

Appendix 3

Writing IEP Goals and Objectives for Receptive and Expressive Communication for Children with Complex Communication Needs Linda Burkhart & Gayle Porter (2019)

Remembering the Intent of Augmentative Communication

When writing goals and objectives, it is important to 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. In other words, the purpose of communication ability is to enable an individual to say what they want to say.

This primary, long-term goal of communication autonomy complicates the formation of specific measurement criteria for meaningful communication goals and objectives. 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 then becomes contrary to the child's broader development of autonomous, pragmatically appropriate communication.

Many self-initiated communication turns are actually non-obligatory, where 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.'

For example:

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: responded 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 - according to another person's agenda, will not provide a window into the child's developing spontaneous 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 where the child is learning to express ideas and experiment with language according to her own intentions. This is an interactive process where the child learns through feedback from communication partners, refining and expanding her abilities to successfully communicate. 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 or talk on their topics.

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 does not yet regularly 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.

Unfortunately, due to the demands of educational bureaucracies, and the pretence of providing evidence for learning, teachers and therapists often jump to the idea that children who have complex communication needs should be able to answer direct questions in a testing situation - even when this would not be an appropriate means for assessing receptive language for typical children who are at the beginning stages of language development. When answering questions becomes the focus of language instruction and testing, the natural process of language learning through interaction is disrupted. The child then begins to assume a more passive role and put her efforts into 'pleasing' the adult, instead of expressing her own ideas.

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 communication and language abilities. 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. Being able to do something in context is different than being able to take a test on it. Isolated test performance does not demonstrate if the child is able to appropriately apply the skill in a context where it would need to be used. This is especially true

with communication. Communicating in a real context is much more useful for the long-term outcome of the child.

Remember that the only pragmatic function that the child can use in response to a question is to answer. When asked to say something specific, the function of the response is just compliance.

Goals need to reflect the learning requirements for each child

For children who have multiple and complex communication needs, goals and objectives must be closely aligned to the child's learning requirements. As previously discussed in this manual, 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.

As discussed previously, the process of the 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.

Goals need to be objective and measurable, but the learning that they are based upon may be harder to observe. In developing a measurable goal, it is important to consider the learning requirements that underlie achievement of that goal. A learning requirement reflects what the child will need to learn. Examples of learning requirements are listed below. Note: These are examples and will vary depending upon the needs of each child.

- Availability of language modes that the child can process visually, auditorally and/or tactually
- Availability of language modes that the child can physically learn to use
- Understanding of how language is used to communicate a variety of communicative functions (request – recurrence, cessation, objects, actions, information; ask questions; express opinions; comment; protest; complain; etc.)
- Intelligible ways to communicate for a broad range of meanings (use language) to express a range of functions
- Other people in his environment modeling his methods of communication (Aided Language Stimulation)
- Partners in the environment who will be able to support the child's autonomous communication
- Purpose, motivation, and intent to communicate something
- Methods to communicate intelligibly using language
- Ideas of what to communicate in a variety of situations
- A self-image of being an active communicator
- Perseverance in communicating her intentions
- How to initiate and take up communication opportunities
- How to interact with another person and take turns in a conversation
- How to use a method for accessing a communication system
- How to produce and develop a consistent movement in an intelligible way to communicate
- Expectations that she will communicate

Strategies used to facilitate the achievement of these learning requirements might include some of the following examples;

- Providing access to a comprehensive language system, such as PODD, that the child can learn to use
- Engineering communication opportunities within natural contexts
- Training communication partners to assist with operation of communication system to support an autonomous message from the child
- Training communication partners to identify attempts at initiating communication and “read” and expand upon subtle communicative signals from the child
- Training of communication partners about beliefs and expectations for communication development
- Training of communication partners to value and validate the use of AAC to communicate thoughts and ideas
- Providing opportunities to communicate within natural contexts e.g. use an expectant pause and reverse prompt hierarchy
- Modeling of the child’s AAC system to communicate genuine messages in natural environments
- Sufficient attentive wait time without interrupting thought process
- Strategic and natural feedback on attempts and successful communications
- 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
- Opportunities for child and communication partners to interact with more competent AAC users

Failure to take into account the child’s learning requirements, can result in wasted effort and frustration for the child. For example, if the child has cortical visual impairment, she may not be able to see the picture symbols in a PODD communication book that are pointed to by her communication partner. Her learning requirements may necessitate that the pictures be of higher contrast and held up individually at a particular angle with a short shaking movement to facilitate the child’s use of vision and give her a better chance of processing the picture. She may also need an audio cue and extra wait time. For a child with apraxia, wait time can be critical. An encouraging pause on the part of the communication partner, without producing distractions, can allow the child to take the necessary time to process and carry out the cognitive and motor skills to demonstrate understanding. Since successful mastery of goals will depend upon the strategies used to teach and assess the goals, these strategies need to be included in the IEP, either in the objective itself or in the Methods and Materials section of the IEP.

Once the child’s learning requirements have been established, they become the basis for generating the goals and objectives. See the sample charts below, and also near the beginning of this manual. These illustrate how the goals follow the learning requirements and are also closely linked with the strategies for achieving those goals.

Note: See appendix 1 for examples of fully expanded objectives in charts such as those on the next page – listed with learning requirements and strategies.

Name: Andrew Z		Date: 09/02/07	
<p>OBJECTIVE 1 Andrew will use language (pictograph/speech approximation) to request objects, actions, assistance, recurrence (more), cessation (stop and finish), ask questions, give an opinion, protest and complain.</p>			
Current Function	Learning Requirement(s)	Suggested strategies	Achievement
<p><i>Based on observation and parent report (Dewart & Summers profile)</i></p> <p>Request object: Looks and smiles at the one he wants when offered choices. Will also look at person to attract attention and look at object.</p> <p>Request Action: Will look at person, may cry, person interprets meaning. Request for assistance: Cries and person interprets what help he needs.</p> <p>Recurrence: Looks at the object and / or the person.</p> <p>Cessation: Turns head / looks away, others interpret he has finished.</p> <p>Ask questions: not observed.</p> <p>Opinion: Look at person and smile, laugh, cry, facial expression – others interpret meaning.</p> <p>Protest / complain: Cry, may look at partner then look at what's wrong. May also push back, extend body. Really attended to use of pictographs during assessment session.</p>	<ul style="list-style-type: none"> • Availability of language modes which Andrew can physically learn to use to communicate. • Control of movement to intelligibly communicate <ul style="list-style-type: none"> • A way of accessing communication displays (?eye-gaze/point) • Oral skills for speech approximations • Learn meanings of a range of pictographs and how to locate them in communication displays/ book. • Understand functional uses of language (pictographs) to <ul style="list-style-type: none"> • Request objects • Request actions • Request assistance • Request recurrence • Request cessation • Ask questions • Express opinions • Protest • Complain • Ideas of what he could say in a range of situations. • Knowledge that he can, and method to, initiate communication/use of pictographs. • Opportunities to communicate. • Expectations that Andrew can and will communicate his own messages. (i.e. not relying on adults to guess). 	<ul style="list-style-type: none"> • Engineer environment to ensure sufficient pictographic vocabulary is available for others to model and Andrew to use <ul style="list-style-type: none"> • Multiple activity displays • PODD communication book • Others model the use of pictographs during conversation to express a range of messages for a range of functional purposes (aided language stimulation). • Verbal reference informal modes of communication, expanding message using pictographs. • Shaping attempts to communicate using language. • Use of simple speech generating devices to experience successful initiation of communication. • Providing opportunities & cues to communicate <ul style="list-style-type: none"> • Expectant pause • Verbal cues (direct and indirect) • Light cues • Assisted scanning (verbal + light) • Accomplice suggestion • Motor learning - stable position and movements for communication. • PROMPT intervention to develop speech approximations (stage 2). • Communication partner training in above strategies. 	
<p>Goal attainment scale</p> <ol style="list-style-type: none"> 1. No progress – Much less than the expected level of outcome 2. Partially achieved – Somewhat less than the expected level of outcome 3. Achieved – Expected level of outcome 4. Achieved – Somewhat more than the expected level of outcome 			

5. Exceeded expectation – Much more than the expected level of outcome			
Name: <i>Alicia Z</i>		Date: 09/02/05	
OBJECTIVE 1 <i>Alicia will increase receptive understanding of common daily instructions given to her in speech plus sign and/or pictographs.</i>			
Current Function	Learning Requirement(s)	Suggested strategies	Achievement
<p>Based on observation and parent report (Dewart & Summers profile)</p> <p>Alicia responds best to commonly used instructions when sign and / or single pictographs are used to support her understanding of language.</p> <p>Mom reports that she is only certain of Alicia's understanding for a limited range of frequently used meanings even with sign / pictograph support e.g. "STOP / WAIT", "NO".</p> <p>Alicia will follow a point to close objects some of the time (mom estimates approximately 20% of the time).</p> <p>Appears to understand that she needs to respond to questions such as "Where is?", generally begins looking around, but not to specific item.</p>	<ul style="list-style-type: none"> • Other people using communication modes which Alicia can understand. • Availability of sufficient pictographic vocabulary for others to use. • Knowledge of meanings of different signs, pictographs, spoken words. • Consistent use of the same signals to represent specific words / instructions. • Understanding that she needs to watch and listen to her partner. • Understanding that she has to do something in response to partner request / instruction. • Understanding what it is she has to do. • Control of movement (motor planning) to indicate that she has understood (attempts to follow instruction). 	<ul style="list-style-type: none"> • Identify targeted messages / instructions which are frequently communicated to Alicia. • Partner training <ul style="list-style-type: none"> • Understand Alicia's challenges understanding spoken language and need for visual supports • Teach targeted signs • How to use pictograph displays. • Practice using simple key word sentences and single step instructions • Establish habits to use signs and pictographs in all environments. • Availability of pictographs for partners to use. <ul style="list-style-type: none"> • Multiple activity displays in her environments • Early function PODD communication book (for partners to use) with Alicia at all times • All displays to have individual pictograph cards attached to show individually to Alicia. (reduce visual complexity – does not need to follow point) • Directly relate the language (speech/sign/pictograph) to what it represents (object/action) as you demonstrate what to do. • Reinforce meaning of language <ul style="list-style-type: none"> • Say (with sign / pictographs) • Help her to do and/or demonstrate what to do. • Say (with sign / pictographs) what she/someone else did (confirmation) with positive feedback. 	
Goal attainment scale			
<ol style="list-style-type: none"> 1. No progress – Much less than the expected level of outcome 2. Partially achieved – Somewhat less than the expected level of outcome 3. Achieved – Expected level of outcome 4. Achieved – Somewhat more than the expected level of outcome 5. Exceeded expectation – Much more than the expected level of outcome 			

Revisiting the Dynamic Assessment Process

In the process of the dynamic assessment, a variety of strategies are explored to determine which factors facilitate function and success and which factors appear to inhibit function and success. These are the learning requirements for the child. Because many factors can influence function and success, part of the dynamic assessment process is also to determine what else needs to be explored or taught in order to discover these factors. The assessment process is not conducted all at one time, but rather as a component of working with the child in meaningful contexts with attention to motivation, state, fatigue, systematic presentation of materials, and careful observation of student's response in a variety of situations.

Over time, a range of strategies are trialed, revised, and revisited periodically, with modifications based on observation of the child's responses. This implies that the completion of the assessment process is never really finished, and should be a component of all teaching. As skills are mastered, and integrated, other strategies may become more appropriate for facilitating function and success. Similarly, in some situations, more or less supports will be needed based on the environmental conditions, fatigue, motivation, meaningfulness of the activity, state and health of the student. Data of this ongoing dynamic assessment should be kept and continually revised to inform instruction, and be based upon what supports might be needed to increase function and success given observation of the student during the teaching process.

Strategies to explore include factors such as: materials design, materials presentation, environmental engineering, student positioning, degree of familiarity vs. novelty to maintain cognitive intrigue without loss of interest, active engagement, wait time, use of strategic feedback vs. prompting, affect and manner of instructor, demands vs. support, signs of fatigue that should be monitored to determine when and what types of breaks or changes are appropriate in different situations, etc.

Sample areas to address for individual children will include supports and barriers for developing skills such as: motor, vision, hearing/listening, attention, receptive language, expressive language, initiation of communication, social interaction, motivation, active participation, problem solving, sensory processing and a readiness state for learning.

Writing IEP Goals and Objectives:

Writing IEP Goals and objectives are begins with identifying the child's functional communication requirements. Strategies are based upon the individual child's learning requirements and may be included in the goals or written separately on the IEP according to district requirements, but are a crucial component of this process. For example, two children may have the same communication requirement to learn to ask questions including sufficient information for their partners to understand, however they have different learning requirements to achieve this. Child #1 needs to learn the meaning of different questions words as he currently has difficulty selecting the correct word for his question. Child #2 understands the question words, but doesn't recognize the opportunity to ask questions and doesn't use them in natural contexts.

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. This could be measured by ongoing event recording (when the events happen only sporadically) or through periodic probes based upon an agreed upon intervals across the day, week, month or semester.

Since it is not possible to know the child's intent, beginning goals that require the child to produce specific adult selected 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. Note: This could be measured through communication function charts or language samples as explained later in this appendix.

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 then writing goals to focus on more specific operational, pragmatic, semantic, syntactic or strategic skills might be appropriate. See examples later in this appendix.

Benchmarks:

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.

Goal: (Name) will relate information about past and future events providing sufficient information for the partner to understand their message without the need for repeated questioning/guessing or pre-existing knowledge of the information being related.

Benchmarks:

1. (Name) will identify whether they can understand another person's specific meaning when that person relates information not known to them using a two word sentence that does not include a verb.
- 2 (Name) will relate information about past events (using PODD and other multiple modalities) when provided with a picture chart illustrating: WHO WHAT WHERE WHEN questions to cue the child to include this information in their writing, during structured journal writing activities at school.
3. (Name) will add one more element to their sentence after a partner identifies that they do not understand their message and provides three possible meanings plus "something else" in a recast of the message.
4. (Name) will add one more element to their sentence after a partner identifies that they do not understand their message and suggests they need to "tell me more".
5. (Name) will relate information about past and future events providing sufficient information for the partner to understand their message without the need for repeated questioning/guessing or pre-existing knowledge of the information being related.

Check List for Effective Goals

Does the goal have relevance to the child now and in the future?

Is the purpose of this goal clear to both:

- the child?
- the instructors?

Will accomplishing this goal lead to:

- Autonomous Communication?
- Increased Access to Communication?
- Increased Communicative Competence?
- Meeting communication requirements more:
 - intelligibly?
 - specifically?
 - efficiently?
 - independently?
 - in as socially valued a manner as possible?

Does this goal take into consideration the individual learning requirements of the child?

Does the goal include a reasonable means for measuring progress?

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:

Name:

Goal:

Date	Context	Message	Notes (partner's response)	Independent ? Yes/no

The use of a language sample is 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 or thought 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.

Below is a variation of a language sample form first published in: Total Augmentative Communication in the Early Childhood Classroom, by Linda J. Burkhart ©1993. This form allows the recorder to write down each word in an utterance while indicating what modality the child used to express it. (Note: if the utterance is more than 4 words, simply continue on the next line and then skip down to the next free line for the next utterance)

Name _____

Date _____

*Circle letter that applies in each box

Context	S = Spontaneous R = Responded I = Imitated C = Cued O = Other	Message: V = voice G = gesture manual system) S = sign language	VO = voice output P = picture (PODD)	Intelligible?	Utterance Length
	SRICO	_____	_____	Y	
	SRICO	_____	_____	Y	

Example: Child indicates "something's wrong" and "something hurts" in her PODD, then points to her stomach

S R I C O *something's wrong* *something hurts* *stomach*

 Y G S V O P Y G S V O P Y G S V O P Y G S V O P Y G S V O P Y G S V O P Y N 3

Below are some other styles of Language Sample Forms. Select one that best meets your needs, or make your own. The coding used for these forms has been changed and simplified from that which is used in standard in research transcription, in order to make it easier for classroom staff to use quickly.

Language Sample Form

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? 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 big ball, now if I could just remember where it is...
(child points to closet)	
	You want me to look in the closet? (points to closet)
(child nods)	
	Alright, lets see if it is in there.

Language Sample Form

Name

Date

Person	Language sample
Child	<u>I want /to do something / play / categories / toys /ball</u>
Teacher	Oh, you want to play with the ball, do you? Lets see what kind of balls we have.
child	<u>categories / describing words / big</u>
Teacher	That's a good idea, I love playing with the really big ball, now if I could just remember where it is....
child	(child points to closet)
teacher	You want me to look in the closet?
child	(child nods)

Code: Plain text = Speech

Interpretations / gestures = Enclosed in parenthesis

Aided Language use (PODD) = underlined

Capital letters = Sign Language

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

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

Language Sample Form - Partner Assisted Scanning

Student: Allie

p. 1

*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. The last two columns can be used when you are later calculating occurrence of particular parameters.

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> / Uh oh		
Linda	<u>Uh oh</u> , Another word?		
Allie	(Yes) / <u>more</u>		
Linda	Oh, you want some <u>more</u> blueberries		
Linda	<u>Back to start</u> / <u>I think is</u> / <u>great</u> - Those blueberries are <u>great</u>		
Linda	<u>More to say</u> / <u>Favorite</u> - Those blueberries are your <u>favorite</u> / <u>that's all I have to say</u>		

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 = / /

Here is another sample form with specific columns that allow for tabulating more information at a later time.

date	Who	Message	Response to question	Initiation read by others	Initiated by student	Used PODD	Communicative function	Length of utterance sequence

The following form is useful for a child who is using a few key words in more complex PODD books or page sets and their message needs interpreting and clarifying in order to work out the specific meaning.

DATE, Partner	Blake's Message	Partner expansion (context / interpretation)	Agreed
24/2 Gayle	mean you me be talk /bang head/ not	(I was speaking to another adult and not interpreting what I was saying into speech/ pictographs) ARE YOU SAYING: Gayle is mean talking and not signing or pointing to your pictures. I am annoyed because I don't understand	Y
Mc wk of 3/10	will	Mc had just asked Will we read your reader?	y
mc wk of 3/10	Am will let I (+ he reached for his toys on the other table)	ARE YOU SAYING: You want your toys?	Y B. pointed to toys
Mc wk of 3/10	Need someone	ARE YOU SAYING: you need someone? (mc had left him alone in the kitchen after breakfast.)	y
Mc 4/3/10	And/turn the page/turn (BC pointed to TV)	(Elmo DVD had finished.) ARE YOU SAYING: you want to turn on a new DVD?	y
mc 5/3/10	Cold/e (Bc pointed to ice cream and stopped eating main meal and vocalized sound like ahhhh)	(MC was getting out the ice cream.) ARE YOU SAYING: you want ice cream?	y
Mc 6/3/10	/I don't want/will yours dear/don't touch/my above	ARE YOU SAYING: You want me to pick your toys? (He had put toys on the floor?) (I put the toys on up on the table and he settled but did not agree that that was what he wanted) (later on reflection as he used the word "dear", he may have meant that the toys were dear to him and he may have been asking to put them away on his shelf so no one touch them)	U
Mc6/3/10	Why mean clever fluffy same	Mc said Why mean? I don't understand. They are the same fluffy bear different clothes.	U Why Mean Y same toy
Lisa oosteopath Mon 1/3/10 (Lisa + mc were talking + ignoring BC. He did not press window to let us know he was speaking)	/Port Douglas/gross castle about feel I'm going to? Best feel can about something to to to fete happy happy wrist about feel feel come decide get about would	Not sure (later thought maybe that Charles had gone on school camp to Port Arthur and BC misses him - wants to go too. Lisa asked is your wrist feeling better? (Lisa said of all his body she treated today his wrist would have been the thing he felt most. MC didn't even know he had a sore wrist)	U Y



This is a simplified language sample form created for quick collection of language samples by assistants, family members etc. The SLP would then go back and fill in communicative functions.

Student Name:

Date child initiated	To whom	How	Message that the child communicated	Context	Communicative Function (filled in later by SLP)
6/7/11	Kate	Looked at book	Want / bathroom	Math - independent time	request
6/7/11	Kate	vocalized	Think / silly	Group - children making up funny sentences	comment
6/7/11	Sue	Seemed upset	stop	Reading - worksheet	cessation
6/7/11	Kate	Touched book	Something's wrong / sick / tummy / go / home	lunch	Complaint and Request action
6/7/11	Mary	Looked at book	goodbye	End of day	Social / parting

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 an 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 (as individually defined) to Direct Modeling by

- i. 2 partners in natural contexts
- ii. 4 partners in natural contexts
- iii. 6 partners in natural contexts

Increased attention to Partial Modeling

Increased attention to Full Scan Model

Increased attention based on the number of symbols modeled in sequence:






- i. 1, 3, 5, etc. **NOTE:** It is not important to make the child "look" at each symbol as modeled, in fact, telling a child to look or requiring attention can put too much pressure on some children. We are looking for increased attention to the communicative process, not

just staring at the book. Use this only as a gauge periodically to notice changes over time. See second data chart below.

Decrease in level of prompt needed to facilitate attention for increasing length of utterance modeled. For example:

- Moved symbol to child's gaze
- Moved column of symbols to child's gaze
- Moved communication display to child's gaze
- Symbol highlighted with flashlight
- Symbol tapped with finger
- Symbol or display was shaken with the child's vision
- Display is placed on a slant board
- Simple point to symbol

Name: _____ Date: _____ Context or duration charted _____

<i>Facilitations used to get attention to symbol</i>	<i>Attention to symbol</i>	<i>totals</i>
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		

2. With the use of aided symbols to assist receptive understanding in natural contexts throughout the day, (Name) will show a ___% decrease in the following challenging behaviors or an increase in the following positive behaviors:

Collect data based upon quantity and extent of receptive modeling in relation to any observable behaviors.


Note: Children who have challenges in Auditory Processing may need more receptive models before they start expressively using a PODD to communicate. However, they are often seen to calm and show either an increase in positive behaviors or decrease in challenging behaviors when PODD is introduced receptively to talk to them in a variety of contexts, especially when used to help them understand and process language.

3 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 (add access method if other than direct selection: via partner-assisted visual scanning). Measured by increasing in frequency over baseline.






- Reach for or retrieve PODD communication book and look toward or approach a communication partner.
- Point to or touch symbols in the PODD after establishing attention of a communication partner.
- 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 alternative access strategy such as partner-assisted scanning, eye-gaze, or encoding
- Call out or make a sound - A partner will then offer "Do you have something to say?" and if (name) indicates "yes", begin using the book through alternative access strategy such as partner-assisted scanning, eye-gaze, or encoding
- Call out or make a sound and then look toward wristband to indicate she has something to say.
- 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 alternative access strategy such as partner-assisted scanning, eye-gaze, or encoding
- 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 alternative access strategy such as partner-assisted scanning, eye-gaze, or encoding

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		8

Or:

Name:	date:		
Method of initiation	Number of times during the day		Totals
Look towards PODD			7
Vocalization			3
Activate single message device: "I have something to say"			10
Wave Wrist Band			5
Change in Affect			6

4. (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 - Using voice output device with prepared message.

5. 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? (add access method if other than direct selection: via partner-assisted auditory plus visual scanning). OR

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

(Note a number of functions and frequency may be specified. 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 earliest communicative functions and intents:

- Request objects, action, activity, turn, assistance, recurrence (more)
- Cessation (stop and finish)
- Complain (protest, reject)
- Inform (draw attention to something)
- 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		5
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		3
Express an opinion		7
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 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	

7. (Name) will use language (sign, pictographs, 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.

8. (Name) will relate information about past and future events providing sufficient information for the partner to understand their message without the need for repeated questioning/guessing or pre-existing knowledge of the information being related.

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Benchmarks:

- (Name) will identify whether they can understand another person's specific meaning when that person relates information not known to them using a two word sentence that does not include a verb.

- 2 (Name) will relate information about past events (using PODD and other multiple modalities) when provided with a picture chart illustrating: WHO WHAT WHERE WHEN questions to cue the child to include this information in their writing, during structured journal writing activities at school.
- (Name) will add one more element to their sentence after a partner identifies that they do not understand their message and provides three possible meanings plus "something else" in a recast of the message.
- (Name) will add one more element to their sentence after a partner identifies that they do not understand their message and suggests they need to "tell me more".
- (Name) will will relate information about past and future events providing sufficient information for the partner to understand their message without the need for repeated questioning/guessing or pre-existing knowledge of the information being related.

9. (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 NOT understood by partner	Total Understood (or percentage of attempts)
x/xx/xx	<input type="text"/>	<input type="text"/>	

OR

Name: _____ Week: _____

Question:	Number of questions asked by child and understood by partner	total
Why.		
What		
Where		
When		
Who		
Whose		
How		
Can I		
Do you		
Other Yes/no questions:	You do that?; She go?;	

10. (Name) will intelligibly (define how they will indicate YES/NO) to indicate Yes / No to accept, reject, Items during partner-assisted scanning (may add criteria re: familiarity /range of partners)

Define how the child will intelligibly indicate yes /no – (eye gaze, gesture, body position, head movement, speech, etc.)

11. (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..

(*)Baseline date:		(✓) Followup date:
Partner:	Able to use ____ access strategy (Yes / No)	Comment on intelligibility

12. (Name) will actively gain her communication partner’s attention to initiate communication with sufficient clarity to be understood by unfamiliar (but informed) partners.

Name:	Date	
Name of informed partners	Number of times intelligibly initiated communication	Total

13. (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

14. (Name) will intelligibly relate information, tell a story, narrate and/or instruct assistants 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.

15. (Name) will participate in class discussions and interact directly with peers to express a range of meanings.

- Relate information
- Ask questions.
- Answer questions
- Give oral presentations

Note: For data collection, Create a customized language sample form for each function as shown below:

Relating information

Date	Message	Cued?	Partner
10/09	I went to the movies Saturday	Y	Peer
10/09	I went to the movies Saturday	N	Assistant
10/09	I saw dinosaur museum	N	Class

Ask questions

Date	Message	Cued?	Partner
10/09	What is that?	N	Peer
10/09	What am I supposed to be doing?	N	Teacher
10/09	Why caterpillar turn butterfly?	N	Class

Answer questions – note it does not have to be a correct answer.

Date	Partner	Question	Type of Question	Answer
10/09	Teacher to class	How many apples are in the picture?	G	A - R
10/09	Assistant	How many balls?	D	A - DK
10/09	Peer	Where is the pen?	G	A - R
10/09	Teacher	Why do you think the boy got into trouble when he ate all of the apples?	D	A - RC
10/09	Teacher	How do you think he felt?	D	I - IR

Type of question:

D = Direct question to the student – obligatory to answer.

G = General question: student did not have to volunteer to answer this question (not obligatory), i.e. the question was generally asked to a group of people. Note you do not need to include all general questions asked to the whole class/a group in a school day (there will be too many). Only include questions the student volunteers to answer.

Answer: (A= Appropriate, I= Inappropriate)

A - R = student gave a relevant (although not necessarily correct) answer.

A - DK = Student indicated, "I don't know"

A - RC = Student requested clarification / more information / indicated they did not understand the question.

A - CT = student appropriately changed topic, needed to communicate about something else.

I - IR = Student gave an irrelevant answer, inappropriately changed topic.

I - NR = Student did not respond to question.

NOTE: All answers coded A indicate achievement in this objective

Oral presentations to class

Date	Oral presentation	Assisted	Asked / answered questions	Assisted
10/09	Show and tell	Y	Answered only	Y
11/10	Platypus project	N	Answered only	Y
12/11	Show and tell	N	Asked and answered	Y

16. 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: Define the type of partner-assisted scanning: visual, auditory or auditory plus visual



- a. Level One (single item scan) - items presented one at a time going down each column
- b. Level Two (column item scan) - items presented as a column/group and then only presented individually if the child responds yes to that column.
- c. Level Three (section/page, column, item scan) - items presented as a section/page, column, and then item

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. This is used to teach the head movements and is faded to just using head movements. The goal is to use head movements alone without the switches. (This strategy is for children with dyspraxia only. Not appropriate for children who have sensory processing challenges.)
- (Name) will turn his/her head to the side for 'no' and reach forward with his/her hand for "yes" towards the PODD book
- (Name) will nod his/her head for yes and shake head side to side for no



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 for more specific data collection

17. 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