)



Aided Language
(Spoken Language)
(Sign Language)

Burkhart & Porter, 2006

Instructional framework

- * **To or For:**

Provide a model for the person to become aware of and observe without any expectation of participation or performance

- * **With:**

Scaffold the person to imitate, explore, and participate, with your support and encouragement

- * **Alone:**

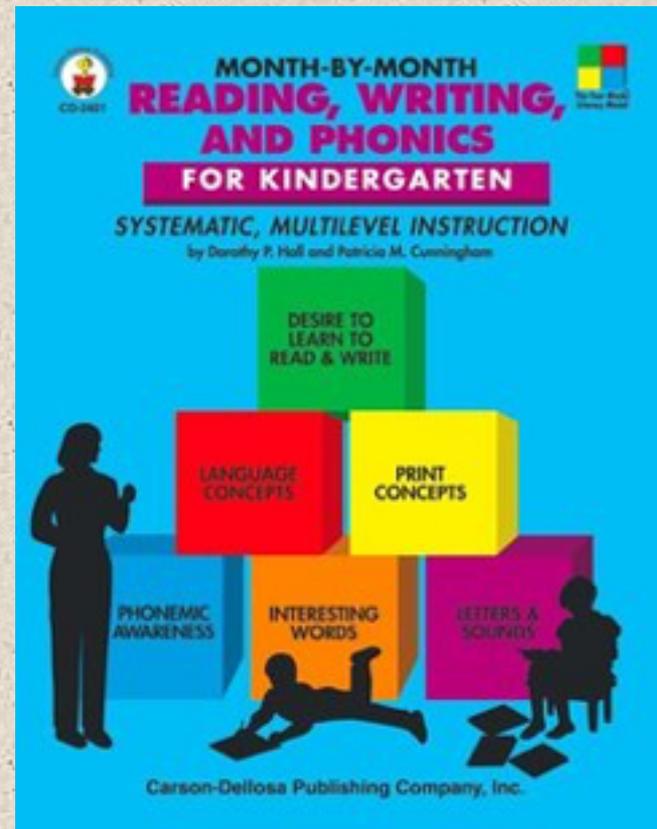
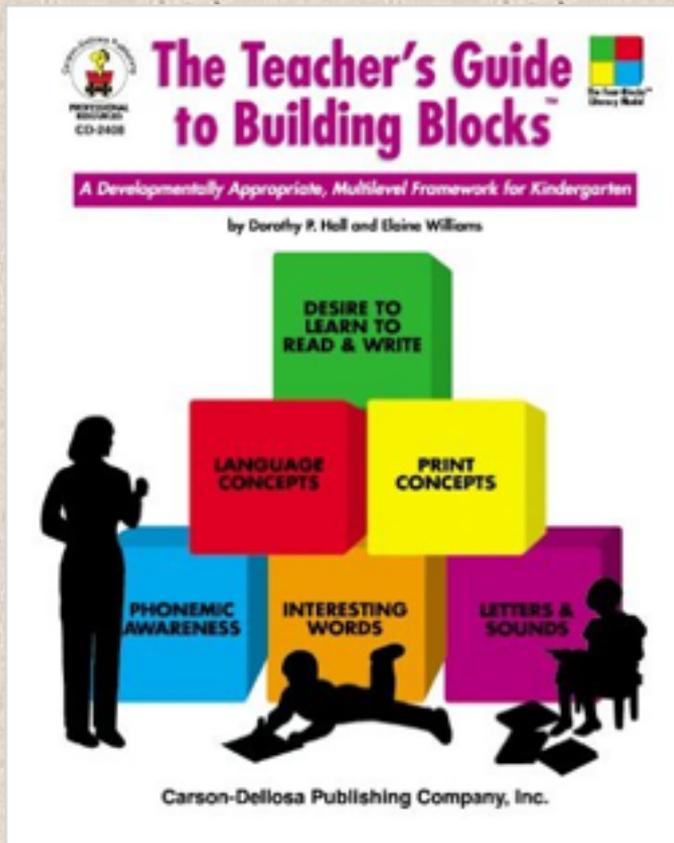
Use the skill for functional, personally meaningful purposes

Instructional framework

- * **To or For: What will I do**
Provide a model for the person to become aware of and observe without any expectation of participation or performance
- * **With: What will WE do**
Scaffold the person to imitate, explore, and participate, with your support and encouragement
- * **Alone: What will YOU do**
Use the skill for functional, personally meaningful purposes

Building Blocks:

Dorothy Hall & Elaine Williams,
based on Patricia Cunningham's Four Blocks



Instructional framework

- * **To or For: This is the WHY**
Motivation, purpose, and enjoyment

Provide a model for the person to become aware of and observe without any expectation of participation or performance

Communication

- * **To or For:**

Provide a model of using AAC to communicate a broad range of purposes without any expectation of participation or performance

Child: reaches for Uncle Jimmy while vocalizing excitedly

Adult: I think you WANT to talk to Uncle Jimmy! Lets show him your book about the State Fair!

- * **With:**

Encourage exploration and expand on utterances, with your support and encouragement

Child: Uses AAC to say “Uncle Jimmy”

Adult: “I think you LIKE Uncle Jimmy! We will SEE Uncle Jimmy at Thanksgiving!”

- * **Alone:**

Child: Uses AAC to say “Let’s go Uncle Jimmy”

Adult: “You WANT to GO to Uncle Jimmy’s. We can’t GO right NOW, but we could WRITE him a message”

Reading

- * **To or For:**

Provide a model of reading personally meaningful text and personalized books in many different ways: read the words, retell the story, talk about the pictures

- * **With:**

Encourage participation by reading familiar books with repeated lines, supporting the child to predict and read those lines, use think-alouds to show how the pictures and sounds of rhyme help us predict the words, encourage child to read with her inner voice.

Emphasize how we can manipulate sounds in language.

- * **Alone:**

Provide access to many accessible books in a range of genre and formats, provide instruction in letter names and sounds, important-to-me sight words, and spelling patterns (phonics), develop reading comprehension by reading and listening for a specific purpose

Writing

- * **To or For:**

Provide a model of using a range of writing tools to demonstrate why writing matters: to convey my thoughts, opinions, information, and experiences with the people around me and people who aren't here

- * **With:**

Provide a scaffold, such as a predictable sentence frame, for the student to complete a sentence, to send a message, to write a story, and to explore a range of writing tools and receive feedback

- * **Alone:**

Use AAC to show what you know and to respond to text. Use a keyboard to develop letter-by-letter spelling skills. Provide daily opportunities to write for meaningful purposes and to “publish” these writings.

AAC

Reading

Writing

Alone:
Mastery

With:
Prediction,
Participation

To/For:
Awareness

Give and take of conversation, provide time to generate messages

Breaking the code: letter names and sounds, phonics, sight words

Developmental spelling, writing without standards, writing with AAC to show what we know

Expand utterances and model new functions or purposes

Emphasize manipulating the sounds in language: beats/syllables, rhyme, alliteration

Shared writing: predictable sentence frames, poetry

Model and reflect key words during interaction

Shared reading predictable, personalized, and familiar books: words, retell, pictures

Model many ways to write: AAC, keyboards, pencils

Erin Sheldon M. Ed

AAC

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Communication Goals for Awareness

1. Communication partners

- how many partners the student has
- range of partners: peers vs. adults vs. unfamiliar partners...

2. Communication settings

- different locations where skills are applied, including: home, within classroom settings, school-wide settings, community settings

Maureen Nevers, SLP

Communication Goals for Awareness

3. Response to receptive communication

- attention to information (e.g. speech, sign, symbols)
- recognition of materials over time
 - pragmatic match between being shown item and being shown representation
 - completing depicted action or activity
- anticipation of predictable sequence
 - looking at depicted item or activity
 - moving towards item, activity, or person represented
- time between presentation of information and response
- number and type of prompts needed to respond

Maureen Nevers, SLP

Communication Goals for Awareness

4. Range of symbolic and non-symbolic communication
 - ability to use gestures, objects, actions ...
 - ability to use sign, photos, line drawings, speech ...

13. Degree and type of socializing
 - how often the student engages in social interactions

Maureen Nevers, SLP

Communication Goals for Awareness

(Name) will show increasing **interest and attention** to someone using a comprehensive aided communication system 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.

**Writing IEP Goals and Objectives for Authentic Communication –
for Children with Complex Communication Needs**

Linda Burkhart and Gayle Porter
July, 2009 and Feb, 2010

Communication Goals for Awareness

Possible Benchmarks (determine based on the child):

- a. Increased attention to Direct Modeling in
 - i. 2 contexts
 - ii. 4 contexts
 - iii. 6 contexts
- b. Increased attention to Partial Modeling
- c. Increased attention to Full Scan Model
- d. Increased attention based on the number of symbols modeled in sequence: 1, 3, 5, etc.
- e. Decrease in level of prompt needed to facilitate attention for increasing length of utterance modeled

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Communication Goals for Awareness

Sharing personal narratives and story telling:

(Name) will attend to photos and/or videos of his/her own personal experiences when this media is arranged in a book format.

(Name) will engage in joint attention with a communication partner while reviewing books that include photos and videos of his/her own personal experiences.

AAC

Reading

Writing

Alone:
Mastery

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Erin Sheldon M. Ed

Communication Goals for Participation

Vocabulary quantity

- amount of expressive vocabulary
- number of interests (basis of communication)
- length of time spent with a single activity
- time to acclimate to a new activity

Message quantity

- number of messages expressed (per session, day, week...)
- number of responses (per activity, session, day ...)

Maureen Nevers, SLP

Communication Goals for Participation

Initiation

- number of times student acts without prompts
- degree of prompting required to act
- speed of response

Communicative functions expressed

- range of functions represented by the student's expressive communication, such as protest, acceptance, commenting etc.

Degree and type of socializing

- how often the student initiates social interaction

Maureen Nevers, SLP

Communication Goals for Participation

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

Examples of communicative functions and intents:

- a. Request objects
- b. Request action
- c. Request activity
- d. Request a turn
- e. Reject, protest, complain
- f. Respond/acknowledge
- g. Inform (draw attention to something)
- h. Clarify or specify - for example in the case of something is wrong
- i. Comment on action/object
- j. Express an opinion
- k. Ask a question
- l. Answer

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Communication Goals for Participation

When (Name's) behavior implies an interest in communicating (by looking toward the 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?

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Communication Goals for Participation

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

Benchmarks:

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

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Communication Goals for Participation

3. Within natural contexts throughout the day, (Name) will **initiate** use of the communication **book** by one of the following methods ____ and attempt to communicate something via partner assisted scanning. Measured by increasing in frequency over baseline.
- a. Look towards 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
 - b. 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
 - c. 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
 - d. 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

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Communication Goals for Participation

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

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

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Communication Goals for Participation

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)

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Communication Goals for Participation

Sharing personal narratives and story telling:

(Name) will initiate sharing books, photos, and videos of his/her own personal experiences with more communication partners, with new communication partners, in new contexts, with fewer prompts, or with more frequency.

Communication Goals for Participation

Sharing personal narratives and story telling:

(Name) will participate in creating simple remnant books and story books about his/her own personal experiences by:

- selecting a photo or video to select a topic, an audience, or to convey a message about a personal experience
- completing a sentence, such as “I like,” “I like to go to...”, or “my favourite part was when...”

AAC

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Mastery

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Erin Sheldon M. Ed

Communication Goals for Mastery

9. Linguistic complexity

- parts of speech represented in expressive vocabulary
- percentage of use of various levels of syntax (simple single-word utterances versus complex multi-word message)

10. Level of independent access of supports

- recognizing need and initiating access of necessary support
- physical distance from support or target

11. Level of independence in daily functioning

- number of prompts required to complete activities
- degree of prompts (e.g. full physical, gestural...)

Communication Goals for Mastery

12. Percent challenging behavior

- frequency of challenging behavior
- duration of incidents

13. Degree and type of socializing

- the range of content associated with social interactions
- number of turns per interaction
- social responses relative to opportunities (number of non-obligatory turns taken)
- number of partner-focused questions
- partner's response to student

Maureen Nevers, SLP

Communication Goals for Mastery

(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) 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.)

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July, 2009 and Feb, 2010

Communication Goals for Mastery

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

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

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Communication Goals for Mastery

(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.

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July, 2009 and Feb, 2010

Communication Goals for Participation

Sharing personal narratives and story telling:

(Name) will participate in creating remnant books, sequenced social scripts, or oral presentations by selecting the topics, identifying a target audience, selecting photos and videos and other visuals, generating the messages, etc.

(Name) will initiate creating social scripts, remnant books, or personal experience stories...

Writing AAC Goal Statements

Template



- Environmental cue (ex. during __ activity; when __ happens; if __ happens; when appropriate)
- the student will __ [add specific communication task using communication verb]
- with __ [add partner: peer, teacher, unfamiliar partner]
- measurable criteria or %

Communication verbs



announces, answers, asks, clarifies, comments, describes, discusses, explains, expresses, greets, names, orders, recalls, recites, reports, requests, retells, says, tells

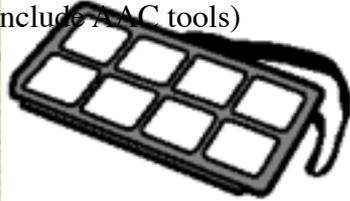
Measurable criteria



- With _% accuracy (80% over several trials is considered mastery) ○ _ times in _ minutes
- _ times out of _ opportunities
- # of work samples
- Amount of on-task time
- Number/ type of interactions over 30 minute period (ex.) taken 1 time/month (ex.)

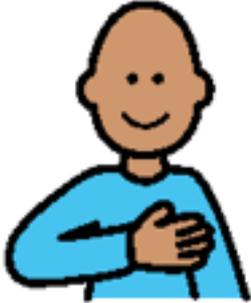
Writing AAC Goal Statements

Multimodal strategies (include AAC tools)



- Using any communication modality
- Using picture sequence strip
- Using manual communication board
- Using a voice output communication device
- Using manual signs/ sign approximations/ gestures
- Using single word approximations
- Using 2-3 symbol combinations

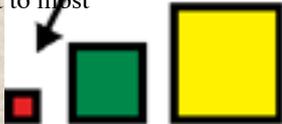
Self-advocacy



- Asks for device when needed
- Asks to have new vocabulary added
- Asks to have vocabulary changed
- Reports a problem with the device
- Programs own new vocabulary
- Calls for technical support

Prompt hierarchy

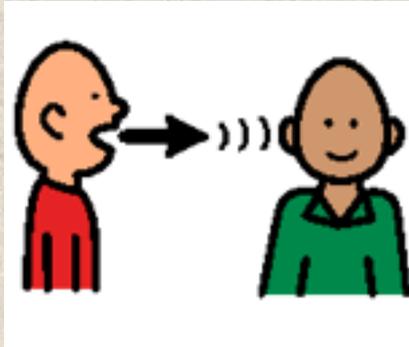
least to most



1. Set up environmental cues and pause
2. Open question and pause
3. Partial prompt or request for verbalization and pause
4. Provide full model for student to imitate and pause

Writing AAC Goal Statements

Communication tasks



- Announces job assignments
- Answers wh- questions
- Asks questions about the story
- Asks for help or clarification when needed
- Asks questions related to classwork or homework assignments
- Asks for needed materials
- Asks communication partner to repeat if necessary
- Asks communication partner to wait a minute while he creates his message
- Clarifies a message when not understood by partner
- Comments on leisure time/cooking/snack activity
- Describes word relationships
- Makes comparisons
- Tells what an object does (function)
- Tells about other associated objects
- Tells what is same and different
- Describes specific needs for assistance
- Describes pictures/objects/book/movie/pets
- Discusses school time activities with family and friends
- Expresses opinions/comments
- Greets friends and teachers
- Identifies errors in word usage
- Identifies sounds in words
- Identifies the main idea/ characters/setting/problem/solution of what is read
- Initiates conversation with teacher and peers
- Names pictures and objects in "I spy" game
- Orders lunch in school cafeteria and area restaurants
- Recalls details from something read
- Reads stories aloud to reading buddy
- Repairs miscommunications by repeating or changing the message as needed
- Retells familiar stories

OCPS ATteam CG2012

Possible Next Steps

- * Assess whether your student is at a stage where Awareness, Participation, or Mastery should be the priority
- * Keep modelling the Core Four!
- * Share your IEP goals in the Facebook group to receive feedback and support
- * Plan to attend the webinar on October 21st on shared writing to see sample goals for reading and writing.

Questions?



Thank You!

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California.*



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