
University of Southern Mississippi, Hattiesburg. Dept. of Special Education.

Office of Special Education and Rehabilitative Services (ED), Washington, DC.

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A Training-Utilization model of inservice training and technical assistance was developed, implemented, and evaluated to address the communication needs of children with dual sensory impairments, utilizing an integrated team approach. The project was based on the premise that an integrated team approach is needed that includes a philosophical, physical, and programmatic basis for assessment, adaptations, intervention, and evaluation. The project was developed within the framework of four validated best practices, including service delivery in inclusive environments; an interpersonal-interactive approach within an age-appropriate, functional education curriculum; use of systematic teaching procedures; and ecologically based instruction. Project staff included a parent, special educator, communication specialist, and physical therapist, and each team participant received training from a project staff member from his or her discipline. This final report summarizes the objectives, activities, and accomplishments of the project. Detailed statistical data are provided concerning accomplishment of each project objective. Appendixes and attachments, which make up the bulk of the document, are as follows: (1) process delivery manual; (2) child assessment data; (3) communication module; (4) an integrated team programming module; (5) a functional curriculum module; and (6) a personal futures planning module.

(JDD)
AN INTEGRATED PARENT-TEACHER-RELATED SERVICE TEAM APPROACH
TO COMMUNICATION INTERVENTION

Deal-Blind (84-086L)     PR# H086L90010

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Principal Investigator

Rebecca Wilson
Project Director

FINAL REPORT

Department of Special Education
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AN INTEGRATED PARENT-TEACHER-RELATED SERVICE TEAM APPROACH TO COMMUNICATION INTERVENTION

Department of Special Education
University of Southern Mississippi

Re: Utilization: Deaf-Blind (84-086L) PR# H086L90010

I. ABSTRACT

The Department of Special Education at the University of Southern Mississippi completed a three-year project for integrating related services within educational objectives for children (ages 3-10 years) with dual vision and hearing impairments. A Training-Utilization model of inservice training and technical assistance was developed, implemented, and evaluated to specifically address the communication needs of children with dual sensory impairments utilizing an integrated team approach.

Children with dual sensory impairments often exhibit concomitant medical, physical, and/or cognitive impairments. The ability to communicate preferences and non-preferences is probably the most critical need of individuals with dual sensory impairments. Additional physical and cognitive disabilities have the potential to further impact the development of communication modes and systems for these individuals. It is critical that motor, communication, and socio-affective skills be taught within functional, age-appropriate educational and interpersonal activities. The basis of the completed project was that the development and implementation of appropriate receptive and expressive communication systems across functional activities cannot be met by the skills and expertise of one professional or discipline. Rather, an integrated parent-teacher-related service team approach is needed that includes a philosophical, physical, and programmatic basis for assessment, adaptations, intervention, and evaluation. The project was based on that basic premise.

Two major goals were completed during the three years of the project:

1. Nine local school district sites participated in the development, implementation, and evaluation of the team training-utilization model. Completion of the first goal resulted in an integrated team planning and intervention approach for 9 target learners with dual vision and hearing impairments and their families, 17 additional children with multiple and sensory impairments, and 38 learners with severe disabilities.

2. Training strategies and materials were developed and evaluated. These products are available for other trainers to use to facilitate integrated team approaches for the development, implementation, and evaluation of communication systems for learners with dual sensory impairments.

This final project report summarizes the objectives, activities, and accomplishments of the project.
II. DESCRIPTION OF THE PROJECT

The project was developed within the framework of four (4) validated “best practices.” First, service systems must be delivered in inclusive environments in which an integrated team approach is utilized. Second, an interpersonal-interaction approach must be emphasized within an age-appropriate, functional education curriculum. Third, systematic teaching procedures must be used in order for learners to increase and expand their communication interactions. Fourth, instruction must be ecologically databased to determine: (a) effectiveness, (b) necessary modifications, and (c) expansions. The overall premise, purpose, process and products or outcomes are provided in Figure 1. Five major outcomes were generated by the project’s team-utilization practices and methods of inservice delivery. These outcomes will be presented in detail within the respective objectives and activities. In summary, the major project outcomes include:

1. All trainee participants increased their awareness, attitudes, and interactional skills,
2. All participants increased their knowledge of best practices, potential communication systems available to learners with dual sensory impairments, and positioning/handling/orientation-mobility techniques,
3. The majority of the participant trainees demonstrated competency skills in the areas of communication and motor development,
4. The participant teams demonstrated different levels of implementation of best practices and the specific learner’s communication system, and
5. All of the individual learners being targeted demonstrated an increase in the use of receptive and expressive communication.

The major trainee skills that were targeted, the utilization practices that were emphasized, and the components of the project training activities were presented in an interactive nature of training-utilization to impact learner skills. The interface of these features are displayed in Figure 2. One of the strengths of the project was that the project staff represented a parent, special educator, a communication specialist, and a physical therapist. Therefore, each “team” participant receiving training had a representative from his/her discipline. This was particularly critical for families. Families indicated that they participated in the three (3)-day inservice training because they had visited with the training team “parent” and felt comfortable with her, knowing that she was a parent.

Nine sites, representing eight different school districts from different parts of the state of Mississippi participated in direct training efforts. The major training components and the sequence of training for each of the nine sites across the components are shown in Figure 3. Awareness sessions were provided to those sites that were interested and potentially met the selection criteria. If the site expressed an interest and a commitment, needs assessment data were collected at the site (classroom, home, and community). Teams representing different disciplines and the parents attended a three-day inservice session. On-site technical assistance visits were completed, and the level of implementation was evaluated. Overall learner gains and gains specific to communication use were taken at baseline and at each technical assistance site visit. A detailed process-step description of the project is provided in Appendix A.
Premise

- Service delivery systems must include an integrated team approach
- An interactive, functional curriculum needs to be implemented for younger learners with dual sensory impairments
- Systematic procedures that are adapted to each individual learner must be implemented
- Instruction must be ecologically databased to determine effectiveness, modifications, and expansions

Purpose

- To utilize the validated practices of integrated teams, functional curriculum, systematic procedures, and databased instruction for developing a package of program replication activities that increase quality communication intervention for learners with dual sensory disabilities

Process

- Utilization of a "Delivery team-to-Utilization Team" approach
- Utilization of a delivery approach that includes adoption of the practices, team assimilation, systematic-databased inservice training, competency technical assistance follow-through, and maintenance

Product

- Increase in awareness, attitudes, expectations by all team members
- Increase in the knowledge base by all team members
- Increase in the competency skills to develop and expand communication and motor objectives within instructional objectives
- Increase in implementing team approach and skills that result in functional skills and activities
- Increase in the functional communication skills used by the learners

Figure 1. Overview of Project Implementation and Benefits
Skills Integrated Within a Functional Curriculum

- Team Utilization Practices -

Figure 2. Interactive Nature of Training-Utilization to Impact Learner Skills
Figure 3. Program Replication Components Across Sites
III. ACCOMPLISHMENTS

Both formative and summative evaluation measures were developed and utilized to measure project, trainee, and learner outcomes throughout the three years of the project. These data sources provide the data base to determine project accomplishments across major tasks.

TASKS, OBJECTIVES, and ACTIVITIES

Five major tasks were defined to provide the process to complete the project. Objectives and activities were developed, evaluated, and modified specific to the following five tasks:
1. Program replication,
2. Management,
3. Coordination & Cooperation,
4. Evaluation, and
5. Dissemination.

Project accomplishments, and data will be summarized across each major objective.

Task 1 - Program Replication

Objective 1.1 - The project staff conducted awareness and adoption training for LEA's meeting the selection criteria. It was estimated that eight (8) sites would be selected to participate in the training activities.

1.1.1 Sites Identified. Awareness activities were conducted by several different avenues. First, brochures were developed and disseminated to school districts who had learners listed on the Deaf-Blind Registry. Brochures were also sent to the large districts that delivered services in the regular educational environment. Program developers from these districts were called later as follow-up measures if they did not respond to the brochure. Second, the project staff presented at conferences to increase awareness of the project activities. Third, a number of parents of children with dual sensory impairments, who had participated in early intervention activities from 1986-89, were contacted.

The procedures used to select the utilization sites were based on the following criteria:

- districts providing services to learners, ages 3-10 years, with dual sensory impairments that were served by the LEA (the age range was increased from 8 to 10 years of age so that interested sites could participate), would be selected as targeted sites,
- districts with the greater number of learners with dual sensory impairments received priority status,
- districts who had speech language pathologists and physical therapists on staff or contract were selected first, and
- each district and person to potentially receive training, including parents, had to indicate that they were interested in adapting a model of integrated educational teams.

A total of seventeen (17) sites expressed interest in training as a result of awareness activities.

Table 1 presents the numbers of: (a) total sites expressing interest in training, (b) the number of sites selected, and (c) additional sites that requested that they participate in the inservice component of the training at no cost to the project. The majority of (c) sites had learners who were severely/multiply impaired, but were not dual sensory impaired.
1.1.2 Awareness sessions conducted. On-site awareness presentations were conducted to eight (8) school districts (nine sites). These presentations included: (a) an overview of the project, (b) best practices to be included, (c) roles and responsibilities of the participating team, and (d) roles, responsibilities, and timelines of the project team. The persons and disciplines included in awareness presentations are provided in Table 2.

1.1.3 Needs assessment and training scheduled. The on-site needs assessment and learner assessments occurred two weeks prior to the inservice best copy available.
training session for three sites in Year I, three sites in Year II, and three sites in Year III. Specific data will be discussed following the next objective section.

1.1.4 Statewide workshop planned and conducted. The project planned a statewide workshop in cooperation with the Statewide Title VI-C grant. The project organized and carried out all workshop activities. Two out-of-state speakers' presentations with concurrent sessions covering topics across the age span specific for learners with dual sensory impairments were attended by the participants. Expenses for the workshop were shared by the project and the State Deaf-blind grant. The number of participants and satisfaction results (7 point McCallon scale) are provided in Table 3.

Table 3
Statewide Conference Evaluations

<table>
<thead>
<tr>
<th>OVERALL CONFERENCE</th>
<th>PRESENTER</th>
<th>QUALITY</th>
<th>RELEVANCE</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.30</td>
<td>John Nienupski</td>
<td>6.50</td>
<td>6.10</td>
<td>5.21</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>6.59</td>
<td>Hope Bacon</td>
<td>5.57</td>
<td>5.18</td>
</tr>
<tr>
<td>SCHEDULE</td>
<td>6.33</td>
<td>Nancy Bacon</td>
<td>5.83</td>
<td>6.11</td>
</tr>
<tr>
<td>OVERALL CONTENT</td>
<td>6.43</td>
<td>Robert Crieler</td>
<td>6.69</td>
<td>6.31</td>
</tr>
<tr>
<td>CHOICE OF SPEAKERS</td>
<td>6.40</td>
<td>Sara Ulrich</td>
<td>5.47</td>
<td>5.88</td>
</tr>
<tr>
<td>RELEVANCE OF THEME</td>
<td>6.48</td>
<td>Mike McCarthy</td>
<td>6.44</td>
<td>6.14</td>
</tr>
<tr>
<td>SCOPE</td>
<td>6.24</td>
<td>Kathleen Stremel &amp; Rebecca Wilson</td>
<td>6.44</td>
<td>6.20</td>
</tr>
<tr>
<td>LOCATION</td>
<td>6.43</td>
<td>Betty Huws &amp; Dorothy Harris</td>
<td>6.38</td>
<td>6.15</td>
</tr>
</tbody>
</table>

TOTAL NUMBER OF PARTICIPANTS: 120

Objective 1.2 - The project staff conducted on-site needs assessments to establish baseline and determine learner and trainee needs as related to best practices, communication systems, and individualized learner skills and needs.

Table 4A summarizes the number of learners receiving direct services and additional learners who indirectly benefitted from project activities. The 9 target learners received intensive assessment and direct intervention services. The 17 additional learners received services on a consultant basis. The 38 learners identified as indirectly involved received services via training of the service providers.

1.2.1 Learner assessments conducted. Three types of learner assessments were conducted:

1. The Wisconsin Behavior Rating Scale
2. The Communication Placement Assessment
3. The Prelanguage/Language Observation Sample.

These measures provided a baseline for overall learner skills and needs, as well as, learner performance specific to communication skills and needs. Results of these assessments will be discussed later in this report. The demographic data for each learner and their family, who participated directly in the project are presented in Table 4B. Of the children served through the project, 55% were female, 55% were African American, and 45% were below poverty level. Interesting to note that 77% of the children resided in a 2 parent household. Three of these fathers attended the 3-day training sessions. The etiology summaries on each learner are shown in Table 5.
### Table 4A
**Participants**

<table>
<thead>
<tr>
<th>SITE</th>
<th>NUMBER OF LEARNERS WITH DEAF/BLINDNESS DIRECTLY INVOLVED</th>
<th>NUMBER OF ADDITIONAL LEARNERS WITH SENSORY IMPAIRMENTS RECEIVING SOME LEVEL OF SERVICE</th>
<th>NUMBER OF CHILDREN INDIRECTLY INVOLVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackson Public</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site A</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Site B</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Hattiesburg Public</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Meridian Public</td>
<td>1</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Jones County Public</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>George County</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Okoloboa County</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ocean Springs</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Cleveland Public</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>TOTALS</td>
<td>9</td>
<td>17</td>
<td>38</td>
</tr>
</tbody>
</table>

### Table 4B
**Child and Family Demographics**

<table>
<thead>
<tr>
<th>CHILD</th>
<th>DOB</th>
<th>SEX</th>
<th>RACE</th>
<th>SOCIOECONOMICS</th>
<th>2-PARENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>K D</td>
<td>05/23/84</td>
<td>F</td>
<td>B</td>
<td>25,000-30,000</td>
<td>+</td>
</tr>
<tr>
<td>T. H.</td>
<td>01/31/84</td>
<td>F</td>
<td>B</td>
<td>&lt;10,000</td>
<td>-</td>
</tr>
<tr>
<td>C. J.</td>
<td>10/15/85</td>
<td>M</td>
<td>W</td>
<td>20,000-30,000</td>
<td>+</td>
</tr>
<tr>
<td>J. M.</td>
<td>08/27/82</td>
<td>M</td>
<td>W</td>
<td>40,000-45,000</td>
<td>+</td>
</tr>
<tr>
<td>C M</td>
<td>08/13/81</td>
<td>F</td>
<td>B</td>
<td>&lt;10,000</td>
<td>-</td>
</tr>
<tr>
<td>H P</td>
<td>09/13/87</td>
<td>F</td>
<td>W</td>
<td>10,000-15,000</td>
<td>+</td>
</tr>
<tr>
<td>K P</td>
<td>12/08/84</td>
<td>M</td>
<td>B</td>
<td>40,000-45,000</td>
<td>+</td>
</tr>
<tr>
<td>C. T.</td>
<td>05/24/90</td>
<td>M</td>
<td>W</td>
<td>&lt;10,000</td>
<td>+</td>
</tr>
<tr>
<td>C. R</td>
<td>07/01/65</td>
<td>F</td>
<td>W</td>
<td>&lt;10,000</td>
<td>+</td>
</tr>
<tr>
<td>CHILD</td>
<td>ETIOLOGY</td>
<td>CONDITION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J.M.</td>
<td>Severe bearing loss</td>
<td>Blind, Severe motor impairment, Severe mental retardation, Seizure disorder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T.H.</td>
<td>Unknown</td>
<td>Moderate hearing loss, Moderate vision loss, Moderate motor impairment, Moderate mental retardation, Seizure disorder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.M.</td>
<td>Premature Birth</td>
<td>Mild hearing loss, Moderate vision loss, Severe motor impairment, Seizure disorder, Moderate mental retardation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.J.</td>
<td>Charge Syndrome</td>
<td>Moderate hearing loss, Moderate vision loss, Severe motor impairment, Seizure disorder, Moderate mental retardation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H.P.</td>
<td>Unknown</td>
<td>Severe hearing loss, Mild vision loss, Mild developmental delay, Mild motor impairment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.D.</td>
<td>CMV</td>
<td>Severe hearing loss, Blind, Severe motor impairment, Severe developmental delay, Seizure disorder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.D.T.</td>
<td>Birth Injury</td>
<td>Moderate vision loss, Severe motor impairment, Severe developmental delay, Seizure disorder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.R.</td>
<td>Premature Birth</td>
<td>Severe hearing loss, Blind, Moderate developmental delay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.P.</td>
<td>Premature Birth</td>
<td>Moderate vision loss, Severe hearing loss, Severe motor impairment, Severe developmental delay, Seizure disorder</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2.2 Ecological survey conducted. A survey that included variables such as functional curricula, classroom scheduling and organization, age-appropriate materials, and instruction was conducted as part of the needs assessment process (Appendix A). Pre-post measures were collected to provide a broad database of site implementation.

1.2.3 Parent needs assessment conducted. The parent needs assessments were conducted informally by questioning the parents. Questions included child preferences, non-preferences, modes of communication, and the parent's major concerns. A sample of these data can be found in Appendix A. Only one of the parents had met or knew the speech language pathologist or physical therapist who was working with their child. Only the learners in the Jackson Public School had communication objectives on the IEPs.
1.2.4 Professional needs assessments conducted. Each professional team member completed a needs assessment. The results of the needs assessments are presented in Table 6. The project did not feel as though the needs expressed by the specific sites were the major needs. Overall, the less the site was aware of best practices in an area, the less were their needs in the area. Possibly needs assessments should be completed after a knowledge-base presentation. However, the project attempted to address each site’s perceived needs and brought in consultants to address any areas that the project staff could not respond to. For example, a professional in orientation and mobility provided training for the one learner who was ambulatory. This was coordinated with the School for the Blind at no cost to the project.

<table>
<thead>
<tr>
<th>Table 6</th>
<th>Team Training Needs by Site</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Child Needs</td>
</tr>
<tr>
<td>Jackson Public</td>
<td></td>
</tr>
<tr>
<td>Site A</td>
<td>1.7</td>
</tr>
<tr>
<td>Site B</td>
<td>6.8</td>
</tr>
<tr>
<td>Hattiesburg Public</td>
<td>2.3</td>
</tr>
<tr>
<td>Lauderdale County</td>
<td>3.0</td>
</tr>
<tr>
<td>Jones County Public</td>
<td>1.4</td>
</tr>
<tr>
<td>Okhoba County</td>
<td>2.9</td>
</tr>
<tr>
<td>Ocean Springs Public</td>
<td>3.0</td>
</tr>
<tr>
<td>Cleveland Public</td>
<td>1.3</td>
</tr>
<tr>
<td>Mean</td>
<td>2.04</td>
</tr>
</tbody>
</table>

*1 - Minor need for training  
2 - Moderate need for training  
3 - Major need for training

Objective 1.3 - An instructional inservice training sequence was developed and implemented to increase the knowledge and skills of the trainees from the participating sites.

1.3.1 Training topics, content, and resources were developed. A communication training module that had been developed and field-tested on a previous grant was modified and used during all three years of the project. A second training module, Integrated Teams, was developed prior to the first inservice training sessions. Results of the first year of training indicated that additional topics needed to be addressed. The following training modules and materials were developed based on those needs:

1. Functional Curriculum module,  
2. Personal Future’s Planning module.

The project parent developed and conducted the PFP training. The inservice training sequence was also modified for the second and third years of the project. The modules used for training are included with this report as Attachments A, B, C, and D.

1.3.2 Resources and materials provided for individual site use. The project purchased adaptive switches, calling devices, objects, and communication devices that could be used by and loaned out to projects so that
the communication system planned by the "teams" as a result of the inservice training could be implemented immediately. Each training session was also videotaped and a copy was provided to the training team upon request. The project was responsive in providing resource materials that were needed as indicated on the needs assessment or by request. Only the Jackson site had any type of adaptive switches or materials necessary for communication intervention.

1.3.3 Inservice training conducted. Each site receiving training came to USM for a three (3) day training sessions. Table 7 shows the make-up of each team. The training consisted of lectures in correspondence with the training modules, demonstrations with the learner, video tapes, role-playing, trainee activities, and "team planning." Whereas, reimbursement for respite for parents was written into the original proposal, all of the families opted to bring their child. Therefore, child care services in an adjoining room were provided. Thus, the child could be assessed or procedures could be readily demonstrated with the actual child. This "change" proved to be very positive. Child care was also provided during lunch and dinner so that parents could socialize with their team.

Table 7
Inservice Training Participants

<table>
<thead>
<tr>
<th></th>
<th>Jackson Public Site A</th>
<th>Jackson Public Site B</th>
<th>Hattiesburg Public County</th>
<th>Lauderdale County</th>
<th>Jones County</th>
<th>George County</th>
<th>Oktibbeha County</th>
<th>Ocean Springs Cleveland County</th>
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</tr>
</thead>
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<td>0</td>
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<td>1</td>
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<td>4</td>
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<td>5</td>
<td>7</td>
<td>5</td>
<td>48</td>
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</tbody>
</table>

1.3.4 Measures of training effectiveness were developed and conducted. Data sources were developed and implemented to measure the following:

- Change of knowledge - Pre-post tests
  - Competency activities
- Change of skill - Team planning resulting in a communication plan for each learner
- Satisfaction - McCallon satisfaction measure.

Pre-post test results across each participant for each major training topic are shown by Year in Table 8. These results show that the sites were extremely satisfied with all aspects of the training. The communication plan for each participating learner is provided in Appendix B. Tables 9A and 9B show the participants' satisfaction of training across the Years of the project. These results indicate that a mean of >85% criterion scores were met by the participants. Change scores from pre-to-post showed that significant changes were made.
<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1 Sites</th>
<th>Year 2 Sites</th>
<th>Year 3 Sites</th>
<th>Overall Mean</th>
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</thead>
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<td>Cumulative Mean</td>
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<td>Mean</td>
<td>Mean</td>
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<tr>
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<td></td>
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<td>Post</td>
<td>Pre</td>
<td>Post</td>
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<td>65%</td>
<td>65%</td>
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**BEST COPY AVAILABLE**
<table>
<thead>
<tr>
<th></th>
<th>Jackson Schools</th>
<th>Hattiesburg Schools</th>
<th>Jones County</th>
<th>Lauderdale County</th>
<th>George County</th>
<th>Okolona County</th>
<th>Ocean Springs Schools</th>
<th>Cleveland Schools</th>
<th>Mean of Each Question</th>
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<td>6.94</td>
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<td>6.88</td>
<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
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<td>6.88</td>
<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
<td>6.97</td>
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<td>6.75</td>
<td>7.00</td>
<td>7.00</td>
<td>6.75</td>
<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
<td>6.88</td>
</tr>
<tr>
<td>Scope of material</td>
<td>6.75</td>
<td>7.00</td>
<td>6.75</td>
<td>6.60</td>
<td>6.75</td>
<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
<td>6.86</td>
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<td>Information in handouts</td>
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<td>7.00</td>
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<td>6.60</td>
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<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
<td>6.92</td>
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<td>Overall</td>
<td>6.75</td>
<td>7.00</td>
<td>6.88</td>
<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
<td>6.95</td>
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<td>Overall Mean</td>
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<td>6.88</td>
<td>6.89</td>
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<td>7.00</td>
<td>7.00</td>
<td>7.00</td>
<td>6.90</td>
</tr>
</tbody>
</table>

**Objective 1.4 - On-site technical assistance was provided.** Two to three project staff provided repeated technical assistance to the sites at their location. The technical assistance activities were two-fold: (a) demonstrations and accompanying videotapes were provided at the first visit, with coaching strategies being implemented during the second and third sessions. Learner measures of communication use (prelanguage/language observation) were collected during each technical assistance site visit. The total number of technical assistance visits across sites is presented in Table 10.
1.4.1 Priorities for technical assistance were determined by the sites. Whereas implementation of the learner's communication system (responsiveness and opportunities to communicate) were the project's major priorities for technical assistance, the participating site "team" also could select an area for additional assistance. In two cases, these needs included assistance with feeding and eating. These priorities were family driven and considered to be critical in that feeding problems were causing tremendous medical issues for the family. A number of the sites were engaged in community training. In these cases, the staff provided technical assistance during the selected community activity. The participating site participants demonstrated "role-release" in that more than one person would provide integrated instruction within the activity and demonstrate utilization of the learner's communication system.

1.4.2 Additional technical assistance was determined. The nine sites represented extremely different approaches in the provision of education services, i.e. organization, scheduling, integration, functional curriculum, community-based, and behavior management. An overall need, as seen by the project staff, was in the area of systematic instruction and databased instruction.

Objective 1.5 - Learner gains were evaluated. Learner communication gains across activities were measured at each technical assistance site visit. Both the WBRS and the Communication Assessment were given pre-post. Results of each learner's pre-post WBRS are found in Table 11. A proportional Change Index (PCI) score was obtained. A score of 1.0 indicates that the learner would have made the same progress without intervention; a score of +1.0 indicates a developmental growth rate based on the learner's developmental rate prior to training. All learners that remained in the project demonstrated significant gains. Post data was not available on one child who moved out of state after inservice training was complete.

<table>
<thead>
<tr>
<th>CHILD</th>
<th>DOB</th>
<th>FIRST WBRS</th>
<th>SECOND WBRS</th>
<th>PCI SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. T.</td>
<td>05/24/90</td>
<td>1.9</td>
<td>4.6</td>
<td>4.09</td>
</tr>
<tr>
<td>C. J.</td>
<td>10/15/83</td>
<td>9.5</td>
<td>12.5</td>
<td>3.33</td>
</tr>
<tr>
<td>*H. P.</td>
<td>09/13/87</td>
<td>12.8</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>K. P.</td>
<td>12/08/84</td>
<td>1.3</td>
<td>3.2</td>
<td>6.70</td>
</tr>
<tr>
<td>J. M.</td>
<td>08/27/82</td>
<td>3.1</td>
<td>4.5</td>
<td>5.71</td>
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<tr>
<td>C. R.</td>
<td>09/03/86</td>
<td>9.1</td>
<td>15.3</td>
<td>7.36</td>
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<tr>
<td>T. H.</td>
<td>01/31/84</td>
<td>6.9</td>
<td>10.7</td>
<td>7.60</td>
</tr>
<tr>
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<td>08/13/81</td>
<td>7.1</td>
<td>9.4</td>
<td>8.29</td>
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<td>K. D.</td>
<td>05/23/84</td>
<td>5.4</td>
<td>7.9</td>
<td>6.00</td>
</tr>
</tbody>
</table>

*Child moved from state
communication systems were implemented by the participating teams and that the learners did demonstrate gains in communication. The language/language observation measures indicated the quality and quantity of learner gains across time. These data are presented in Figure 4.

These data show that all of the children were using some signals that could be interpreted as communication (Level I - body movement, facial gestures). All of the participants increased the frequency of their communication from baseline to post. Eighty-eight percent of the participants also began using higher level forms and functions of communication. The majority of participants began to vary their communication (responses, initiations, participating in physical assistance). These data indicate that the teaching staff were engaging in more active teaching procedures.

1.5.2 Maintenance and generalization determined. The ability of the participating "teams" to generalize strategies to other learners without dual sensory impairments were noted. Observations indicated that partial participation was one of the instructional strategies most readily generalized. Providing opportunities for communication across new activities and other learners was one of the least generalized skills exhibited by the participants overall.

The baseline and posttest results of the trainee ecological assessment is provided in Table 12A and 12B. These data indicate the components and/or strategies that were implemented and maintained by the participants.

Table 12A
Ecological Checklist Baseline and Posttest Scores

<table>
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<tr>
<th>SITES</th>
<th>BASELINE</th>
<th>POST</th>
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<td>0.85</td>
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<td>Site A</td>
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<td>Site B</td>
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<td>Hattiesburg Public</td>
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<tr>
<td>George County*</td>
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</tr>
<tr>
<td>Oktibbeah County**</td>
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<td>N/A</td>
</tr>
<tr>
<td>Ocean Springs</td>
<td>0.64</td>
<td>0.66</td>
</tr>
<tr>
<td>Cleveland Public</td>
<td>0.30</td>
<td>0.39</td>
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</table>

Total Number of Sites = 9
Total Number having Baseline and Post Data = 7
*Child moved
**Child was seen in the home

Table 12B
Ecological Checklist Data Summary

<table>
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<tr>
<th>BEST PRACTICES</th>
<th>PERCENTAGE OF IMPROVEMENT</th>
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</thead>
<tbody>
<tr>
<td>Skills are taught in the context of naturally occurring activities and daily routines</td>
<td>57% (4 of 7)</td>
</tr>
<tr>
<td>Related service utilizes an integrated therapy model rather than pull out</td>
<td>42% (3 of 7)</td>
</tr>
<tr>
<td>Active family involvement is evident in program planning and implementation</td>
<td>42% (3 of 7)</td>
</tr>
<tr>
<td>IEP's include functional skills needed for home and community settings</td>
<td>57% (4 of 7)</td>
</tr>
<tr>
<td>IEP's include integrated plans for communication, motor, and cognitive development</td>
<td></td>
</tr>
</tbody>
</table>

Task 2 - Management & Staff Development

A Management-by-objective and a P.E.R.T. monitoring system were designed and used to manage the project.

Objective 2.1 - A performance measurement system was implemented to ensure regular progress toward project objectives and activities.

2.1.1 and 2.1.2 All forms of management, trainee, and learner data were entered into the computer management system and analyzed. This analysis provided a rapid retrieval so that data could be monitored and modifications
Figure 4. Prelanguage/Language Observation Measures
C. J. COMMUNICATION CHANGE

NUMBER OF COMMUNICATION FORMS USED

COMMUNICATION LEVELS

<table>
<thead>
<tr>
<th>Communication Level</th>
<th>Baseline</th>
<th>1st TA</th>
<th>2nd TA</th>
<th>3rd TA</th>
<th>4th TA</th>
<th>Post</th>
<th>Follow-Up</th>
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</thead>
<tbody>
<tr>
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<td>5</td>
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<tr>
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<tr>
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<td>5</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Level 6</td>
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<td>0</td>
</tr>
<tr>
<td>Level 7</td>
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<td>15</td>
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</tbody>
</table>

PERCENTAGE OF SUPPORT

TYPE OF SUPPORT

INITIATION | RESPONSE | PHYSICAL ASSIST

H. P. COMMUNICATION CHANGE

NUMBER OF COMMUNICATION FORMS USED

COMMUNICATION LEVELS

<table>
<thead>
<tr>
<th>Communication Level</th>
<th>Baseline</th>
<th>1st TA</th>
<th>2nd TA</th>
<th>3rd TA</th>
<th>4th TA</th>
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<th>Follow-Up</th>
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<tr>
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</table>

PERCENTAGE OF SUPPORT

TYPE OF SUPPORT

INITIATION | RESPONSE | PHYSICAL ASSIST

Child moved

Figure 4 continued
Figure 4 continued
Figure 4 continued
C.T. COMMUNICATION CHANGE

Figure 4 continued
made. The computer system also allowed for data to be analyzed in different formats to answer different questions. Each activity across each objective was further analyzed into procedural steps so that realistic timelines, strategies, and resource allocation could be made.

Objective 2.2 - Time and efforts across tasks, objectives, and activities were monitored.

2.2.1 Composite timelines were maintained. Activities specific to each objective were monitored across initiation date, duration, resources allocated, and completion time. All awareness sessions, inservice training activities, technical assistance activities and products were completed on schedule with resulting data being collected. The status of each activity and the reference to the corresponding data can be found in Figure 5. All activities were completed. The location of the final data summary is listed in the right hand column.

2.2.2 and 2.2.4 Roles and responsibilities of all staff were assigned and carried out. Kathleen Stremel served as project director. All staff were responsible to her. Dr. Rebecca Wilson coordinated all training aspects of the project. The specific roles and responsibilities of each staff member are listed below:

Principal Investigator: Kathleen Stremel, M.A.; .49FTE
- Manage overall project process and product control
- Monitor all project activities weekly
- Monitor all expenditures
- Manage cost analysis and budget systems
- Coordinate necessary resources with USM accounting and Office of Research & Sponsored Programs
- Access all necessary formal and informal resources
- Overview all dissemination products
- Implement staff-activity tracking systems
- Implement systems for staff and activity quality checks
- Provide oversight of coordination between project and collaborators
- Monitor the PERT management system on a regular basis
- Serve as the communication specialist in the assessment, development of training content, format, and activities specific to communication
- Provide direct technical assistance to the utilization sites in the area of social, communication, and functional skills
- Serve as one of the integrated training team staff
- Assist in collecting evaluation data
- Assist the project coordinator in developing and coordinating the content, format, and training activities for all program replication components.

Project Coordinator: Rebecca M. Wilson, Ph.D.; .40FTE
- Provide for daily management of the Program Replication Task activities
- Coordinate training activities with the SEA & LEAs
- Coordinate access and use of consultant and other resources
- Assist in the development of all data sources
- Maintain ongoing contact with utilization sites
- Schedule and organize all training activities and arrangements
- Provide for site selection procedures and implementation
- Assist in the development of training and dissemination materials and activities
- Plan and conduct project dissemination activities
- Organize and plan staff development activities and resources
- Serve as the educator on the integrated training team
- Assist in direct technical assistance to sites on functional curriculum and systematic instruction procedures
- Assist in the collection of evaluation data
- Coordinate follow-through activities
- Serve as a resource to other training team staff
- Participate in all staff management activities
Figure 5. Timelines for Objectives and Activities

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>STATUS</th>
<th>DATA</th>
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</thead>
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<td></td>
<td>C</td>
<td>Table 4, 5</td>
</tr>
<tr>
<td>C</td>
<td>Table 7</td>
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</tr>
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<td>Table 9</td>
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<tr>
<td>C</td>
<td>Figure 6</td>
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<td>C</td>
<td>Table 13</td>
</tr>
</tbody>
</table>

C = Completed to stated criteria
1 = Incomplete
<table>
<thead>
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<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 Coordinate selection of sites</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.1a</strong> Conduct planning meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.1b</strong> Participate with other agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.2 Schedule and Coordinate program activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.2a</strong> Coordinate interface procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.2b</strong> Collect consent</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.2c</strong> Develop plan of coordination</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.3 Develop strategies with federal/state projects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.3a</strong> Coordinate activities and share findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.3b</strong> Coordinate activities with TASH</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.1 Conduct evaluation of utilization practices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.1a</strong> Identify design/data sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.1b</strong> Develop storage system</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.1c</strong> Maintain record of applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.2 Conduct evaluation of project achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.2a</strong> Implement system/data sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.2b</strong> Develop system/data reporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.3 Conduct cost analysis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.3a</strong> Develop cost data sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.3b</strong> Analyze and report cost effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.1 Identify audiences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.1a</strong> Identify lead education agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.1b</strong> Identify federal projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.1c</strong> Identify utilization of team contacts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.2 Develop product format, content and medium</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.2a</strong> Complete design and development</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.2b</strong> Evaluate each product</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.3 Disseminate activities, products and findings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.3a</strong> Complete brochure</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.3b</strong> Utilize UAP newsletter</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.3c</strong> Organize and coordinate workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.3d</strong> Disseminate and utilize handbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.3e</strong> Conduct and evaluate presentation (state and national) invited</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 5. Timelines for Objectives and Activities Continued*
Integrated Training Team - Physical Therapist: Cynthia Yates (Year I and II)/Leigh Hauer (Year II and III), PTR: .20FTE
- Serve as the Physical Therapist on the training team
- Develop content, format, and training activities for inservice training
- Assist in the needs assessment process
- Provide direct technical assistance to utilization sites
- Serve as a resource to other team members in areas of motor, physical, adaptive equipment, and adaptive procedures
- Determine project needs in relation to adaptive motor equipment
- Participate in all staff management activities
- Serve as a resource to the utilization sites.

Integrated Training Team - Parent: Betty Busea; Parent of a child with Deaf-Blindness: .15FTE
- Serve as the Parent on the integrated training team
- Develop parent training content, format, and activities for inservice training
- Assist in the coordination of activities with the parent participants
- Conduct parent needs assessments
- Serve as a resource to utilization team parents
- Provide staff training on parent-professional collaboration and family systems.

Project Assistant: Vanessa Mathis Holden; .75FTE
- Assist project coordinator in coordination efforts
- Assist project director in computer input, storage, and analysis
- Assist in all data collection and reliability efforts
- Conduct literature searches for updates
- Collect, analyze, and file video samples
- Collect materials for communication systems
- Assist in fabrication of systems
- Develop and maintain a computerized system for learner data
- Develop and maintain a computerized system for library loan of adaptive equipment, devices, and communication systems
- Assist in the preparation of dissemination materials and activities
- Assist in the coordination of scheduling and arranging for all inservice training activities
- Participate in all staff-management activities.

Clerical: Jan Holston; .50FTE
- Assist in the management of cost analysis and budget systems
- Record and store all management activities
- Assist in coordination and arrangements of activities
- Provide for word processing needs
- Assist in the preparation of reports, materials, and dissemination activities
- Assist in management procedures with USM
- Order and budget for intervention and office supplies
- Maintain staff records
- Provide for and manage all office activities and university forms with the project director
- Assist in preparation and dissemination of products.

2.2.3 Staff time across each major project task and function was tracked. These data have also been used to provide a cost analysis specific to the major objectives of the project. The time of each project staff person is provided in Table 13.
### Table 13
**Average Staff Time Across Task (Year 1-3)**

<table>
<thead>
<tr>
<th>Mgt</th>
<th>Coord &amp; Cooper</th>
<th>Staff Meetings</th>
<th>Direct As &amp; Interven</th>
<th>Data Analysis</th>
<th>Travel</th>
<th>Product Develop</th>
<th>Other</th>
<th>Comm.</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen Strimmel, Director (.49FTE)</td>
<td>392</td>
<td>670</td>
<td>180</td>
<td>509</td>
<td>191</td>
<td>62</td>
<td>841</td>
<td>343</td>
<td>272</td>
</tr>
<tr>
<td>Rebecca Wilson, Coordinator (.40FTE)</td>
<td>11</td>
<td>1393</td>
<td>215</td>
<td>499</td>
<td>266</td>
<td>436</td>
<td>572</td>
<td>311</td>
<td>254</td>
</tr>
<tr>
<td>Betty Busbee, Parent Coord (.15FTE)</td>
<td>0</td>
<td>126</td>
<td>39</td>
<td>468</td>
<td>172</td>
<td>0</td>
<td>164</td>
<td>127</td>
<td>204</td>
</tr>
<tr>
<td>Lorrie Hollingshead, Trainer (.50FTE)</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>39</td>
<td>10</td>
<td>46</td>
</tr>
<tr>
<td>Vanessa Molden, Assistant (.75FTE)</td>
<td>477</td>
<td>315</td>
<td>44</td>
<td>130</td>
<td>0</td>
<td>1237</td>
<td>48</td>
<td>547</td>
<td>1170</td>
</tr>
<tr>
<td>Jan Holsten, Secretary (.50FTE)</td>
<td>561</td>
<td>1194</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>540</td>
<td>1175</td>
</tr>
</tbody>
</table>

2.2.5 Budget expenditures were monitored. All budget expenditures were imputed into a spread sheet by the project staff person on a weekly basis. A budget analysis was also provided to the project staff by the University Accounting Department. The costs are also provided in the cost analysis across major objectives. Approximately $4,800 was not expended. The majority of these unspent funds were from teacher reimbursement and respite costs. Parents brought their children and the majority of the school districts did not bill the project.

Objective 2.3 - Resources were used to maintain staff development and project effectiveness. The “teaming” of the project staff served as their major staff development activity in that each staff person gained knowledge and skill in a different area. Each staff person was required to keep abreast of advances and research in their area and share this. Staff were also allowed to take courses through the University program of staff development and growth.

2.3.1 Regular staff meetings and staff development were conducted. Staff meetings were held on a regular basis. Coordination of training, management, cooperation, and dissemination activities were conducted weekly through informal meetings between relevant staff. Staff also had the opportunity to attend state workshops and conferences. Newsletters and articles were circulated among staff. A resource library was organized for staff and training use.

2.3.2 Non-project staff and resources were utilized. Consultants in the areas of technology, orientation and mobility, audiology, and occupational therapy were utilized for staff development and for learner needs. Additional resources were obtained from the University Affiliated Program and from the Department of Special Education.

**Task 3 - Coordination and Cooperation**

The effectiveness of any project is highly dependent on the level of coordination of activities at the local and state level. Coordination activities included those central to the project as well as those more specific to agency relations and statewide systemic change.
Objective 3.1 - Coordination with state agencies was accomplished.

Major coordination activities were between the State Department of Education, Local Education Agencies, and parents. Staff also participated in many state agency functions specific to systemic change and indirectly related to project activities. The major coordination activities included the following agencies and organizations:

- State Department of Education
- State Department of Health
- The Arc-Mississippi
- Governor's Task Force on Developmental Disabilities
- Governor's Interagency Coordinating Council
- Coalition for Persons with Disabilities
- Mississippi TASH
- Family & Parent Network
- CEC-DEC
- Head Start.

Objective 3.2 and 3.3 - Coordinate project activities with local, state, and federal agencies and relevant federal projects. Both the program developer and principals of each site were critical in planning and development areas. Coordination data were collected by each staff person on a daily basis. These data were analyzed weekly. No negative responses were received regarding project activities and strategies. Many school districts sent at least one additional staff person to attend inservice training at no cost to the project. Whereas the project projected the budget to pay for substitutes and sent a number of reminders to the school districts, only three school districts billed the project. Each federal project and Title VI-C grant was sent a copy of the project's module. Table 14 shows the different coordination activities across the three-year grant period.

<table>
<thead>
<tr>
<th>Table 14</th>
<th>Coordination and Cooperation Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YEAR 1</td>
</tr>
<tr>
<td>Project</td>
<td>208</td>
</tr>
<tr>
<td>State</td>
<td>87</td>
</tr>
<tr>
<td>Regional</td>
<td>39</td>
</tr>
<tr>
<td>Federal</td>
<td>31</td>
</tr>
<tr>
<td>TOTAL</td>
<td>365</td>
</tr>
</tbody>
</table>

Task 4 - Evaluation

Each project objective was evaluated on a goal attainment scale. The overall results are presented in Table 15. These data indicate that the project outcomes exceeded those that were anticipated in the original proposal. For example, a score of 0 indicates that the specific objective was achieved according to the anticipated measurable outcome; a score of +1 or +2 indicates an increasingly larger attainment of the objective.

Data were also collected for the levels of formative and summative evaluation (Table 16). These data are reported across the following categories of change:

1. Documentation of degree/time
2. Satisfaction of activity
3. Change in knowledge/skill
4. Implementation
5. Learner change.
<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>PERSON RESPONSIBLE</th>
<th>DATE INITIATED/COMPLETED</th>
<th>ANTIEXPATIATED &amp; MEASURABLE OUTCOMES</th>
<th>DEGREE OF ACTUAL OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Director/Coordinator</td>
<td>November, 1989/November, 1992</td>
<td>8 sites will elect to participate</td>
<td>6  7  8</td>
</tr>
<tr>
<td>1.2</td>
<td>Coordinator</td>
<td>January, 1990/January, 1992</td>
<td>All team members elect to participate</td>
<td>75% 80% 85% 90% 100%</td>
</tr>
<tr>
<td>1.3</td>
<td>Coordinator</td>
<td>February, 1990/April, 1992</td>
<td>85% competency across each training competency</td>
<td>75% 80% 85% 90% 100%</td>
</tr>
<tr>
<td>1.4</td>
<td>Coordinator</td>
<td>March, 1990/April, 1992</td>
<td>85% of sites implementing new practices</td>
<td>75% 80% 85% 90% 100%</td>
</tr>
<tr>
<td>1.5</td>
<td>Director</td>
<td>February, 1990/September, 1992</td>
<td>80% of learners will demonstrate gains</td>
<td>60% 75% 80% 85% 90% 100% 100%</td>
</tr>
<tr>
<td>2.1</td>
<td>Director</td>
<td>October, 1989/October, 1992</td>
<td>PERT management by activity initiated, completed</td>
<td>80% 85% 90% 95% 100%</td>
</tr>
<tr>
<td>2.2</td>
<td>Director/Staff</td>
<td>October, 1989/October, 1992</td>
<td>Staff time/data/activity completion on file</td>
<td>80% 85% 90% 95% 100%</td>
</tr>
<tr>
<td>2.3</td>
<td>Coordinator</td>
<td>November, 1989/May, 1992</td>
<td>a) McCallon rating of 6.0</td>
<td>4.0 5.0 6.0 6.5 7.0</td>
</tr>
<tr>
<td>3.1</td>
<td>Coordinator</td>
<td>November, 1989/January, 1992</td>
<td>12 sites interested</td>
<td>8 10 12 14 16</td>
</tr>
<tr>
<td>3.2</td>
<td>Coordinator</td>
<td>January, 1990/September, 1992</td>
<td>90% conducted in timeframe</td>
<td>80% 85% 90% 95% 100%</td>
</tr>
<tr>
<td>3.3</td>
<td>Director</td>
<td>October, 1989/September, 1992</td>
<td>Number of positive outcomes divided by number of positive plus negative outcomes (complaints, concerns)</td>
<td>75% 80% 85% 90% 95%</td>
</tr>
<tr>
<td>4.1</td>
<td>Director</td>
<td>March, 1990/April, 1992</td>
<td>a) Overall competency ratings</td>
<td>75% 80% 85% 90% 100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b) PCI of learner gain &gt; 1.00</td>
<td>50 .75 1.0 2.0 3.0+</td>
</tr>
<tr>
<td>4.2</td>
<td>Director/Coordinator</td>
<td>October, 1989/September, 1992</td>
<td>90% of each level of formative/summative completed</td>
<td>80% 85% 90% 95% 100%</td>
</tr>
<tr>
<td>4.3</td>
<td>Director/Clerical</td>
<td>October, 1989/October, 1992</td>
<td>Costs collected across site/activity</td>
<td>Actual costs per activity/site</td>
</tr>
<tr>
<td>5.2</td>
<td>Coordinator/Consultant</td>
<td>April, 1990/August, 1990</td>
<td>McCallon satisfaction</td>
<td>3.0 4.0 5.0 6.0 7.0</td>
</tr>
<tr>
<td>5.3</td>
<td>Director</td>
<td>May, 1991/May, 1992</td>
<td>50 requests for product</td>
<td>10 30 50 70 90</td>
</tr>
</tbody>
</table>

BEST COPY AVAILABLE
<table>
<thead>
<tr>
<th>TYPE OF EVALUATION</th>
<th>DOCUMENTATION OF DEGREE/TIME</th>
<th>SATISFACTION OR QUALITY</th>
<th>CHANGE IN KNOWLEDGE/SKILL</th>
<th>IMPLEMENTATION</th>
<th>LEARNER CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TASK 1 - PROGRAM REPLICATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness/Adoption</td>
<td>Table 1 and Table 2</td>
<td>Table 9A and Table 9B</td>
<td>Table 6</td>
<td>Communication Plan - Appendix B</td>
<td>Table 11 and Appendix B</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>Table 6</td>
<td>9 Parasite</td>
<td>Table 6</td>
<td>Table 9A and Table 9B</td>
<td>Appendix B</td>
</tr>
<tr>
<td>Inservice Training</td>
<td>According to timelines -</td>
<td>Table 9A and Table 9B</td>
<td>Table 8</td>
<td>Appendix B</td>
<td>Appendix B</td>
</tr>
<tr>
<td>Technical Assistance</td>
<td>Table 10</td>
<td>Complete Year 1 and Year 2</td>
<td>Table 12A</td>
<td>Table 12A and Table 12B</td>
<td>Appendix B and Figure 4</td>
</tr>
<tr>
<td>Follow-Through</td>
<td>Table 10</td>
<td>On file</td>
<td>On file</td>
<td>On file</td>
<td>Figure 4</td>
</tr>
<tr>
<td><strong>TASK 2 - MANAGEMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Administration</td>
<td>P.E.R.T. Complete</td>
<td>Regular meetings held</td>
<td>Project products</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Training</td>
<td>2 Technology</td>
<td>McCallon Score &gt; 6.5</td>
<td>Pre-Posttest not completed</td>
<td>Implemented in planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Orientation/Mobility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Performance</td>
<td>Figure 5</td>
<td>Agenda of meetings on file and Table 13</td>
<td>Figure 5 - Timelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TASK 3 - COORDINATION AND COOPERATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEA</td>
<td>Table 14</td>
<td>On file</td>
<td>Communication Plan and T.A. visit</td>
<td>Table 12A</td>
<td>Communication Plans and Appendix B</td>
</tr>
<tr>
<td>Service Providers</td>
<td>Table 14</td>
<td>Communication Plan and T.A. visit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant Agency</td>
<td>Table 14</td>
<td>Table 18</td>
<td></td>
<td></td>
<td>9 Integrated Teams</td>
</tr>
<tr>
<td><strong>TASK 4 - DISSEMINATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inservice</td>
<td>Table 18</td>
<td>Table 20</td>
<td>Table 19</td>
<td>Videotapes on file</td>
<td></td>
</tr>
<tr>
<td>Product Development</td>
<td>Figure 5</td>
<td>Completed</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissemination</td>
<td>Table 21</td>
<td>Completed</td>
<td>On file</td>
<td>Table 21</td>
<td>On file</td>
</tr>
</tbody>
</table>
A cost analysis of the project across the major objectives is found in Table 17. Unexpended project funds include: (a) those for which raises were projected but not approved until July, 1992, (b) substitute pay for training sites. The majority of the LEA’s did not bill the project for substitute pay even though reminders were sent.

<table>
<thead>
<tr>
<th>Table 17</th>
<th>Cost Analysis Data</th>
<th>TOTAL COST PER TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>17,797</td>
<td>Management</td>
</tr>
<tr>
<td>Coordination &amp; Cooperation</td>
<td>55,364</td>
<td>Coordination &amp; Cooperation</td>
</tr>
<tr>
<td>Staff Meetings</td>
<td>9,772</td>
<td>Staff Meetings</td>
</tr>
<tr>
<td>Inservice Training &amp; Technical Assistance</td>
<td>29,649</td>
<td>Inservice Training &amp; Technical Assistance</td>
</tr>
<tr>
<td>Dissemination</td>
<td>18,634</td>
<td>Dissemination</td>
</tr>
<tr>
<td>Data Analysis/Evaluation</td>
<td>21,920</td>
<td>Data Analysis/Evaluation</td>
</tr>
<tr>
<td>Travel</td>
<td>30,428</td>
<td>Travel</td>
</tr>
<tr>
<td>Product Development</td>
<td>25,943</td>
<td>Product Development</td>
</tr>
<tr>
<td>Other</td>
<td>12,856</td>
<td>Other</td>
</tr>
<tr>
<td>TOTAL COST</td>
<td>$242,361</td>
<td>TOTAL COST</td>
</tr>
</tbody>
</table>

**Task 5 - Dissemination**

Three major types of dissemination activities occurred. First, awareness activities and project activities were disseminated statewide. Second, project activities were also presented at national conferences, project director’s meetings, and upon invitation. Project products were often requested as a result of these activities. All dissemination products and activities are presented in Table 18. Over 3,000 persons were impacted across the three years of the project. The third type of project activity was product development and publications. These activities are outlined in accordance with the dissemination plan (Table 19). Change of knowledge and satisfaction measures for dissemination activities are provided in Tables 20A and 20B. Over 4,000 products (formerly developed and project developed) were disseminated (Table 21).
### Table 18
Project Staff Dissemination of Products Through Inservice Training and Workshops

<table>
<thead>
<tr>
<th>Year</th>
<th>Project</th>
<th>State</th>
<th>Regional</th>
<th>National</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of sites</td>
<td>20</td>
<td>8</td>
<td>9</td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td>Number of persons impacted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionals</td>
<td>113</td>
<td>212</td>
<td>329</td>
<td>112</td>
<td>766</td>
</tr>
<tr>
<td>Parents</td>
<td>9</td>
<td>5</td>
<td>28</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of sites</td>
<td>53</td>
<td>47</td>
<td>10</td>
<td>2</td>
<td>112</td>
</tr>
<tr>
<td>Number of persons impacted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionals</td>
<td>344</td>
<td>466</td>
<td>319</td>
<td>19</td>
<td>1226</td>
</tr>
<tr>
<td>Parents</td>
<td>52</td>
<td>80</td>
<td>22</td>
<td>0</td>
<td>154</td>
</tr>
<tr>
<td>Other</td>
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<td>68</td>
<td>0</td>
<td>0</td>
<td>95</td>
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<td>Number of sites</td>
<td>4</td>
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<td>10</td>
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<tr>
<td>Number of persons impacted</td>
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<tr>
<td>Professionals</td>
<td>13</td>
<td>99</td>
<td>263</td>
<td>236</td>
<td>611</td>
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<tr>
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<td>6</td>
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<td>Other</td>
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<td><strong>Cumulative Totals</strong></td>
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<td>65</td>
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<td>Number of persons impacted</td>
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<td>Professionals</td>
<td>470</td>
<td>777</td>
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<tr>
<td>Parents</td>
<td>67</td>
<td>90</td>
<td>85</td>
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<td>Other</td>
<td>94</td>
<td>95</td>
<td>9</td>
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<td>158</td>
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</tbody>
</table>

Total Number of People Impacted: 3004
Table 19
Dissemination Plan

| Project Brochure | Special Educators, School districts, Parent Groups, University Training Programs | Information on available activities of project services, resources and programs | Print | July, 1990 | 200 |
| Mediated Awareness presentation | SEA, LEA, DD Programs, Parent, University, Conferences, Workshops | Inservice Training Development, Strategies, Current findings | Slide/Video Overview of Training Components | February, 1990 | 5 presentation a each year (Table 18) |
| Statewide Workshop | LEA's/Parents, SEA, DD Programs, Special Education Programs, Regular Education, Head Start | Integrated Teams/communication intervention | Presentations/edominations/P anti/Cracker Barrel | August, 1990 | 200 participants (Table 3) |
| Utilization Handbook | LEA's, federal Project | Objectives, activities, procedures, evaluations for each selected practice | Print and video | February, 1992 and September, 1992 | 50 |
| Modules | Communication (Revised) | Integrated Team Planning | Functional Curriculum | Personal Futures Planning | Objectives, activities, procedures, evaluations for each selected practice | Print | February, 1992 and September, 1992 |
| Book Chapter/Article | Project Insite Intervenor Manual | Forward | Chapter - American Federation for the Blind | Article - American Speech and Hearing Association | Chapter - Haring and Billingly Text | Integrating communication objectives in functional routines | Print | June, 1992 |
| Reports Specified by SEP | SEP, LEA, AMPS | Objectives, Status findings and as required | Print | October, 1992 |

Additional dissemination products included: (a) a foreword to a published text, (b) a chapter in the American Federation of the Blind manuscript, (c) an article (Nov. 1991) in American Speech and Hearing Association, (d) a chapter in Haring & Billingly text on dual sensory impairments, and (e) Project Insite - Intervenor Manual.

Table 20A
National Dissemination Overall Pretest and Posttest Results

<table>
<thead>
<tr>
<th></th>
<th>Pretest</th>
<th>Posttest</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35%</td>
<td>83%</td>
<td>48%</td>
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</table>

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32

39
Table 20B
Change of Knowledge and Satisfaction Measures

<table>
<thead>
<tr>
<th>Organization</th>
<th>Objectives of Workshop</th>
<th>Presentations</th>
<th>Schedule of Workshop</th>
<th>Scope of Material</th>
<th>Info in Handouts</th>
<th>Overall</th>
<th>OVERALL MEAN</th>
<th># OF PARTICIPANTS</th>
<th>TOTAL # OF PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Orleans LA</td>
<td>New Jersey TX</td>
<td>Lake Charles LA</td>
<td>Montana</td>
<td>Delaware New Jersey</td>
<td>Delaware Delaware</td>
<td>Delaware New Jersey</td>
<td>Mean of Each Question</td>
<td></td>
<td></td>
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<tr>
<td>6.63</td>
<td>6.88</td>
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<td>6.67</td>
<td>6.70</td>
<td>6.40</td>
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<td>6.80</td>
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<td>6.34</td>
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</table>

NOTE: The following are participants satisfaction of presentations using a satisfaction measure other than the McCallon.

OVERALL MEAN

POINT CLEAR, AL 5/31/90 6.07 (Scale 1-7)
LITTLE ROCK, AR 8/16/90 4.67 (Scale 1-5)
| PRODUCTS | AL | AK | AZ | AR | CA | CO | CT | DE | DC | FL | GA | HI | ID | IL | IN | KS | KY | LA | ME | MD | MA | MI | MN | MS | MO | MT | NE | NV | NH | NJ | NM | NY | NC | ND | OH | OK | OR | PA | RI | SC | SD | TN | TX | UT | VA | VT | WI | WV | WY | \_ | \_ | \_ | \_ | \_ | \_ | \_ | \_ | \_ | \_ |
|----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| A Workbook for Developing Communication | 1 | 1 | 1 | 50 | 69 | 1 | 17 | 25 | 4 | 50 | 33 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 100 | 1 | 1 | 1 | 1 | 18 | 1 | 42 | 1 | 2 | 1 | 35 |}

**Table 21**

Dissemination of Products
<table>
<thead>
<tr>
<th>PRODUCTS</th>
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<th>NY</th>
<th>NC</th>
<th>OH</th>
<th>OR</th>
<th>PA</th>
<th>RI</th>
<th>SC</th>
<th>SD</th>
<th>TN</th>
<th>TX</th>
<th>UT</th>
<th>VT</th>
<th>VA</th>
<th>WA</th>
<th>WV</th>
<th>WY</th>
<th>CANADA</th>
<th>AUSTRALIA</th>
<th>WEST DIMS</th>
<th>INCA</th>
<th>DEAF-BLIND TV</th>
<th>TOTALS</th>
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<td>Developing Communication A Manual for Children with Deaf Blindness</td>
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</tbody>
</table>
IV. CONCLUSION

Throughout this document the outcomes of the project have been presented. In addition to the quantifiable data, there are a number of additional outcomes to be presented providing additional information that may be helpful to others providing training in future settings. Many of these outcomes were positive and contributed to the success of the project. In addition, the project staff identified specific challenges to be addressed in future projects designated to train parent and professionals teams serving learners with dual sensory impairments.

First and foremost, the parental and professional participation in the team planning was the most positive outcome of the project. In every site, the parent(s) had never met with the entire team of professionals serving their child. This team focus allowed the target learner to be addressed as a whole child with an emphasis on his communication. Two important features of this outcome are based upon the project’s emphasis on parental involvement including the position of Parent Coordinator staffed by a parent and arranging child care to enable families to come and bring their children with them. Having the target learner available during the inservice training enabled the staff to provide demonstrations and modeling of assessment, learning strategies and learner preference for activities and materials. Interviewing the parents that participated in the project revealed they had all greatly increased their knowledge of communication and strategies in communicating with their child. Parents also reported that they perceived their child’s teachers had a better understanding of their child and the type of curriculum and communication plans necessary for an effective program.

A more global outcome of the project was the introduction of technology to parents and service providers. The majority of the project participants had not encountered the use of switches, choice boxes, calling devices and other low tech materials that could inexpensively provide needed alternatives for communication and interaction. By including the use of such materials in conjunction with the training in communication, learners were able to utilize the technology for specific outcomes.

Specific to communication, the additional outcomes have been most significant: (1) parents and professionals related testimony to the increased understanding of the learners attempts to communicate, (2) peers quickly picked up on the use of cues and interacted as never before, and (3) communication training became a related service without the constraints of the discrepancy model of eligibility in the third largest school district in the state. This administrative decision based on the training provided by the project provided learners with services that had previously been denied.

In retrospect, there are challenges that the project staff have identified to combat some of the problems that still exist. In the majority of sites the gap still exists between best practices and current practices. Perhaps the assessment of needs should be reviewed with alternatives developed to allow the trainee the opportunity to preview videotapes of best practices before defining their own needs. Such practices as inclusion, integrated teaching, community based training, systematic teaching and classroom management remain a future phenomenon. To instill such concepts as common practice will require intensive inservice and technical assistance. Technical assistance must increase and include entire days of demonstrating and modeling, perhaps taking over the entire class for a period of time.

As discussed previously, parent participation was a very positive outcome of the project. But, the need remains for parents to be included on an equal partnership basis. Without this partnership, the future plans of the learners with dual sensory impairments remain out of reach. Schools must begin to actively seek strategies to include parents as equal partners and implement as common practice the team concept the law has espoused for over a decade.
Appendix A

Narrowing the Gap Between
Best Practices and Current Practices
NARROWING THE GAP
BETWEEN BEST PRACTICES AND CURRENT PRACTICES

An Inservice Training Outline for Related Service Teams Serving
Learners with Dual Sensory Impairments

Rebecca Wilson
Kathleen Stremel
Lorie Hollingshead
Betty Busbea
Vanessa Molden
Jan Holston

University of Southern Mississippi
Department of Special Education
Box 5115
Hattiesburg, Mississippi 39406-5115
September, 1992
INTRODUCTION

This process manual is intended for use by professionals providing integrated team services to learners with dual sensory or multiple disabilities to assist others in Narrowing the Gap between Best Practices and Current Practices. The intent of this manual is to provide a useful document utilizing a checklist format that will provide trainers with a guideline when providing in-service training and technical assistance. This manual is a product of a federal deaf-blind special services grant that provided in-service training and technical assistance to nine local educational sites serving young children with dual sensory impairments.

Additional products of the project are a series of training modules that provide detailed trainer guidelines and trainee workbooks describing best practices as they relate to learners with hearing/vision/multiple disabilities. The training modules include:
- Communication
- Functional Curricular Content
- Future's Planning
- Integrated Team Programming

The training modules to accompany this process manual are available upon request. However, this process manual may be used with any training content.
IN-SERVICE TRAINING

In-service training is a very broad concept with many different facets to be addressed for a successful outcome. The project identified the following levels of in-service training and addresses each level in this process manual:

- **Awareness Training** - At this level the participant is made aware of the best practices, as well as the specific expectations of the in-service training process. It is good practice to let everyone know what is expected of them and what can be expected of the trainers.

- **Knowledge Training** - This part of the process focuses on the training of information. Knowledge training utilizes a lecture/activity format to convey the information. Knowledge training must be tailored to the individual level of the participants.

- **Skill Training** - Often this level of in-service training is neglected or participants are expected to transcend the gap between knowledge and skill training on their own. Skill training is vital to bridging the gap between best practices and current practices.

- **Implementation Training** - The most complex level of training is that of implementation. It is the combination of all levels of in-service training. Implementation requires intensive training to put knowledge and skills into practice.

The Communication Intervention Project provided in-service training to parent-teacher-related service teams from local school districts providing intervention services to young children with dual sensory impairments. This training focused on using the integrated team approach to develop the child’s communication system. Parents, teachers, and related service personnel were provided intensive knowledge and skill-level in-service training. Follow-up technical assistance was offered to the team in the classroom or home on a regular basis for three months. This technical assistance was provided to assist the team in implementing the communication plan designed during the knowledge and skill-level training.

This process manual contains both a brief and an in-depth outline of the steps taken during the in-service training conducted by the Communication Intervention Project. To help the reader follow the process, the outline is divided into the following three sections:

- Initial Phase
- In-service Training Phase
- Technical Assistance Phase
<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Person Responsible</th>
</tr>
</thead>
</table>

**GENERAL PROCESS CHECKLIST**

**I. INITIAL PHASE**

**A. Project Awareness**
1. Develop brochures, posters and presentations
2. Conduct a dissemination campaign

**B. Site Selection**
1. Initiate contact
2. Conduct preliminary phone interview
3. Provide awareness presentation
4. Determine agreement to participate

**II. IN-SERVICE TRAINING PHASE**

**A. Pre In-Service Training Activities**
1. Schedule baseline data collection
2. Obtain parent permission for participation and videotaping
3. Conduct pretest measures and assessments
4. Schedule training including location, dates and times
5. Secure rooms for training and child care
6. Arrange for child care
7. Arrange for consultants
8. Secure lodging for participants
9. Inform all participants through written correspondence
10. Develop agenda
11. Secure equipment and materials
12. Secure child care needs
13. Arrange meals for participants, children and child care providers

**B. In-service Training Activities**
1. Welcome participants as they arrive
2. Provide refreshments for morning and afternoon sessions
3. Introduce all members of the training staff, participants and visitors
4. Announce any general information to the participants
5. Provide participants with an overview of the training
6. Collect pretest data
7. Conduct workshop
8. Collect posttest measures and McCallon Satisfaction measures
9. Collect reimbursement forms

**C. Post In-Service Training Activities**
1. Send follow-up correspondence to all participants
2. Contact administrators to discuss training outcomes
<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Person Responsible</th>
</tr>
</thead>
</table>

**GENERAL PROCESS CHECKLIST**

## III. TECHNICAL ASSISTANCE PHASE

### A. First Technical Assistance Visit
1. Schedule the initial technical assistance visit
2. Confirm all dates, times and outcome goal through written correspondence
3. Model and videotape strategies to increase learner skill
4. Collect ongoing evaluation data
5. Provide a written description of the strategies
6. Schedule the second technical assistance visit

### B. Second Technical Assistance Visit
1. Confirm in writing the date, time, and outcome goal
2. Use the coaching procedures to role release intervention strategies
3. Videotape the session
4. Collect ongoing evaluation data
5. Schedule the third technical assistance visit

### C. Third Technical Assistance Visit
1. Confirm in writing the date, time and outcome
2. Review with the team the data collection forms and procedures
3. Collect ongoing assessment data
4. Videotape the session
5. Provide a written description of the session
6. Schedule the final technical assistance visit

### D. Final Technical Assistance Visit
1. Confirm in writing the date, time and outcome goal for the final visit
2. Identify additional learner(s) for communication plan development
3. Facilitate the planning team meeting
4. Provide written strategies for implementing the plans
5. Collect posttest evaluation data

### E. Follow-up Visit
1. Schedule a follow up visit to assess maintenance
2. Confirm in writing the date, time and outcome
3. Collect evaluation data
4. Videotape the session
5. Provide written strategies for specific targets noted in the data collection
6. Collect Satisfaction data
I. INITIAL PHASE

The following information is an outline of suggestions that have been found successful in locating local educational agency related service teams providing intervention services to students with dual sensory impairments or multiple disabilities. These teams can vary from district to district, but in general they are comprised of the target learner (student with dual sensory impairment/multiple disability), parent(s), teacher(s) (special education and regular education) and all related service providers (audiologist, speech pathologist, physical therapist, occupational therapist, vision/hearing specialist, orientation and mobility specialist, etc.).

A. PROJECT AWARENESS

1. Develop Brochures, Posters, and Presentations
   a. Describe project (goals and objectives)
   b. List criteria for participation
   c. Include project contact person (phone number and address)
   d. Design a return form for interested participants

2. Conduct a Dissemination Blitz
   a. Mail letters and brochures to:
      • Special Education Coordinators
      • Agencies with services for persons with disabilities
      • Health Department (local and state)
      • Mental Health (local and state)
      • Vocational Rehabilitation
      • Parent Organizations and Training Centers
      • The Arc
      • Protection and Advocacy Center
      • Deaf-Blind Registry Listings
      • Professional Organizations
      • Council for Exceptional Children
      • The Association for Persons with Severe Handicaps
   b. Submit articles for newsletters to:
      • Parent Organizations
      • University Affiliated Programs
      • Professional Organizations
   c. Present awareness sessions at conferences, such as:
      • Council for Exceptional Children
      • Parent Organizations
      • The Arc
B. SITE SELECTION

1. Initiate Contact
   Follow up on any and all potential sites with a letter announcing the Project’s interest in working with their team. Potential sites may be person(s) who returned the completed form found in the brochure, the person who asked questions during a conference session, a parent seeking services and other interested parties.

2. Conduct Preliminary Phone Interview
   A phone interview should be conducted with an administrator, teacher and parent. Each interview provides a different perspective of a team’s current practices, possible needs and feedback concerning practices, such as community based instruction, inclusion and integrated teaming. A sample of each type of interview is included in Exhibit 1.

3. Provide Awareness Presentation
   The project staff should travel to the various interested sites to provide an overview of the project. This face-to-face interaction allows both the project staff and the site team to discuss questions and concerns. Topics included in the presentation include:
   - Introduction of project staff
   - Introduction of site team
   - Major goals of the project
   - Sequence of the training
   - Roles and responsibilities of the project staff
   - Roles and responsibilities of the site team
   - Data collection procedures
   - Videotape of best practices
   - Reporting of aversive management techniques
   - Financial obligations
4. Determine Agreement to Participate

Following the awareness presentation the local education agency related service team is encouraged to meet and discuss participation in the project. Parental membership on the team is advocated and supported by the project. Once a site team has decided to participate, follow up phone calls and letters are sent to parents and professionals to verify commitment.
II. IN-SERVICE TRAINING PHASE

To increase the utilization of best practices, intensive knowledge and skill training is scheduled to meet the identified needs of the local education related service team. These needs are based on assessment information collected from both the related service team individuals and the identified target learner. In-service training is extremely variable. It can vary in length, range of topic(s) and location. When providing training, it is important to consider the professional and personal needs of the individual in order to be successful. The information below may be helpful when planning in-service training sessions.

A. PRE IN-SERVICE TRAINING ACTIVITIES

1. Schedule Baseline Data Collection

2. Obtain Parent Permission for Participation and Videotaping
   It is important to obtain parent permission of the target learner, as well as peers in both the special education class and the regular education class. A sample letter and permission form are included in Exhibit 2.

3. Conduct Pretest Measures and Assessments
   Baseline data must be collected before training begins in order to evaluate gains following the completion of training. The assessments provide information about the team, the provision of services and the individual target child. With the exception of the Needs Assessment, all data is collected by the training team. Assessment measures are discussed below and examples of measures developed by the project are included in Exhibit 3.

   a. Team and service provision measures

      Needs Assessment - A detailed needs assessment was developed by the project staff to collect information from individual team members and from the administrator directly responsible for the site team that they perceived as most important. The following topics were assessed:

      • Needs of the target learner:
        Hearing/Vision
        Communication
        Positioning/Handling
        Adaptive Feeding
        Medical
Professional training needs:
- Communication
- Hearing/Vision
- Positioning/Handling/Movement/Adaptive Feeding
- Instructional Strategies
- Team Functioning
- Technology
- Integration
- Functional Curriculum
- Community-based Instruction

Parent needs regarding child:
- Communication
- Activities

Ecological Inventory - An inventory based on best practices reported in the literature was developed to examine classroom strategies. The information collected allowed the project staff to determine the degree of implementation for each identified practice.

Integration Sample - This scale explores a number of identified best practices as related to inclusion of students with multiple disabilities. Utilizing this measure allowed the project to determine change in regard to the practice of inclusion.

b. Individual child data
   To determine training effectiveness, there must be a measure of change. A number of assessments and measures were utilized to determine change. All child data were collected by project. Specific child change data were collected using the following instruments.

- **Wisconsin Behavior Rating Scale** (Song et al., 1980) - This instrument is used for learners who are deaf-blind and will give an overall developmental score. Using this score, the proportional Change Index (Woolery, 1983) can be calculated and used to evaluate child change.

- **The Communication Placement Assessment** - This measure is designed to assess a learner’s communication skills. It is appropriate for learner’s who do not communicate verbally. The information gained is utilized to develop a communication plan for the target learner.
Communication Sample - This scale records the rate, form, and function of a learner's communication. Utilizing this measure allows the project staff to look at ongoing child change across time.

Videotaped Sample - Segments of activities are videotaped to obtain information regarding interaction and communication skills the learner displays. This enables the project staff to model strategies and coach site teams.

4. Schedule the Training Workshop to Include Location, Dates and Time
   When possible, it is important to give people choices and options. Within set parameters, possible choices might include:
   - Location of training:
     - Off-site training - provide travel, food and lodging
     - On-site training
   - Dates of Training - remember to consider families and their work schedules
   - Bring children - provide child care for target learner and siblings
   - Beginning and ending times - consider travel time

5. Secure Rooms for Training and Child Care

6. Arrange for Child Care (train if necessary)

7. Arrange for Consultants to Arrive at a Scheduled Time
   Consultants utilized should be matched with the needs of the child and team.

8. Secure Lodging for Participants

9. Advise All Participants Through Written Correspondence Regarding:
   - Time
   - Location (include map)
   - Parking
   - Travel Expenses
   - Lodging
   - Food

10. Develop Agenda (Sample included in Exhibit 4)
11. Secure Equipment and Materials:
   - Overheads
   - TV/VCR
   - Tape Recorders
   - Camera
   - Name Tags
   - Workbooks
   - Pencils
   - Chalk

12. Secure Child Care Needs:
   - Toys
   - Food
   - Mats
   - Bean Bags

13. Arrange Lunch Plan for Participants, Children and Child Care Providers

B. IN-SERVICE TRAINING ACTIVITIES

1. Welcome Participants as They Arrive and Provide Them with Name Tags and Workbooks

2. Provide Refreshments for Morning and Afternoon Sessions:
   - Coffee
   - Pastries
   - Juice
   - Fruit/Cheese and Crackers
   - Soft Drinks
   - Sweets

3. Introduce Members of the Training Staff, Participants and Visitors

4. Announce Any General Information to the Participants:
   - Location of rest rooms
   - Location of phones
   - Lunch plans

5. Provide Participants with an Overview of the Training:
   - Objectives to be accomplished
   - Overview of the agenda
   - Description of the activities
6. Collect Pretest Data:
   - Explain that a pretest is used to determine if training is successful when the pretest is compared to the posttest scores
   - Allow parents the option of completing the pretest

7. Conduct Workshop
   As stated in the introduction, there are modules available that contain trainer guidelines and trainee workbooks. Suggested training practices include:
   - Providing participants with notebooks that contain all information to be covered in the text including copies of the overheads that will be used
   - Leading activities that require participants to be actively involved
   - Viewing videotapes of learners with multiple disabilities demonstrating the concept being presented
   - Demonstrating with the target learner the strategies or procedures discussed in the training
   - Coaching of participants by trainers while practicing the strategies or procedures using other participants or the target learner
   - Developing a specific education, communication, behavioral or vocational plan to be implemented

8. Collect Posttest Measures and McCallon Satisfaction Measures

9. Collect Reimbursement Forms

C. POST IN-SERVICE TRAINING ACTIVITIES

1. Send Follow-up Correspondence to all Participants
   - Include acknowledgement of the successful training
   - Address any comments and concerns that were left unanswered from the training

2. Contact the Administration Via Mail or Phone
   Verify the success of the training and the positive responses noted in training
   - Address comments and concerns from the training
III. Technical Assistance Phase

The technical assistance phase is the implementation of the knowledge acquired during the in-service training phase of the project. It is critical that team members directly providing intervention to the child should participate in the technical assistance phase of the project. Parents and professionals are equal members of this school-based intervention team and all participants should be involved in all technical assistance activities. The purpose of technical assistance for this project is to model, coach and role release the strategies that will enhance the learner’s communication. These strategies were presented to the school-based team during the in-service training phase. All team members should be aware of the educational targets for the learner via a written plan that has been developed. Utilizing the target activities that have been identified by the teacher, one of the project staff will initially interact with the learner to model the strategies. Throughout the technical assistance phase, project staff will coach the various school-based team members and role release the intervention strategies.

A. INITIAL TECHNICAL ASSISTANCE VISIT

1. Schedule the Technical Assistance Visit

   If possible, schedule the visit at the close of the training while the participants are together. Waiting to schedule the technical assistance visit at a later time can become a logistical nightmare.

   An on-site technical assistance visit is scheduled approximately two weeks after the in-service training. When scheduling, keep in mind the following:
   - Make sure all school team members will be present (especially the parents)
   - Schedule the time of your visit to coincide with the naturally occurring times of the activities that were selected as targets
   - Make arrangements for the sessions to be videotaped
   - Provide equipment and materials necessary for the learner to communicate or meet designated objectives

2. Confirm all Dates and Times Through Written Correspondence
3. **Model and Videotape Strategies to Increase Learner Skill**
   During this technical assistance visit, strategies discussed during the in-service training are modeled by the trainer. A videotape of the activity is made and left with the school-based team for later review of the procedures modeled by the trainers. The school-based team includes the parents and the videotapes should be available for parents to review.

4. **Collect Ongoing Evaluation Data**
   For this project, data is collected to measure the learner’s receptive and expressive communication skills. This can be completed during the visit or by the ten minute sample of communication recorded on videotape.

5. **Provide a Written Description of the Strategies**
   In addition to the videotape, a written review of the technical assistance visit is completed on no carbon required paper (NCR) with copies for the child’s school folder, the child’s parents, and the project’s files. This form includes: (Sample copy included in Exhibit 5).
   - child’s name
   - date
   - interventionist name
   - date of next visit
   - child’s accomplishments
   - target objectives
   - strategies to reach objectives
   - materials loaned
   - materials needed and person responsible

6. **Schedule the Second Technical Assistance Visit**
   The second technical assistance visit should be scheduled while present. This technical assistance visit should be approximately three weeks following the initial technical assistance visit. It is important to schedule the visit when all team members can be present. If parents’ work schedule permits participation during school hours, a home visit by the team could be considered if the parent wishes.

B. **SECOND TECHNICAL ASSISTANCE VISIT**

1. **Confirm the Date, Time and Outcome Goal Through Written Correspondence**
2. Use the Coaching Procedures to Role Release Intervention Strategies
   During the second technical assistance phase, the goal is to practice the technique of role release by coaching the member of the school-based training team in interacting with the child. The team member will interact with the learner during the targeted activities utilizing the strategies displayed in the videotape demonstration recorded during the first technical assistance visit. During the activity, team members are available to answer questions and provide the team member with feedback including praise, encouragement and suggestions for intervention. This feedback may address a number of areas such as:
   - positioning and handling
   - motor skills
   - placement of materials
   - opportunities to communicate
   - responsiveness
   - partial participation
   - motivation

3. Videotape the Session
   The session is videotaped to be used as a review and as a training tape for other team members to view.

4. Collect Ongoing Evaluation Data

5. Provide a written summary of the strategies, and any revisions or new considerations for the learner’s program. A summary of the visit is written and copied for the child’s folder, the parents and the project files.

6. Schedule the Third Technical Assistance Visit
   The third technical assistance visit should be approximately three weeks following the second technical assistance visit. Schedule the visit to accommodate parents and direct service providers that constitute the school-based team.

C. THIRD TECHNICAL ASSISTANCE VISIT

1. Confirm the Date, Time and Outcome Goal for the Visit
   The focus of the third technical assistance visit is to train the school-based team to use the expressive and receptive communication data collection forms. These forms were introduced to the team members during the
in-service training. Prior to this point, all data collection has been completed by the project team members.

2. Review the Data Collection Forms and Procedures with the Team
   The learner and an intervener (any member of the school-based team) participates in the target activities. The communication specialist uses the following steps to train the individual team members to use the data collection procedures:
   - Reacquaint the team members with the Expressive and Receptive Communication data collection form
   - Explain the importance of using the form to examine the form, function and content of the learner’s expressive and receptive communication within a functional activity
   - Note the data samples only ten minutes of the activity

3. Collect Ongoing Assessment Data
   - All team members and the communication specialist observe the learner and the intervener; during which time the form, function and content of each communication attempt is recorded
   - Comparisons are made to determine the reliability of the raters
   - Discussions are conducted to clarify the problem areas
   - Several communication opportunities are given in order to practice recording the data

4. Videotape the Session

5. Provide a Written Description of the Session Highlighting any Special Strategies Used in the Data Collection Process

6. Schedule the Final Technical Assistance Visit
   The final technical assistance visit should be scheduled approximately three to four weeks following the third technical assistance visit. In addition to the team members providing intervention services to the target learner, parents and service providers of other learners with communication needs should be invited to participate in this technical assistance visit.
D. FINAL TECHNICAL ASSISTANCE VISIT

1. Confirm the Date, Time and Outcome Goal for the Final Visit
   The purpose of the final technical assistance visit is to assist the team in generalizing the knowledge and skills acquired through the project training to other learners with severe disabilities.

2. Identify Additional Learners Targeted for Communication Plan Development
   School-based team members should identify other learners that have communication needs. If communication samples and assessments have not been completed, this information is collected during this visit. Utilizing both the training and school-based team, the data are analyzed into the following:
   - Current expressive communication skills
   - Current receptive communication skills
   - Current IEP objectives
   - Special sensory and motor considerations
   - Targeted activities

3. Facilitate the Planning Team Meeting
   Care is taken to facilitate the school based team to analyze the data and guide their decision making as they design a communication system for another child. It is important not to question their decision, but to gently probe discussion with a leading question. For example:
   - Sally (teacher) "Using a yes/no switch is the target for Sam."
   - Sue (P.T.) "What are your thoughts concerning controlled movements and placement of such a switch?"
   - Sally (teacher) "He is pointing nicely to indicate choice, any recommendations to expand his pointing to indicate more functions before we program for him at a higher level?"

4. Provide Written Strategies for Implementing the Plans
   Encouragement is given to the school-based team to implement their recommendations and take data for a few weeks. Written recommendations should be provided for the school-based team. It is critical to foster feelings of competence and to promote the practice of communication being a continuous process.
5. Collect Posttest Evaluation Data
   The assessment measures completed during the baseline are repeated during this final visit. This includes the:
   - Ecological inventory
   - Integration sample
   - Wisconsin Behavior Rating Scale (Song et al, 1980)
   - The Communication Placement Assessment
   - Communication sample
   - Videotape sample

E. FOLLOW-UP VISIT

1. Schedule a Follow-up Visit to Assess Maintenance and Generalization
   If the project follows the typical school year and the learner experiences the summer away from structured services the ideal follow-up visit is scheduled for the beginning of the school year. However, a follow-up visit may be scheduled at any time of the year. Length of time between the last technical assistance visit is determined at the discretion of the team. This project used a three month period of time when looking at maintenance and generalization.

2. Confirm the Date, Time and Outcome Goal of the Visit Through Written Correspondence

3. Collect Evaluation Data
   This evaluation data includes the same sources used in the baseline and posttest data collection.

4. Videotape the Session

5. Provide Written Strategies for Specific Targets Noted in the Data Collection Process

6. Collect Satisfaction Data
   A satisfaction survey was developed by the project to measure the degree of satisfaction as well as the utilization of information to make adaptations in the learner's communication plans. A sample copy of the Satisfaction Survey is found in Exhibit 6.
EXHIBIT 1

PHONE INTERVIEWS
Describe the services the child is currently receiving.

Related services:

Method of providing related services:

Certification of personnel:

Setting:

Coordination with teacher & parents:

Integration with non-handicapped peers:

Classroom setting:

Ages of student in nearby classes:

Lunch time:

Non-academics:

Assessment

Person responsible:
Names of instruments:

Development of IEP

Persons responsible:

Process used:

What information is utilized to develop goals and objectives?

Describe the community-based training available in your school district.

Describe the evaluation procedures used by the district to evaluate curriculum effectiveness.

Describe the evaluation procedures used by the district to evaluate teacher performance.

What problems would you foresee in facilitating the following potential changes in your classroom? Please explain.

- Reorganize classroom schedule
- Rearrange classroom environment
- Develop new instructional materials
- Revise present curriculum
- Collect data on student progress
- Amend IEP for student(s)
- Provide community-based training
- Provide home-training to student
- Provide systematic, school-based integration opportunities with non-handicapped peers
Describe the district's commitment to change.

Money available to purchase any materials/equipment:

Describe the positive and negative characteristics of the program.

Discuss concerns about willingness/openness or lack of such to change:
Teacher Interview
Communication Intervention Project

Teacher:
School:
Date:
Interviewer:

In what type of school is your classroom located?
(segregated center, regular education school, etc.)

If located in a segregated center, do you believe
that can be effectively educated on a regular
education campus with nonhandicapped peers?

Would you be receptive to moving your classroom to an age-appropriate
education site or participating in reverse integration?

Is your present school a chronologically age-appropriate placement for

What is the age-range of students who are in your classroom?

What type of curriculum do you utilize? Please explain.

How do you keep track of learner progress?

What does 's daily schedule consist of?

Do you engage in community-based training?

How many hours per week?

If you do not participate in community-based training, what barriers do you see toward implementing community-based training in the future?
What related services are provided for [Student]?

How and who provides these related services?

What role do related service personnel play in the development of [Student]'s IEP goals and objectives?

How does [Student] communicate his/her needs to you?

Please give several examples of goals and objectives you have developed for [Student] during this school year.

What process do you utilize to develop [Student]'s IEP?

How often do you communicate with [Student]'s parents regarding his/her progress?

Where do you see [Student] living after he/she exits school?

Where do you see [Student] working after he/she exits school?
What problems would you foresee in implementing the following potential changes in your classroom? Please explain.

reorganize classroom schedule

rearrange classroom environment

develop new instructional materials

revise present curriculum

collect data on student progress

amend IEP for student(s)

provide community-based training

provide home-training to student

provide systematic, school-based integration opportunities with non handicapped peers
Initial Parent Interview

Child's Name:__________________________________________________________

Parent's Name:________________________________________________________

Date:__________________________________________

1. Are you satisfied with your child’s placement? [Yes/No]
2. Are you familiar with your child’s IEP? [Yes/No]
3. Do you have a current copy of the IEP? [Yes/No]
4. Did you request any specific objectives on the IEP? [Yes/No]
5. What were some of these objectives? ________________________________

____________________________________________________________________

6. Are they included on the IEP? [Yes/No]
7. Do you feel the teacher is aware of any special health conditions of your child? (seizures, medication, special diets) [Yes/No]
8. Are these a part of the IEP? [Yes/No]
9. Are there any related services needed? (P.T., O.T., speech, etc.) [Yes/No]
10. What are these? ____________________________________________

____________________________________________________________________

11. Are these related services on the IEP? [Yes/No]
12. Are you satisfied with the person/persons providing these services? [Yes/No]
13. Is any special equipment needed for your child? (Communication device, computer, etc.) [Yes/No]
14. Is the equipment available or have arrangements been made to get the equipment? [Yes/No]
15. Are there opportunities for your child to go into the community regularly?

16. Are these community activities similar to activities that your family participates in?

17. Did you and the teacher discuss family routines and preferences?

18. Does your child have behaviors that present problems for you or the teacher?

19. Is the management of these behaviors a part of the IEP?

20. Do you feel that you understand the techniques used in the classroom well enough to follow through with those techniques at home?

21. Did the teacher discuss long-range goals for your child with you?

22. Do you go into the community with your child and his/her teacher?

23. How often?

24. Do you visit the classroom?

25. How often?

26. What extracurricular activities is your child involved in at school?

27. Are there opportunities for your child to meet and interact with nonhandicapped students?

28. How does the teacher keep you informed about progress or activities at school?

29. How often do you have a chance to communicate with the teacher?
EXHIBIT 2

SAMPLE LETTER AND PERMISSION FORMS
Dear Parents:

The Department of Special Education at the University of Southern Mississippi and the Special Services of Jackson Public Schools have joined together to develop communication systems for students with non-traditional ways of communicating. As part of this project, students will be videotaped several times during the year. These tapes will be used in the inservice training for Jackson Public School personnel and other public school personnel trained in the future.

The training, videotaping, and data collection carried out during this project will not affect your child's programming. It is our hope that each child will benefit from this training.

As a parent, it is your right to decide whether or not you would like your child to be videotaped during the project. Enclosed is a permission form to indicate your choice for videotaping.

Please complete this form and return it to the school by Tuesday, November 28.

Sincerely,

Rebecca M. Wilson, Coordinator
Communication Intervention Project

Kathleen Stremel-Campbell, Director
Communication Intervention Project
PROJECT OVERVIEW

The Department of Special Education at the University of Southern Mississippi has begun a federally funded project that will focus on the following goals:

1. To determine the components that are specific to the development and implementation of using expert early intervention teams by
   * assisting in the initial service provision
   * systematically training local service providers to conduct the primary intervention services
   * providing ongoing technical assistance and resources to the local service providers in effective transitions into preschool services.

2. To determine strategies to facilitate the acquisition and generalization of a set of competencies to be demonstrated by local service providers in order for them to integrate multiple skills into caregiving routines and age-appropriate activities in the natural environments.

Purpose
To develop, implement, and evaluate a procedure that provides effective training and follow-along to early interventionist, teachers, related service personnel, paraprofessionals, and day care staff to provide intervention and transition services for infants and toddlers with, or at risk, for multiple disabilities.

Process
* Interagency "teaming" with a statewide early intervention team.
* Systematic training for direct and indirect services toward integrated skill intervention.
* Systematic instruction within cognitive, communication, social/emotional, physical, and adaptive.
* Strategies for facilitating effective transitions.
* Strategies for facilitating peer interaction.
* Strategies for recognizing cultural diversity.

Outcome
Local service providers will develop the skills to work with infants and young children with multiple disabilities.
Dear Parents:

The Department of Special Education at the University of Southern Mississippi and the Special Services of Jackson Public Schools have joined together to develop communication systems for selected students who communicate in non-traditional ways. The parents of selected students, teachers, and related service personnel will receive inservice training and assistance in developing these communication systems. You will be contacted with more information about this training in the future.

As part of this project, students will be videotaped several times during the year. These tapes will be used in the inservice training for Jackson Public School personnel and other public school personnel trained in the future.

The training, videotaping, and data collection carried out during this project will not affect your child’s programming. It is our hope that each child will benefit from this training.

As a parent, it is your right to decide whether or not you would like your child to participate in the project and whether or not you would like your child to be videotaped during the project. Enclosed is a permission form to indicate your choices for participation and videotaping.

Please complete this form and return it to the school by Tuesday, November 28.

Sincerely,

Rebecca M. Wilson, Coordinator
Communication Intervention Project

Kathleen Stremel-Campbell, Director
Communication Intervention Project
PROJECT PARTICIPANT CONSENT

_____ I give my permission for the child named below to participate in the COMMUNICATION INTERVENTION PROJECT.

Name: __________________________________________
Date of Birth: _________________________________
Address: ______________________________________
Phone #: ______________________________________
Teacher’s Name: _______________________________
School: ________________________________________

I understand that project staff will assess my child’s communication skills in order to develop an individualized communication system. I further understand that data collection and direct intervention by project staff will take place as necessary within the classroom setting. All of my child’s records will be kept confidential by this project and will be provided to other agencies only in accord with the Family Rights and Privacy Act and the Education of All Handicapped Children Act. No unauthorized person may see my child’s records unless I give my consent in writing.

Date: _______________ Signature: __________________________
Relationship: __________________________

_____ I do not give my permission for the child named below to participate in the COMMUNICATION INTERVENTION PROJECT. I understand that services available from the Jackson Public Schools entitled to my child by PL94-142 will continue to be provided.

Name: __________________________________________
Teacher’s Name: _______________________________
School: ________________________________________

VIDEOTAPE CONSENT

_____ Yes, I give my permission for the above named child to participate in the videotaping aspect of the Communication Intervention Project. The videos will be used for the following:

a. To assess and measure my child’s communication needs and progress.
b. To measure the project’s effectiveness.
c. To assist in parent training.
d. To instruct other professionals.

_____ No, I do not wish for the above named child to be videotaped.

Date: __________________________ Signature: __________________________
Relationship: __________________________
Communication Intervention Project

University of Southern Mississippi
Department of Special Education
Southern Station Box 5115
Hattiesburg, MS 39406-5115
Phone: 601-266-5135

VIDEOTAPE CONSENT

Name: ________________________________
Date of Birth: _________________________
Address: ______________________________
Teacher's Name: _______________________
School: ______________________________
Phone: ______________________________

_____ Yes, I give my permission for the above named child to participate in
the videotaping aspect of the Communication Intervention Project. The
videos will be used for the following:

a. To assess and measure my child's communication needs and progress.
b. To measure the project's effectiveness.
c. To assist in parent training.
d. To instruct other professionals.

_____ No, I do not wish for the above named child to be videotaped.

Date: _______________ Signature: _____________________________
Relationship: ____________________________

31
EXHIBIT 3

NEEDS ASSESSMENTS
AND ASSESSMENT MEASURES
DEVELOPED BY THE PROJECT
Directions: In the column titled Level of Need, please write a 1, 2, or 3 to indicate your need for inservice training. Then write any comments you feel would help to explain that need.

Score Code: 1 Minor need for inservice training  
2 Moderate need for inservice training  
3 Major need for inservice training

II. PROFESSIONAL NEEDS

A. Communication

I need:

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- More appropriate assessments to determine desired communication goals
- Strategies to use assessment information for program planning
- Knowledge of the sequence of non-symbolic communication
- Methods to determine intentional behavior
- Means to determine how children understand your message
- Method to determine specific forms of communication
- Methods of determining what functions of communication the children need
- Methods to select appropriate vocabulary or content
- Strategies for determining the type of symbolic system appropriate for child
- Methods of determining motor responses for a form of communication
- Methods to determine if children have skills to learn manual signs (language)
- Knowledge/use of functional signs
- Knowledge of how to respond to the learner
- Strategies to increase opportunities for communication
- Strategies to facilitate students to make choices
- Strategies to facilitate initiations
- Means of facilitating communication with peers
- Knowledge and use of adaptive switches and technological communication aids
- Strategies to determine which switches are best for each learner
- Resources for materials and equipment to facilitate communication. (Switches and adaptive toys)
- Methods to determine frequent opportunities to communicate in relation to other classroom demands
### B. Hearing and Vision

I need:

- Better procedures for assessing functional hearing
- Methods to determine if hearing aids are appropriate
- Knowledge of the hearing aid
- Resources for materials and equipment for hearing aids
- Adaptive ways to present auditory materials
- Better procedures for assessing functional vision
- Methods to determine if visual aids are appropriate
- Knowledge of visual aid materials and equipment
- Adaptive ways to present visual materials
- Resources for materials and equipment for visual aids

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### C. Positioning/Handling/Motor Development/Adaptive Feeding

I need:

- Knowledge of correct positioning and handling
- Use of correct positioning and handling skills to increase opportunities for movement communication, and learning
- Positioning strategies for best activating a switch
- Knowledge and use of adaptive seating or equipment to provide alternative positions
- Techniques for implementing an oral feeding program
- Techniques for providing range of motion exercises
- Resources for materials and equipment to facilitate positioning/handling/motor development/feeding/bathing
- Techniques to prepare the student for activities to increase or decrease time
- Knowledge of various nontraditional positions such as half-kneeling, and sidesitting during activities
- Positioning and handling strategies during caregiving routines
- Information to utilize home environments and objects to aid in mobility

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Administrator Perceived Team Membership
Needs to Develop Communication Systems
for Students with Severe Handicaps

Directions: In the column titled Level of Need, please write a 1, 2, or 3 to indicate your perception of each team member's need for inservice training for the skills listed.

As an administrator, I perceive the needs of the team members to include:

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<th>Member A</th>
<th>Member B</th>
<th>Member C</th>
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I. Hearing & Vision
   - Assessment tools and strategies to identify hearing and vision limitations.
   - Knowledge and use of hearing and visual aids.
   - Strategies for utilizing residual hearing and vision.

II. Communication
   - Assessment tools and strategies to identify appropriate goals and objectives.
   - Knowledge of nonsymbolic communication.
   - Knowledge and use of technological communication aids.
   - Design and implementation of an appropriate communication system.

III. Positioning/Handling/Motor Development/Feeding
   - Knowledge and use of correct positioning and handling techniques.
   - Knowledge of sequential motor development.
   - Methods to increase movement.
Knowledge and use of proper oral motor feeding techniques.

IV. Instruction
- Knowledge base of functional curriculum.
- Strategies to design and implement a functional based curriculum.
- Strategies to increase learner progress toward goals and objectives.
- Methods to manage student behavior.
- Methods to evaluate student progress.

V. Team Functioning
- Knowledge base of each team member's role and responsibility.
- Team functioning during assessment and intervention
- Team decision making.
- Procedures to resolve conflict.
- Strategies to facilitate parental participation in assessment, intervention, and generalization.
- Procedures to communicate with parents.

<table>
<thead>
<tr>
<th>Member A</th>
<th>Member B</th>
<th>Member C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Need</td>
<td>Comment</td>
<td>Level of Need</td>
</tr>
<tr>
<td>Member A</td>
<td>Level of Need</td>
<td>Member B</td>
</tr>
<tr>
<td>Comment</td>
<td>Comment</td>
<td>Comment</td>
</tr>
</tbody>
</table>

Member A

Member B

Member C
Needs Assessment to Develop Communication Systems for Students with Dual Sensory Impairments/Severe Handicaps

Directions: In the column titled Level of Need, please write a 1, 2, or 3 to indicate the child's need for the equipment or skill training. Then write any comments you feel would help explain that need.

Score Code:
1 Minor Need for the child
2 Moderate Need for the child
3 Major Need for the child

<table>
<thead>
<tr>
<th>Child A</th>
<th>Child B</th>
<th>Child C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Need</td>
<td>Comment</td>
<td>Level of Need</td>
</tr>
</tbody>
</table>

I. CHILD NEEDS

A. I need specialized equipment to facilitate my:

- Hearing (aids)
- Vision (Glasses, other visual aids)
- Communication (Switches, choice boxes, etc.)
- Positioning (Adaptive equipment)
- Movement (Wheelchair/other mobility aids)
- Eating (Adaptive feeding materials)

B. I need specialized training to facilitate my:

- Hearing (Auditory training techniques)
- Vision (Visual training techniques)
- Communication (Expressive/receptive)
- Positioning (Handling, increase/decrease tone)
- Movement (Range of motion exercises)
- Eating (Oral/motor feeding techniques)
- Behavior (Management techniques)
- Learning (Systematic instruction techniques)

C. I need specialized care to monitor my:

- Medical Condition(s)
- Medicine (Side effects)
- Dietary Condition
- Seizure Disorder
D. Instructional

I need:

- Overall assessment strategies for program planning
- Strategies to facilitate learner progress toward goals and objectives
- Knowledge and strategies for implementing a functional curriculum
- Methods to analyze the environment to plan functional activities
- Strategies to incorporate parents in assessing student needs and designing the IEP
- Assistance in organizing a functional curriculum into a daily schedule
- Strategies to include caregiving interactions and natural routines in instruction
- Methods to determine learner progress
- Knowledge of how and when to expand a learner's program
- Methods of organizing group teaching
- Strategies to facilitate generalization of learned skills
- Strategies for managing behavior
- Methods to train parents on skills needed in the home
- Strategies to implement a communication system efficiently within a classroom setting

<table>
<thead>
<tr>
<th>Level of Need</th>
<th>Comment</th>
</tr>
</thead>
</table>

E. Team Functioning

I need:

- Knowledge of each team member's role
- Strategies for team decision making
- Strategies to integrate data from other team members
- Methods of team teaching and "role release"
- Means to design integrated therapy activities
- Assistance in organizing a daily schedule of related services
- Strategies to resolve conflict
- Means to communicate between the home and school; Sharing information about skill generalization
- Strategies to transition communication system from one level/class to another level/class
## Prelanguage/Language Communication Sample (10 Minute)

<table>
<thead>
<tr>
<th>Name</th>
<th>Observer</th>
<th>Ratio: Adults/Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Language Modality: Sign

- [ ] Communication Board

### Level III | Level IV | Level V | Level VI | Level VII | Level VIII | Type of Support | Function | Meaning |
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Body movement/Gestures</td>
<td>Facial Gestures/Point</td>
<td>Vocalic/Eye Gaze</td>
<td>Manipulate</td>
<td>Person</td>
<td>Extend Object</td>
<td>Gesture</td>
<td>Yes/No</td>
<td>Physical Assist</td>
</tr>
</tbody>
</table>
PARENT NEEDS ASSESSMENT

Please answer the following to describe how your child communicates in the home.

A. Expressive forms/functions

1. How does your child communicate to you the following:
   a. wants more food, milk, juice
   b. wants to play
   c. wants to go
   d. wants a certain toy or object
   e. pleasure or enjoyment
   f. dislike for something or someone
   g. pain or discomfort
   h. I understand what my child wants most of the time.  _Yes  _No
   i. Other people understand what my child wants most of the time.  _Yes  _No
   j. What words/signals would you like your child to learn?

B. Receptive Communication

My child:

1. responds to my voice
2. responds to his/her name
3. responds to sounds around the home (door, refrigerator closing, vacuum)
4. responds to the word "no" (stop)
5. responds to gestures
6. understands some words/gestures
7. understands most simple directives (get your shoes; get you cup)
8. understands the meaning of certain words (milk, eggs, toy, Daddy, outside)
9. understands directives that have two parts (get your cup-put it on the table)
10. Understands the words big/little, on/off, red/blue
c. **Information About Home Activities**

a. What things does your child like to do? ____________________________

b. What things does your child not like to do? _______________________

c. What activities does your family like to do in the home? _______________

d. What activities does your family like to do outside the home? _________

e. How many people are in the household? ____________________________
<table>
<thead>
<tr>
<th>1. Responses to Sensory/Social Input</th>
<th>II. Interaction with Objects</th>
<th>III. Vocal Development</th>
<th>IV. Receptive Communication</th>
<th>V. Expressive Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Looks at familiar person</td>
<td>1) Demonstrates reflexive sound making</td>
<td>18) Responds to own name</td>
<td>21) Identifies 2+ familiar objects</td>
<td>23) Uses simple gestures</td>
</tr>
<tr>
<td>2) Looks at object</td>
<td>2) Demonstrates differentiated cases</td>
<td>19) Identifies 2+ familiar persons</td>
<td>22) Follows 3+ directions w/o gesture</td>
<td>24) Vocalizes to get attention</td>
</tr>
<tr>
<td>3) Calls to noise of familiar person</td>
<td>3) Maintains grasp on objects placed in hand</td>
<td>20) Follows 3+ directions w/o gesture</td>
<td>25) Paired 3+ gestures</td>
<td>25) Points objects to &quot;show&quot;</td>
</tr>
<tr>
<td>4) Reaction to contact</td>
<td>4) Vocalizes in a response to a person talking</td>
<td>21) Identifies body parts</td>
<td>26) Points objects to &quot;show&quot;</td>
<td>27) Taps/held up hand to get attention</td>
</tr>
<tr>
<td>5) Reacts to teacher or adult</td>
<td>5) Uses two vowels, two consonants in vocal play or communication cue</td>
<td>22) Identifies familiar objects</td>
<td>28) Shows object for comment</td>
<td>28) Shows object for comment</td>
</tr>
<tr>
<td>6) Reacts to familiar voice</td>
<td>6) Vocalizes in a response to a person talking</td>
<td>23) Follows simple repetitive activity</td>
<td>29) Uses simple signal to have adults name or sign, speech sounds center #1</td>
<td>29) Points objects to &quot;show&quot;</td>
</tr>
<tr>
<td>7) Changes activity level</td>
<td>7) Vocalizes in a response to a person talking</td>
<td>24) Follows simple repetitive activity</td>
<td>30) Points objects out of sight using gestures</td>
<td>30) Points objects out of sight using gestures</td>
</tr>
<tr>
<td>8) Tracks side to side</td>
<td>8) Vocalizes in a response to a person talking</td>
<td>25) Follows simple repetitive activity</td>
<td>31) Requests 2+ obj./actions</td>
<td>31) Requests simple repetitive activities</td>
</tr>
<tr>
<td>9) Sings for sound of familiar person</td>
<td>9) Vocalizes in a response to a person talking</td>
<td>26) Identifies 2+ directions w/o gesture</td>
<td>32) Uses 10 words to request</td>
<td>32) Uses 10 words to request</td>
</tr>
<tr>
<td>10) Responds to different voices and songs</td>
<td>10) Vocalizes in a response to a person talking</td>
<td>27) Identifies 2+ directions w/o gesture</td>
<td>33) Requests 2+ obj./actions</td>
<td>33) Requests simple repetitive activities</td>
</tr>
<tr>
<td>11) Reacts to different voices and actions</td>
<td>11) Vocalizes in a response to a person talking</td>
<td>28) Identifies 2+ directions w/o gesture</td>
<td>34) Requests 2+ obj./actions</td>
<td>34) Requests simple repetitive activities</td>
</tr>
<tr>
<td>12) Reacts to different voices and actions</td>
<td>12) Vocalizes in a response to a person talking</td>
<td>29) Identifies 2+ directions w/o gesture</td>
<td>35) Uses 20 words to request</td>
<td>35) Uses 20 words to request</td>
</tr>
</tbody>
</table>

**BEST COPY AVAILABLE**
COMMUNICATION PLACEMENT ASSESSMENT
IEP PLANNING WORKSHEET

Student's Name: ____________________________ Date: ____________________________

Person Conducting Assessment: ____________________________

**AREA I: Responses to Sensory/Social Input**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Needs</th>
<th>Parent Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AREA II: Interactions on Objects**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Needs</th>
<th>Parent Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AREA III: Vocal Development**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Needs</th>
<th>Parent Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
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</tbody>
</table>

**AREA IV: Receptive Communication**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Needs</th>
<th>Parent Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AREA V: Expressive Communication**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Needs</th>
<th>Parent Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AREA VI: Communication Functions**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Needs</th>
<th>Parent Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Circle those skills recommended as priorities for training
Student's Name: 
B.D.: 
Person Administering Test: 

<table>
<thead>
<tr>
<th>AREA 1: RESPONSES TO SENSORY/SOCIAL INPUT</th>
<th>Age Appropriate Examples/Context</th>
<th>Dates</th>
<th>Comments/Examples</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Younger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Looks at (fixates on) a familiar person who is gesturing and/or talking (1 mo.)</td>
<td>Looks at Mother, Dad, Siblings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Looks at (fixates on) an interesting object (8-12&quot; away) (1 mo.)</td>
<td>Looks at rattle, mobile, stuffed toy in supine position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Quiets or startles when noise is presented (1 mo.)</td>
<td>Door slammed, object dropped (not a familiar noise). Hearing assessment should be completed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Turns or quiets to person-to-person contact (2 mo.)</td>
<td>Mother touches while crying, child quiets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Responds by smiling, quieting, grimacing to taste/smell (0-2 mo.)</td>
<td>When given bottle or nursed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Responds by smiling or quieting when hearing a familiar voice (0-2 mo.) (Prerequisite for #13)</td>
<td>Mother talks to child outside of child's immediate range of vision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Increases/decreases activity level on seeing an interesting object (2 mo.)</td>
<td>Bottle is presented (8-12&quot; away)</td>
<td></td>
<td>Older student's responses may not be highly visible</td>
<td></td>
</tr>
<tr>
<td>8. Tracks interesting objects (that do not make sound) that are moved from side to side (2 mo.)</td>
<td>Objects that do not make noise, i.e. bright yarn, ball, mirror</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Visually searches for sound - side to side (2 mo.)</td>
<td>Mother's voice, unfamiliar sound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Responds in different ways to firm and pleasant voices</td>
<td>Playful voice, firm, louder voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Responds in a specific way to a person, sound or object in a familiar routine or activity</td>
<td>Quiets or opens mouth seeing bottle</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Behaviors may not be appropriate for older students.*
<table>
<thead>
<tr>
<th>Area I: RESPONSE TO SENSORY/SOCIAL INPUT (Continued)</th>
<th>Younger</th>
<th>Older Severely/Profoundly Handicapped</th>
<th>Dates</th>
<th>Comments/Examples</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Looks back and forth between two interesting objects (2-3 mo.)</td>
<td>Two objects (toys) that do not make noise, i.e., doll and mobile</td>
<td>Spoon with food, cup, leisure objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Turns head when unfamiliar sound or a familiar voice is presented and locates sound (4-5 mo.)</td>
<td>Lying down or in a carrier</td>
<td>Turns to telephone ringing or door closing in a standing or sitting position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Participates (does not resist) in a familiar movement when guided through a movement (4 mo.)</td>
<td>Patti-cake, bye-bye, so big, or a motivating activity</td>
<td>Movement with eating, self-help, or motivating activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Smiles at a familiar person who is interacting with him/her (4 mo.)</td>
<td>Familiar person kissing or playing with child</td>
<td>During motivational activities with a familiar person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Continues a familiar movement when assisted. Contact is maintained without helping the student complete the movement (3-6 mo.)</td>
<td>Playing patti-cake, waving bye-bye, pushing toy</td>
<td>Opening door, getting paper towel, turning water faucet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Responds in at least two different ways when the adult interacts with the student (4-6 mo.)</td>
<td>Looks at, smiles, reaches, increase activity</td>
<td>Looks at, laughs, pushes away, reaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Tries to get attention through eye contact, smiling, vocalizing (5-6 mo.)</td>
<td>Tester should interact with student, then look away to test this skill</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>19. Begins actions and continues that action when it is imitated by the adult (8 mo.)</td>
<td>Clapping, waving, pounding, lifting arms</td>
<td>Washing hands, rubbing hands, cutting with knife</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Imitates actions modeled by an adult. Student can see his own actions. Student can already do these actions independently (6-9 mo.)</td>
<td>Clapping, waving, patting</td>
<td>Washing hands, stirring, turning, cutting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Anticipates and demonstrates the next action in a series of actions in a routine activity (6-9 mo.)</td>
<td>Holds out leg or arm in dressing</td>
<td>Reaches to pull up pants after bathroom. Reaches for a spoon after given a bowl</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Imitates new actions. Student can see his own actions. These are actions that the student cannot do independently.</td>
<td>Waving, patting (child can see his own action)</td>
<td>Pouring, turning knob, opening jar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Imitates new actions that the student cannot see himself perform</td>
<td>Peek-a-boo, shaking head, point to nose</td>
<td>Nodding, kleenex to nose, combing hair without mirror</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AREA II: INTERACTIONS WITH OBJECTS</td>
<td>Age Appropriate Examples/Context</td>
<td>Older Severely/Profound Handicapped</td>
<td>Comments/Examples</td>
<td>Comments/Examples</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
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<td>-------------------------------------</td>
<td>------------------</td>
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<tr>
<td><strong>Behaviors</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Repeats actions on objects that cause an interesting result (2-3 mo.)</td>
<td>Kicks feet/bats at ball or mobile to activate it again</td>
<td>Repeats movements that activate any object (contingency awareness)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Maintains grasp on object for at least 10 seconds when object is placed in student's hand (2-3 mo.)</td>
<td>Rattle, cloth animal</td>
<td>Food item, tactile object</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*3. Mouths objects placed in hand (2-3 mo.)</td>
<td>Rattle, cloth, keys - (0-6 mo. for developmentally delayed)</td>
<td>Decrease if this occurs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Looks at object placed in hand (3 mo.)</td>
<td>Rattle, cloth animal, keys, brightly colored items</td>
<td>Attends to objects being held or when object is presented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Reaches for object (3-5 mo.)</td>
<td>Reaches for bottle, rattle, or keys</td>
<td>Reaches for cup, food item, coat, or interesting item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Continue to look for preferred object when it is removed and the student can no longer see it (4 mo.)</td>
<td>Bottle, covered toy moved from view (child is seated)</td>
<td>Food item placed in container, object in box, spoon under napkin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*7. Shakes/bangs objects placed in his/her hand (1-4 mo.)</td>
<td>Rattle, keys, noise-maker</td>
<td>Decrease banging, increase other functional actions on objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Reaches, takes an object presented by an adult and holds object for 5 or more seconds (4-5 mo.)</td>
<td>Takes keys, object to mouth</td>
<td>Takes edible, cup, towel, vocational item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Demonstrates four or more simple actions on objects (4-5 mo.)</td>
<td>Bangs, waves, hits, pulls, flips, (drops, throws, 6-7 mo.)</td>
<td>Push, turn, pull, put in (with age appropriate and functional objects)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Reaches out and takes an object that is partially hidden from his/her view. Student watches as object is partially hidden (3-6 mo.)</td>
<td>Bottle half covered by a pillow/cloth, doll behind a box</td>
<td>Spoon partially covered by a container or napkin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Reaches out and takes objects that are completely hidden from his/her view. Student watches while the object is hidden (8-9 mo.)</td>
<td>Finds toy under a blanket or behind another object</td>
<td>Finds toothbrush in a tub or glass</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Explores new objects by looking closely at them or feeling them (7 mo.)</td>
<td>Turns over, feels, mouth</td>
<td>Turns over, smells, feels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Drops/places or transfers one or both objects to take a third object (7 mo., drops/5 mo., places) (has two objects in hands)</td>
<td>Drops rattle and/or block to reach for keys</td>
<td>Puts down cup and celery to reach for dessert</td>
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<tr>
<td>14. Demonstrates two or more complex actions with objects (other than bang, hit, push, pull, shake) (9 mo.)</td>
<td>Pokes, squeezes, tears, turns, dumps</td>
<td>Turns door knob, pulls paper towel, puts towel in trash</td>
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<tr>
<td>Responses</td>
<td>Age Appropriate Responses</td>
<td>Older Severely/ Profound Handicapped Responses</td>
<td>Comments/Examples</td>
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<tr>
<td>15. Imitates an action on an object when only one object is present. Student can already do actions (6-9 mo.)</td>
<td>Pushes car, turns toy, hits drum, shakes toy, rolls ball</td>
<td>Pushes grocery cart, turns on radio, opens jar</td>
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<tr>
<td>16. Uses one object to act on a second object (10 mo.)</td>
<td>Hits pan with spoon, puts object in a container</td>
<td>Puts objects in a container, puts plate in sink, throws napkin in trash can</td>
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<tr>
<td>17. Demonstrates the functions of objects when they are presented out of the usual activity (9-10 mo.)</td>
<td>Drinks from cup (no liquid), wipes mouth with napkin, combs hair</td>
<td>Demonstrates functions of a wide range of objects in context</td>
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<tr>
<td>18. Uses at least 10 objects appropriately (10-15 mo.)</td>
<td>Opens book, uses kleenex, stacks rings, pushes car, rolls ball</td>
<td>Opens milk, uses kleenex, uses toothbrush, uses spoon, stirs, combs hair</td>
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<tr>
<td>19. Identifies familiar objects that go together based on their function (15+ mo.)</td>
<td>Gives cup when juice can is held up, gets spoon when yogurt is presented</td>
<td>Pours cereal in bowl instead of cup; sees socks gets shoes; sees bus, gets coat</td>
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<tr>
<td>20. Matches identical objects from two distractors (18+ mo.)</td>
<td>Apple to apple/cup to cup, matching toys on shelf</td>
<td>Use functional objects sorts silverware, sorts paper, places clothing items together</td>
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<tr>
<td>behaviors</td>
<td>younger</td>
<td>older severely/profound handi capped</td>
<td>dates</td>
<td>comments/examples</td>
<td>comments/examples</td>
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</tr>
<tr>
<td>1. demonstrates reflexive sound making (crying, fussing, throat sounds)</td>
<td>throat sounds similar to ga/ka sounds</td>
<td></td>
<td>may not observe</td>
<td></td>
<td></td>
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<tr>
<td>2. demonstrates differentiated cries (1-4 mo.)</td>
<td>different cries for hunger/pain</td>
<td></td>
<td>different vocalisation for hunger/displeasure</td>
<td></td>
<td></td>
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<tr>
<td>3. demonstrates interactive sound making; cooing laughter (2-5 mo.)</td>
<td>squealing &quot;o&quot;, &quot;u&quot;, &quot;gu&quot; (typically back closures)</td>
<td></td>
<td>vocalises pleasure</td>
<td></td>
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<tr>
<td>4. vocalizes in response to a person talking (3-5 mo.)</td>
<td>soothing vocalisation during play with an adult</td>
<td></td>
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<tr>
<td>5. uses at least two vowels and two consonant sounds in vocal play and/or to communicate (3-5 mo.)</td>
<td>&quot;a, g, n, h, k, u, m, o&quot;</td>
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</tr>
<tr>
<td>6. repeats vocalisations that get reactions (4-5 mo.)</td>
<td>child vocalizes - mom claps or acts surprised</td>
<td></td>
<td>vocalisations that are reinforced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. vocalizes sounds with different pitch, loudness and draws sound out (4-6 mo.)</td>
<td>pleasurable, emphatic</td>
<td></td>
<td>uses for communication, pleasure, upset</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. student initiates sound - adult imitates - student repeats (4-6 mo.)</td>
<td>child says &quot;a&quot;; adult says &quot;a&quot;; child says &quot;a&quot;</td>
<td></td>
<td>may not be appropriate - may imitate intonation</td>
<td></td>
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<tr>
<td>9. uses at least three sounds made at front of the mouth (4-6 mo.)</td>
<td>such as &quot;b, p, m, n, l&quot;</td>
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<tr>
<td>10. produces at least five different babbling combinations in which combinations are repetitive (7-10 mo.)</td>
<td>agaga, baba, nanana, mma, dada</td>
<td></td>
<td>may not be appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. student begins vocal interactions - adult imitates the student's sound then uses a new sound that the student can make. Student imitates.</td>
<td><em>s=baba, a</em>baba, s=baba, a<em>gaga, s</em>gaga</td>
<td></td>
<td>may not be appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. imitates sounds that he/she can already make when the adult initiates the sounds (10-12 mo.)</td>
<td><em>a</em>baba, baba, s=baba</td>
<td></td>
<td>may not be appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. produces at least five different babbling combinations in which combinations are nonrepetitive (11-12 mo.)</td>
<td>baga, dobi, gadu</td>
<td></td>
<td>may not be appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. imitates word approximations containing two syllables that student already attempts to say syllables repeat (14 mo.)</td>
<td>nana, nana (night-night) baba (bottle)</td>
<td></td>
<td>mawa (for water)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. imitates one syllable word approximations that the student can already make (12-14 mo.)</td>
<td>da (for dog), gi (for give), ma (for more)</td>
<td></td>
<td>due (for juice), ju (for juice), e (for ext), es (for cheese)</td>
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</tbody>
</table>

*note: s=student a=adult
### AREA III: VOCAL DEVELOPMENT (Continued)

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Age Appropriate Examples/Context</th>
<th>Dates</th>
<th>Comments/Examples</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16.</strong> Imitates words containing two syllables that are repetitive and simple consonant-vowel-consonant-vowel words that the student cannot already make - new words</td>
<td>Cookie, cracker, bubble</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Cookie, paper</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>17.</strong> Imitates sounds that student cannot already make - new sounds</td>
<td>&quot;t&quot; &quot;k&quot; &quot;g&quot;</td>
<td>&quot;s&quot; &quot;th&quot; &quot;sh&quot;</td>
<td></td>
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</tr>
<tr>
<td><strong>18.</strong> Imitates words containing two syllables (syllables are not repetitive) that the student cannot already make</td>
<td>balloon, yogurt, carrots, peanuts</td>
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<tr>
<td></td>
<td>outside, butter, money, sandwich</td>
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</tbody>
</table>

### AREA III: ORAL-MOTOR DEVELOPMENT

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Age Appropriate Examples/Context</th>
<th>Dates</th>
<th>Comments/Examples</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Rooting, swallowing reflexes are present (2 mo.)</td>
<td>Begins sucking response when touched near mouth</td>
<td>Biting and swallowing are used in eating</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Demonstrates efficient suck/swallow pattern (5-6 mo.)</td>
<td>(Obtain OT/PT input)</td>
<td>(Obtain OT/PT input)</td>
<td></td>
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</tr>
<tr>
<td><strong>3.</strong> Uses upper lip to scoop food from spoon (7-8 mo.)</td>
<td>Baby food</td>
<td>Yogurt, pudding, potatoes</td>
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<td></td>
</tr>
<tr>
<td><strong>4.</strong> Uses tongue to help chew textured foods prior to swallowing</td>
<td>Cereal, cracker, apple, cheese</td>
<td>Attempts to chew prior to swallowing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviors</td>
<td>Age Appropriate Examples/Concepts</td>
<td>Dates</td>
<td>Comments/Examples</td>
<td>Comments/Examples</td>
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<tr>
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</tr>
<tr>
<td>1. Responds to own name by ceasing activity, blinking (3-4 mo.)</td>
<td>May not be responding to the specific name but the &quot;calling&quot; intonation.</td>
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<tr>
<td>2. Responds to environmental cues that are part of an activity.</td>
<td>Opens mouth when spoon or cup touches lips. Responds when tray is taken off wheelchair.</td>
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<tr>
<td>3. Responds to firm voice (no, stop it, don't) (4-6 mo.)</td>
<td>May hesitate; does not necessarily cease activity Note: This is not assessing compliance.</td>
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<tr>
<td>4. Holds up hands to be picked up when gesture and verbal cue are presented. Student is motivated to get up/out (4-6 mo.)</td>
<td>Mom claps, holds out hands and says, &quot;up&quot; Holds out hand to go with another person (as in transition or leaving)</td>
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<tr>
<td>5. Responds to five functional touch cues or tactile prompts.</td>
<td>Eat, sit, stand, give me stop</td>
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<tr>
<td>6. Turns to his/her name being called or stops activity (5-6 mo.)</td>
<td>In a situation where there is a reason to turn and to expect something</td>
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<tr>
<td>7. Responds to &quot;come here&quot; when adult uses a verbal and a gesture cue (8-9 mo.)</td>
<td>Crawls to adult when adult holds out hand &amp; says, &quot;Come here&quot; Walks/moves wheelchair to adult</td>
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<tr>
<td>8. Ceases activity to &quot;no, stop it, don't&quot; (8-9 mo.)</td>
<td>When child reaches for a dangerous or breakable object Student understands and ceases activity to &quot;no, don't&quot;</td>
<td></td>
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<tr>
<td>9. Follows a &quot;look&quot; cue when the adult points to a familiar person moving and/or talking. (9-11 mo.)</td>
<td>How points to dad or to the dog Teacher points to the aide or a peer</td>
<td></td>
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</tr>
<tr>
<td>10. Responds to 3 or more simple directions when gesture cues are also used (8-10 mo.)</td>
<td>Sit down, pick up, pull down, look here In age appropriate contexts, go _____, get _____, put away _____</td>
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<td></td>
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</tr>
<tr>
<td>11. Responds to 5 or more simple directions when gesture cues are also used</td>
<td>Go, all gone, up, down, no, look, pick-up, mine Finish, go, sit, no, pick-up, take-off, play, work, give me</td>
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</tr>
<tr>
<td>12. Demonstrates 3 or more actions that he/she can already do when only a verbal cue is used (9 mo.)</td>
<td>Bye-bye, petti-cake, peek-a-boo Get money, get coat, put away (object), open (object)</td>
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<tr>
<td>13. Looks at object or person when a verbal and a pointing cue are used (10-12 mo.)</td>
<td>Make sure there is a reason to look (person is not talking or moving). Looks at caregiver or teacher</td>
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<tr>
<td>14. Gets object (out of sight) when adult uses verbal and gesture cues. Gesture serves as a representation of object that is not visible (11-12 mo.)</td>
<td>Get your &quot;truck&quot; with pushing motion Where's your screwdriver (gesture provided), get your cup (gesture drink)</td>
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</tr>
<tr>
<td>15. Gives an object to adult when adult uses verbal and gesture cues. Student compiles and gives object when 2 distractors are presented (11-12 mo.)</td>
<td>Get me car, toy, cup Give me the papers, money, forks</td>
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<table>
<thead>
<tr>
<th>Area IV: Receptive Communication (Continued)</th>
<th>Age Appropriate Examples/Context</th>
<th>Comments/Examples</th>
<th>Comments/Examples</th>
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</thead>
<tbody>
<tr>
<td>16. Responds to the verbal cue &quot;look&quot;, when only the verbal cue is used (11-12 mo.)</td>
<td>Make sure there is a reason to look</td>
<td></td>
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<tr>
<td>17. Identifies 3 or more objects to an associated object and verbal cue</td>
<td>Gets cup when milk is presented; gets shoe when parent gets out other clothes</td>
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<tr>
<td>18. Responds to own name (vs. other names). Student has to discriminate his name from others (12-15 mo.)</td>
<td>Call child/student's name when there is more than one person in room. Call another person in room - child/student does not respond</td>
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<tr>
<td>19. Identifies (by a motor response) 2 or more familiar persons when named (16 mo.)</td>
<td>Mom, Dad, Sister</td>
<td>Mother, teacher's name, sister/peer</td>
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<tr>
<td>20. Follows 3 or more one-concept directions w/o gestures but in context (8-12 mo.)</td>
<td>Come, sit down, stop that</td>
<td>Come here, wait, get it, give it to me</td>
<td></td>
</tr>
<tr>
<td>21. Identifies 5 body parts (18+ mo.)</td>
<td>Mouth, eye, nose, tummy, hair</td>
<td>Only those related to age-appropriate activities and terms</td>
<td></td>
</tr>
<tr>
<td>22. Identifies 5 or more familiar objects to the verbal or sign cue (with 2 distractors) (14-22 mo.)</td>
<td>Rattle, dog, ball, bubbles, shoe, cracker</td>
<td>Coat, money, toothbrush, bus</td>
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<tr>
<td>23. Follows 5 or more one-concept directions w/o gestures but in context</td>
<td>Give it to me, get it, wait, put it here, pick it up, turn it, put it down</td>
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<tr>
<td>24. Gets (or looks in the direction of) objects that are out of sight when adult uses verbal or sign cue only (16-24 mo.)</td>
<td>Milk in refrigerator, crackers in cupboard, shoes in room</td>
<td>Toothbrush in drawer, money in desk/envelope</td>
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<tr>
<td>25. Follows 10 or more one-concept directions w/o gestures but in context</td>
<td>Wash hands, open , close , put away ,</td>
<td></td>
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<tr>
<td>26. Identifies 10 or more common objects to a verbal or sign cue with 3 distractors</td>
<td>Spoon, coat, truck, soap book</td>
<td>Soap, fork, work, sandwich, kleenex</td>
<td></td>
</tr>
<tr>
<td>27. Identifies 20 or more common objects to a verbal or sign cue with 3 distractors</td>
<td>Milk, paper, apple, cup, kleenex</td>
<td>Medicine, shirt, napkin, cake, plate, radio</td>
<td></td>
</tr>
<tr>
<td>28. Demonstrates or identifies 5 or more action verbs when other actions are available within the same context</td>
<td>Eat cheese - cut cheese, pour juice - drink juice (get bus - Push bus)</td>
<td>Get paper - throw away paper (cut bread - take out bread) (put on bolt - turn bolt)</td>
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</tr>
<tr>
<td>Behaviors</td>
<td>Age Appropriate Examples/Context</td>
<td>Older Severely/Profoundly Handicapped</td>
<td>Comments/Examples</td>
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<tr>
<td>29. Responds to at least 3 types of 2 word combinations that represent early relationships. Record specific combinations, items a to e.</td>
<td>Situations must be arranged so that the student demonstrates understanding of individual words</td>
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<tr>
<td>a. Verb - Noun (state - object)</td>
<td>Want cookie, love you, need paper, see hear</td>
<td></td>
<td></td>
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<tr>
<td>b. Verb - noun (action - object)</td>
<td>(eat cookie, get cookie, eat cheese) (drink juice, pour juice, drink milk) (get cup, wash cup, get bowl)</td>
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<td></td>
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<tr>
<td>c. Verb - noun (action - location)</td>
<td>(go outside, play outside, go home) (put-on chair, sit chair, put-on table)</td>
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<tr>
<td>d. Adjective - noun (reoccurrence - object)</td>
<td>(more juice, more cookie, no more), (more work, more money, no work)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Adjective - noun (feature - object)</td>
<td>(big cracker, little cracker), (dirty table, dirty mouth, clean table), (new coat, new shoes, old hat)</td>
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<td></td>
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<tr>
<td>f. Noun - verb (agent - action)</td>
<td>(Mama look, Daddy look, Mama help) (Sue come, Jamie come, Sue work)</td>
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<tr>
<td>g. Negation</td>
<td>(no cookie, no cup, no want) (No play, no sit) (Juice all gone) (Not here)</td>
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</tr>
<tr>
<td>h. Possessive - object (should be student's and trainer's own possessions)</td>
<td>(my coat, your coat, my shoe) (my nose, your nose, my foot) (my Mama, your Mama, my sis)</td>
<td></td>
<td></td>
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<tr>
<td>i. Demonstrative - object or location</td>
<td>(that mine, this mine, that yours) (it here, this here, it gone)</td>
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<td></td>
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<tr>
<td>j. Location</td>
<td>(book here, book there, paper here) (over here, right there, right here)</td>
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<tr>
<td>k. Conjunction</td>
<td>(shoe-sock, cup-spoon, bread-butter, Mom-Dad)</td>
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<td></td>
</tr>
<tr>
<td>30. Responds to 3 or more simple, two concept directions in context (20+ mo.)</td>
<td>Get your book and take it to Daddy</td>
<td>Get your coat and go to the bus</td>
<td></td>
</tr>
<tr>
<td>31. Responds to 10 or more two-concept directions in context (26+ mo.)</td>
<td>Get your bear and put it away</td>
<td>Pick up your plate and put it in the sink</td>
<td></td>
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</tbody>
</table>

(Refer to Appendix A for references for higher level assessments)
<table>
<thead>
<tr>
<th>AREA V: EXPRESSIVE COMMUNICATION</th>
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<th>Comments/Examples</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A - Prelanguage Behaviors</strong></td>
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</tr>
<tr>
<td>1. Uses a simple signal to get adult to repeat an activity (3-5 mo.)</td>
<td>Wave hands to get more of an interaction, generalized body movement or facial gestures</td>
<td>Rocks to get &quot;more&quot; food or shows excitement to get adult to continue activity</td>
<td></td>
</tr>
<tr>
<td>2. Uses a simple signal to get adult to start a routine activity (3-6 mo.)</td>
<td>Activities that have been used previously (as in #1 above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Pushes away objects or adult to indicate protest (4-6 mo.)</td>
<td>Pushes away a nonpreferred food item or adult's hand</td>
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<td></td>
</tr>
<tr>
<td>4. Touches object or touches adult to get &quot;more&quot; of an action or object (8 mo.)</td>
<td>Takes adult's hand to get &quot;more patti-cake&quot;</td>
<td>Touches and assists to get &quot;more coffee&quot;</td>
<td></td>
</tr>
<tr>
<td>5. Initiates holding up hands to be picked up (7-8 mo.)</td>
<td>Or out of high chair</td>
<td>Holds out hand to &quot;go with&quot;</td>
<td></td>
</tr>
<tr>
<td>6. Reaches toward or touches object to indicate &quot;get it/give it&quot; (7-9 mo.)</td>
<td>Or looks or orients toward adult and looks at motivational object</td>
<td></td>
<td></td>
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<tr>
<td>7. Indicates desire to get down (7-9 mo.)</td>
<td>Looks at adult/squirms</td>
<td>Desire to leave - walks to door, fidgets</td>
<td></td>
</tr>
<tr>
<td>8. Manipulates adult to request &quot;more&quot; for 3 or more objects/activities (7-10 mo.)</td>
<td>Tickle, toy activation, bottle, food</td>
<td>Vibrator, light, drink</td>
<td></td>
</tr>
<tr>
<td>9. Manipulates adult to request 5 or more objects/activities (10-12 mo.)</td>
<td>Food items, spoon, interactions</td>
<td>To go outside to get container opened</td>
<td></td>
</tr>
<tr>
<td>10. Gives at least 3 objects to an adult to request &quot;more&quot; when adult uses gesture cues (9-10 mo.)</td>
<td>Gives closed container with cereal to adult so adult will open it</td>
<td>Gives cup to get more &quot;juice&quot;</td>
<td></td>
</tr>
<tr>
<td>11. Gives at least 3 different objects to adult to request when adult uses gesture cue (9-10 mo.)</td>
<td>Container with food, toy, cloth for peek-a-boo, bubble car, lotion bottle</td>
<td>Cup, bowl, lotion, closed container</td>
<td></td>
</tr>
<tr>
<td>12. Gives at least 5 objects to adult to request without a gesture cue. Student initiates the interaction (10-12 mo.)</td>
<td>Gives small toy to be activated, holds up foot for &quot;tie shoe&quot;</td>
<td>Holds out cup for more coke or coffee</td>
<td></td>
</tr>
<tr>
<td>13. Touches 1 of 2 objects to request choice</td>
<td>Cracker, yogurt, juice, milk, 2 toys</td>
<td>May be objects that represent activities</td>
<td></td>
</tr>
<tr>
<td>14. Looks at object, at person, back at object, to person to request or get attention to the object/activity</td>
<td>Notices object out of reach, gets adults attention at object to direct adult's attention to the object, looks back at the adult to communicate</td>
<td>This skill may replace other prelanguage skills for the motor impaired student</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Waves bye/hi to greet in response to others waving</td>
<td>Waves hi/bye</td>
<td>Waves or shakes hands</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------</td>
<td>--------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>16.</td>
<td>Extends hand (palm up) to request an object (10-14 mo.)</td>
<td>To get lotion, to get cereal</td>
<td>To get fork, to get spoon, to get money</td>
</tr>
<tr>
<td>17.</td>
<td>Shakes head for no (8-12 mo.)</td>
<td>To indicate dislike, rejection, protest</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Nods head for yes (12 mo.)</td>
<td>To indicate preference, or likes</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Pulls/tugs at adult for adult to get object that is out of sight (10-12 mo.)</td>
<td>To get book, to get milk from refrigerator</td>
<td>To get coat from closet, to get paper from top shelf</td>
</tr>
<tr>
<td>20.</td>
<td>Initiates waving bye/hi to greet (10-12 mo.)</td>
<td>In appropriate situations only</td>
<td>Shakes hands or waves when appropriate</td>
</tr>
<tr>
<td>21.</td>
<td>Pairs at least one prelanguage response with vocalizations</td>
<td>Holds out cup and vocalizes if not immediately responded to</td>
<td>Shakes or nods head and vocalizes, points and vocalizes</td>
</tr>
<tr>
<td>22.</td>
<td>Points to an object to request the adult to get it (10-12 mo.)</td>
<td>Points to desired food items, toy or object</td>
<td>Points to coat, object out of reach</td>
</tr>
<tr>
<td>23.</td>
<td>Uses 3 or more different simple gestures to communicate (12 mo.)</td>
<td>Hi/bye, shakes head, nods head, gesture come, gesture mine, gesture &quot;put it here/give it to me&quot;</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Uses vocalizations to get attention and initiates a second communicative behavior</td>
<td>Calls you, then requests help, calls you then points to an object</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Combines at least 3 prelanguage response with vocalizations (11-15 mo.)</td>
<td>Pushes adult's hand toward object and vocalizes; Extends cup for 'more' juice and vocalizes, Points to a food item and vocalizes</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Points to another person or an object to get adult to look at object (12-15 mo.)</td>
<td>Points to light, animal Points when Dad comes in door</td>
<td>Points to bus pulling up, new person in room</td>
</tr>
<tr>
<td>27.</td>
<td>Taps you/holds up hand to get your attention (12-15 mo.)</td>
<td>Taps or tugs on adults to get their attention</td>
<td>Taps or tugs on adults to get their attention In vocational setting, may raise hand - or reach to touch adult walking by</td>
</tr>
<tr>
<td>28.</td>
<td>Shows you an object to get you to comment (15 mo.)</td>
<td>Holds up toy to show you, holds up book to show adult</td>
<td>Points to new piece of clothing to get adult to look</td>
</tr>
<tr>
<td>29.</td>
<td>Uses 5 or more gestures to communicate</td>
<td>Hi/bye, shakes head, nods head, gesture come, gesture mine, gestures &quot;put it here/give it to me&quot;</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Requests objects out of sight by using gestures/pointing (16-18 mo.)</td>
<td>Points to foot for shoe</td>
<td>Gestures hat, screwdriver</td>
</tr>
</tbody>
</table>
NOTE: If a student is not pairing prelanguage responses with vocalizations or if the student is older and is not using speech for communication, assess the student for an augmentative communication system. The goal is that the student's language mode is intelligible to a listener in order for effective communication to occur.

<table>
<thead>
<tr>
<th>31. Uses speech, signs or communication board to request two or more objects or actions (12-24 mo.)</th>
<th>&quot;dada&quot; used only for Dad, &quot;baba&quot; for bottle</th>
<th>Signs &quot;apple&quot; for apple; cracker for &quot;cracker&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Uses five or more words (speech, sign, communication board) to request an object or action</td>
<td>More, book, bubble, cracker, drink</td>
<td>More, finish, work, drink, eat</td>
</tr>
<tr>
<td>33. Uses five or more words to name or to refer to objects</td>
<td>Says names of objects for attention to confirm or to get adult to comment</td>
<td></td>
</tr>
<tr>
<td>34. Uses ten or more words to request (speech, sign, communication board)</td>
<td>Names the item when wanting that particular item</td>
<td></td>
</tr>
<tr>
<td>35. Uses twenty new words for different types of relations to request or label (speech, sign, communication board)</td>
<td>Words or signs must be clear enough to be understood by people familiar with student; may include nouns, verbs, adjectives</td>
<td></td>
</tr>
<tr>
<td>a. Existence: words that express that a person or object is noticed or observed</td>
<td>&quot;Mama&quot;, &quot;Mary&quot;, &quot;there&quot;, &quot;here&quot;, &quot;that&quot;, &quot;hi&quot;</td>
<td>&quot;Dan&quot; (for there's Dan) hi, there, that</td>
</tr>
<tr>
<td>b. Non-existence/disappearance/rejection: words that express that the object or person is gone or the activity is finished</td>
<td>&quot;No&quot;, &quot;All gone&quot;</td>
<td>&quot;Gone&quot;, &quot;finish&quot;, &quot;done&quot;</td>
</tr>
<tr>
<td>c. Recurrence: words that express that the action should occur again or that more of an object is requested</td>
<td>More; again</td>
<td>More; again</td>
</tr>
<tr>
<td>d. State verb: uses two verbs that express an emotion or a feeling</td>
<td>&quot;Sleepy&quot;, &quot;love&quot;, &quot;hurt&quot;, &quot;want&quot;, &quot;need&quot;</td>
<td>&quot;Mad&quot;, &quot;love&quot;, sick &quot;hurt&quot;, &quot;want&quot;, &quot;need&quot;, &quot;like&quot;</td>
</tr>
<tr>
<td>e. Action verb: Uses at least five verbs that express an action</td>
<td>&quot;Come&quot;, &quot;get&quot;, &quot;eat&quot;, &quot;go&quot;, &quot;look&quot;</td>
<td>&quot;Eat&quot;, &quot;drink&quot;, &quot;get&quot;</td>
</tr>
<tr>
<td>f. Names: Names of familiar persons</td>
<td>&quot;Mom&quot;, &quot;Dad&quot;, &quot;sister&quot;</td>
<td>Teacher's name, peer's name</td>
</tr>
<tr>
<td>g. Adjectives or Adverbs: features of objects, persons or actions</td>
<td>&quot;Dirty&quot;, &quot;new&quot;, &quot;pretty&quot;, &quot;now&quot;, &quot;big&quot;</td>
<td>&quot;Fast&quot;, &quot;later&quot;, &quot;good&quot;</td>
</tr>
</tbody>
</table>

For higher functioning students, see Communication Training Program, DLM Teaching Resource, Austin, Texas.
### Area VI: Communication Functions

After the student is using prelanguage or language, this area shows how a student is using his/her communication. (sign, speech, communication board). Uses at least two words to:

**Behaviors**

<table>
<thead>
<tr>
<th>Age Appropriate Examples/Context</th>
<th>Younger</th>
<th>Older Severely/Profound Handicapped</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Protest or reject</strong> - student lets you know when he/she doesn't like something</td>
<td>No, stop</td>
<td>No, don't, stop</td>
</tr>
<tr>
<td><strong>2. Request objects</strong></td>
<td>Cracker (give me), bottle (give me)</td>
<td>Coffee (give me), paper (give me)</td>
</tr>
<tr>
<td><strong>3. Request action</strong></td>
<td>Up (pick me up), look (look there)</td>
<td>Come (come here)</td>
</tr>
<tr>
<td><strong>4. Name objects for attention, confirmation or makes a statement or comment</strong></td>
<td>Dog (there's dog), bottle (I have), sick (I'm sick)</td>
<td>Bus (there's bus), finish (I'm finished)</td>
</tr>
<tr>
<td><strong>5. Call someone</strong></td>
<td>Uses name &quot;Mama&quot; to get attention</td>
<td>Uses name &quot;Nancy&quot; to get attention</td>
</tr>
<tr>
<td><strong>6. Offer</strong></td>
<td>Hands toy to peer to play with, shares cracker, gives adult a turn</td>
<td>Passes plate to peer, takes turns</td>
</tr>
<tr>
<td><strong>7. Repeat</strong></td>
<td>&quot;We have apples&quot; repeats, apple</td>
<td>&quot;You need your money&quot; repeats, money</td>
</tr>
<tr>
<td><strong>8. Request permission</strong></td>
<td>Outside (can I go outside)</td>
<td>Bathroom (I'm going to bathroom)</td>
</tr>
<tr>
<td><strong>9. Ask questions</strong></td>
<td>That? (what's that)</td>
<td>Coat? (where's my coat?)</td>
</tr>
<tr>
<td><strong>10. Answer questions</strong></td>
<td>Where are you going? &quot;outside&quot;</td>
<td>What do you need? &quot;napkin&quot;</td>
</tr>
</tbody>
</table>

11. Eighty percent of one-word utterances are understood by new people (speech, communication board, sign) if used in a familiar context.

12. Spontaneously initiates prelanguage/language between 40-60% of the time.

13. Uses a variety of prelanguage responses or one and two-word utterances to express communication functions (#1-10 above).

14. Environment provides opportunities for communication.

15. Environment positively consequences communication.

*Intervention will involve persons in the environment.

**BEST COPY AVAILABLE**
### Area VI: Communication Functions (Continued)

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Age Appropriate Examples/Context</th>
<th>Notes</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Environment expands student's prelanguage to language or expands to higher language levels*</td>
<td>Child points to balloon, Mom says &quot;that's balloon&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students signs money</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher signs, &quot;get money&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Environment demands that the student use language in place of prelanguage across at least two nontraining settings*</td>
<td>For those students who have a formal language system (speech, signs or a communication board)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Intervention will involve persons in the environment.
Skills are taught in the context of naturally occurring activities and daily routines.
Instructional materials and activities are age appropriate.
General school areas are accessible by students with physical disabilities.
Related services utilizes an integrated therapy rather than a pull-out service model.
Provisions are made for interaction with non-handicapped peers.
Provisions are made for skills to be taught in actual community environments.
Alternative communication modes are used across program areas.
Each individual child has needed adaptive equipment (switches, seating, etc).
Medical information is current and available for all students.
Pupil teacher staffing ratios are adequate.
Active family involvement is evident in program planning and implementation.
Students are physically positioned according to individual needs throughout the day.
Instructional schedules are visible and designed to meet individual goals.
IEP’s included functional skills needed for home and community settings.
IEP’s include integrated plans for communication, motor and cognitive development.
Data on student performance is collected on a weekly basis.
Instructional programs procedures include:
- Natural environmental stimulus procedures
- Stimulus shaping and fading procedures
- Systems of least prompts
- Time Delay procedures
- Interrupted chain procedures

There is a mechanism for communicating with parents on a frequent basis concerning generalization of skills to nonschool setting.
INTEGRATION CHECKLIST

School ____________________________ Date __________________________

Directions: Place an "X" under the category which most closely reflects current practice at the school.

<table>
<thead>
<tr>
<th></th>
<th>All 100%</th>
<th>Most &gt;50%</th>
<th>Few &lt;50%</th>
<th>None 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students with severe handicaps are educated on a regular school campus.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. The number of students with severe handicaps on the regular education campus reflect natural proportion (1-2%).</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Students' age-range matches those of non-handicapped students.</td>
<td></td>
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</tr>
<tr>
<td>4. Students with severe handicaps have their classrooms located throughout the school.</td>
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</tr>
<tr>
<td>5. Students with severe handicaps follow the same school schedule as regular education students (arrive/dismissal, lunch, recess).</td>
<td></td>
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</tr>
<tr>
<td>6. Students with severe handicaps use the same rest rooms as non-handicapped students.</td>
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</tr>
<tr>
<td>7. Students with severe handicaps eat lunch with non-handicapped peers.</td>
<td></td>
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</tr>
<tr>
<td>8. Students with severe handicaps have recess with non-handicapped peers.</td>
<td></td>
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</tr>
<tr>
<td>9. Students with severe handicaps have homeroom or share the beginning and end of the school day in regular education classrooms.</td>
<td></td>
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</tr>
<tr>
<td>10. Students with severe handicaps are included in extracurricular activities.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11. Students with severe handicaps eat lunch at the same table with non-handicapped peers.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>12. Students with severe handicaps go on field trips with non-handicapped peers.</td>
<td></td>
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</tr>
<tr>
<td>13. Students with severe handicaps participate in peer tutor programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Students with severe handicaps participate in peer buddy programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Students with severe handicaps ride the same school bus as non-handicapped students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All 100%</td>
<td>Most &gt;50%</td>
<td>Few &lt;50%</td>
<td>None 0%</td>
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<td>---</td>
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<tr>
<td>16.</td>
<td>Students with severe handicaps attend regular music, PE, art and/or library.</td>
<td></td>
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<tr>
<td>17.</td>
<td>Teachers of students with severe handicaps integrate themselves into school activities and organizations.</td>
<td></td>
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<tr>
<td>18.</td>
<td>Teachers of students with severe handicaps have joint faculty meetings with regular education staff.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>19.</td>
<td>Teachers of students with severe handicaps provide normalized instruction to students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Students with severe handicaps attend their &quot;neighborhood&quot; school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Special education staff are supervised by regular school personnel.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Adapted from Meyer & Kishi, (1985) and Stainback & Stainback, (1983)
<table>
<thead>
<tr>
<th>Activity: Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Without Disabilities Inventory</td>
</tr>
<tr>
<td>Activity:</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
</tbody>
</table>
Communication Intervention Project
In-Service Training for Hattiesburg Public Schools
Agenda
February 28 - March 2

**Wednesday**
8:30 - 9:00  In-Service Training Overview - Becky Wilson and Goals
9:00 - 10:30 Motor Considerations - Cynthia Yates
10:30 - 12:00 Parental Role - Betty Busbea
12:00 - 1:00 Lunch (your choice)
1:00 - 3:30 Functional Skills Curriculum - Becky Wilson

**Thursday**
8:30 - 12:00 Communication Development - Kathleen Stremel
Introduction
Identifying Critical Variables
Determining Receptive Communication Objectives
12:00 - 1:00 Lunch (your choice)
1:00 - 3:30 Intervention Strategies
7:00 Dinner at Kat’s House

**Friday**
8:30 - 9:00 Overview of Team Process Planning
9:00 - 10:30 Individual Disciplines Identify Specific Goals, Objectives, and Concerns
Parents - Betty Busbea
Physical Therapists - Leigh Hauer
Speech/Language Pathologists - Kathleen Stremel
Teachers - Becky Wilson
10:30 - 11:30 Thames School
11:30 - 12:30 Lunch (your choice)
12:30 - 2:30 Team Planning for Individualized Program
Utilize Individual Discipline Plans
Negotiate Mismatches
2:30 - 3:00 Finalize Communication Plans
Formalized Written Plan
3:00 - 3:30 Wrap-up
Posttest
McCallon Satisfaction Scale
Complete Reimbursement Forms
EXHIBIT 5

FACILITATING ROUTINE INTERACTIONS
NCR PAPER
FACILITATING FAMILY ROUTINE INTERACTIONS

<table>
<thead>
<tr>
<th>ROUTINES</th>
<th>OBJECTIVES</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATERIALS LOAN</td>
<td>THINGS TO GET FOR ME</td>
<td>PERSON RESPONSIBLE</td>
</tr>
</tbody>
</table>

CHILD ______________________  NEXT VISIT ______________________
DATE ______________________  INTERVENTION PHASE ______________________
INTERVENTIONIST ______________

PROGRESS/OBJECTIVES ______________________ HAS COMPLETED

PROGRAMS/ACTIVITIES TO DO WITH ______________
COMMUNICATION INTERVENTION PROJECT
SATISFACTION SURVEY

TECHNICAL ASSISTANCE PHASE:

The following components were used by the project staff in providing technical assistance to team members. Circle the number that indicates how useful each component was in implementing communication intervention to students in the target classroom.

<table>
<thead>
<tr>
<th>Component</th>
<th>No Opportunity</th>
<th>Not Useful</th>
<th>Somewhat Useful</th>
<th>Very Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Data Collection Techniques</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrations/Modeling</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Photographs</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Team Teaching</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Videotaping/Feedback</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Wall Charts</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Written Plans</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

1. How knowledgeable do you think you were about the concepts and skills of communication intervention before participating in this project?

None                Little                Some                  Great
1                  2                  3                        4

2. To what extent did participation in this project increase your understanding of the concepts and skills of communication intervention for students with severe handicaps?

None                Little                Some                  Great
1                  2                  3                        4
3. Were you able to carry out the communication plan developed for the target child during the workshop? Yes____ No____

Please note difficulties you encountered in implementing the plan.__________________________________________________________

4. How many communication opportunities do you provide during the activity/routine that was chosen as a demonstration?

<table>
<thead>
<tr>
<th>None</th>
<th>Few (1-5)</th>
<th>Several (6-15)</th>
<th>Great (over 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

5. How many communication opportunities do you provide during other activities/routines that were not selected as a demonstration?

<table>
<thead>
<tr>
<th>None</th>
<th>Few (1-5)</th>
<th>Several (6-15)</th>
<th>Great (over 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

6. How often do you provide reinforcement/feedback to the child during the selection demonstration activity/routine?

<table>
<thead>
<tr>
<th>Not (0)</th>
<th>Somewhat (1-5)</th>
<th>Often (6-15)</th>
<th>Very (over 15)</th>
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<td>2</td>
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<td>4</td>
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7. How often do you provide reinforcement/feedback to the child during activities/routines that were not selected as a demonstration?

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<thead>
<tr>
<th>Not (0)</th>
<th>Somewhat (1-5)</th>
<th>Often (6-15)</th>
<th>Very (over 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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8. Before participating in the project, how many times did your student communicate appropriately per day?

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<tr>
<th>0-10</th>
<th>11-50</th>
<th>51-100</th>
<th>Above 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</table>

9. Since participating in the project, how many times does your student communicate appropriately per day?

<table>
<thead>
<tr>
<th>0-10</th>
<th>11-50</th>
<th>51-100</th>
<th>Above 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
10. In implementing the communication plan developed, what more could the project staff do to assist you in implementing the plan in regard to each of the technical assistance components?

Coaching

Data Collection

Techniques

Demonstrations/Modeling

Photographs

Team Teaching

Videotaping/Feedback

Wall Charts

Written Plans
Any other suggestions you might have ________________________________

_________________________________________________________________

_________________________________________________________________

11. Were you able to develop communication plans and objectives for other children with severe handicaps in your class/caseload? Yes____ No____

Please note difficulties you encountered in developing the plans and objectives. ________________________________

_________________________________________________________________

_________________________________________________________________

12. How systematic was your team of parents/professionals in providing an integrative approach in serving children with severe handicaps before participating in the project?

None 1 Little 2 Somewhat 3 Very 4

13. To what extent did participation in this project increase the systematic planning of your team in providing an integrative approach to serving children with severe handicaps?

None 1 Little 2 Some 3 Greatly 4

14. Other comments that would be helpful in assisting other school districts in developing communication plans for students with severe handicaps. ________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
COMMUNICATION INTERVENTION PROJECT
PARENT SATISFACTION SURVEY

Circle the number that indicates how you feel in regard to each question.

TECHNICAL ASSISTANCE PHASE:

1. How much did you know and understand about the concepts and skills of communication intervention before participating in this project?
   None 1  Little 2  Some 3  Great 4

2. To what extent did participation in this project increase your understanding of the concepts and your ability to apply the skills of communication intervention for your child?
   None 1  Little 2  Some 3  Great 4

3. Were you able to carry out the communication plan developed for your child in your home? Yes____  No____
   In the community? Yes_____  No____

   Please note any difficulties you encountered in implementing the plan.

4. Before participating in the project, how many times did your child communicate appropriately per day?
   0-10 1  11-50 2  51-100 3  Above 100 4

5. Since participating in the project, how many times does your child communicate appropriately per day?
   0-10 1  11-50 2  51-100 3  Above 100 4

6. If you aren't able to determine a number of times your child appropriately communicates per day, do you feel your child is beginning to understand he/she can communicate with you in some manner and thereby impact his environment? Yes____  No____  Please explain__________________________
7. How effective was your team of parents/professionals in providing an integrative approach in serving your child with severe handicaps before participating in this project?

None 1 Little 2 Somewhat 3 Very 4

8. Do you feel all the professionals serving your child in this team approach are working better together and with you as the parent to provide service to your child?

None 1 Little 2 Somewhat 3 Very 4

9. What suggestions would you give to improve parent involvement on a team? __________________________________________________________

10. Do you feel you could have benefitted from more technical assistance in your home setting?

None 1 Little 2 Somewhat 3 Very 4

11. If you do feel you would have benefitted from more technical assistance in your home setting, what do you feel should be done in the future to ensure that more opportunities are provided in the home environment? __________________________________________________________

12. What was the major benefit for you in participating in this project? __________________________________________________________

13. Other comments on how we could have better assisted you and your child. __________________________________________________________

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Appendix B

Child Data Sources
<table>
<thead>
<tr>
<th>9 months</th>
<th>6 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>B.</td>
</tr>
<tr>
<td>Communication:</td>
<td></td>
</tr>
<tr>
<td>Language:</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td></td>
</tr>
<tr>
<td>Profile:</td>
<td></td>
</tr>
</tbody>
</table>

**Communication: 1. Vocal Output**
- 11. Interaction
- 12. Vocal Output
- 13. Vocal Output
- 14. Vocal Output
- 15. Vocal Output
- 16. Vocal Output
- 17. Vocal Output
- 18. Vocal Output
- 19. Vocal Output
- 20. Vocal Output

**Language: 2. Vocal Output**
- 11. Interaction
- 12. Vocal Output
- 13. Vocal Output
- 14. Vocal Output
- 15. Vocal Output
- 16. Vocal Output
- 17. Vocal Output
- 18. Vocal Output
- 19. Vocal Output
- 20. Vocal Output

**Assessment: 3. Vocal Output**
- 11. Interaction
- 12. Vocal Output
- 13. Vocal Output
- 14. Vocal Output
- 15. Vocal Output
- 16. Vocal Output
- 17. Vocal Output
- 18. Vocal Output
- 19. Vocal Output
- 20. Vocal Output

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### Communication Placement Assessment Profile

<table>
<thead>
<tr>
<th>I. Responses to Sensory/Social Input</th>
<th>II. Interaction with Objects</th>
<th>III. Vocal Development</th>
<th>IV. Receptive Communication</th>
<th>V. Expressive Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Looks at objects</td>
<td>2. Demonstrates</td>
<td>2. Identifies</td>
<td>15. Identifies</td>
<td>15. Uses 5-6 words</td>
</tr>
<tr>
<td>5. Reaches for objects</td>
<td>5. Responds to</td>
<td>5. Identifies</td>
<td>18. Identifies</td>
<td>18. Uses more than 20 words</td>
</tr>
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</table>

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<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Sees A/Fall, Applauds</td>
<td>1. Makes object, uses it</td>
<td>1. Directs to object</td>
<td>1. Fills in missing sounds</td>
<td>1. Uses object to set others</td>
</tr>
<tr>
<td>2. Bites object</td>
<td>2. Tries to get object</td>
<td>2. Vocalizes sound</td>
<td>2. Follows 10+ directions</td>
<td>2. Uses 2+ words to request</td>
</tr>
<tr>
<td>11. Student begins vocal interaction.</td>
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<tr>
<td>12. Produces 5+ babbling combinations</td>
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<td>13. Recognizes object (speaker only)</td>
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<td>14. Produces 5+ babbling combinations</td>
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<td>15. Recognizes object (speaker only)</td>
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<th>IV. Receptive Communication</th>
<th>V. Expressive Communication</th>
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<tr>
<td>1. Auditory Input</td>
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<tr>
<td>2. Auditory Attention</td>
<td>2. Auditory Attention</td>
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<td>3. Auditory Memory</td>
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<td>5. Auditory Expression</td>
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<td>6. Auditory Production</td>
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<td>7. Auditory Processing</td>
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<tr>
<td>10. Auditory Listening</td>
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<td>11. Auditory Speaking</td>
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<td>12. Auditory Reading</td>
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<td>15. Auditory Feeling</td>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies another person</td>
<td>1. Demonstrates repetitive gestures</td>
<td>1. Responds to own name</td>
<td>23. Uses 3+ gestures</td>
<td></td>
</tr>
<tr>
<td>2. Illustrated object</td>
<td>2. Maintains grasp of object</td>
<td>2. Identifies familiar objects</td>
<td>24. Vocals to get attention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Demonstrates simple actions</td>
<td>5. Follows 3+ directions w/o gestures</td>
<td>27. Taps head to get attention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Responds to different sounds</td>
<td>6. Identifies familiar objects</td>
<td>28. Shows object for comment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Identifies simple actions</td>
<td>7. Uses object out of sight</td>
<td>29. Uses 5+ gestures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Identifies complex actions</td>
<td>8. Uses object out of sight</td>
<td>30. Requests object without object identification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Demonstrates more complex actions</td>
<td>9. Shows different pitch/loudness</td>
<td>31. Uses 10+ words to request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Produces 5+ syllables</td>
<td>10. Shows understanding of responses</td>
<td>32. Uses 20+ words to request or label</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Student begins vocal interaction. Adult imitates actions then initiates new actions.</td>
<td>11. Follows simple directions (object)</td>
<td>33. Uses &quot;Existence&quot; words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Initiates verbal approximations (nonrepetitive)</td>
<td>12. Initiates feature object</td>
<td>34. Uses &quot;Nonexistense&quot; words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15. Identifies object that goes together.</td>
<td>15. Requests action object (object on play structure).</td>
<td>37. Points at request object</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18. Identifies body part. Adult imitates.</td>
<td>18. Initiates &quot;look&quot; (verbal cue only)</td>
<td>40. Looks at adult to request object.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22. Identifies object (object on play structure).</td>
<td>22. Identifies specific action (object on play structure).</td>
<td>44. Identifies object (object on play structure).</td>
<td></td>
</tr>
</tbody>
</table>

**BEST COPY AVAILABLE**
### Communication Placement Assessment Profile

|-------------------------|-----------------------------|-----------------------|-----------------------------|---------------------------|-----------|

### Expressive Communication
- 1. Responds to 
- 2. Identifies familiar objects 
- 3. Follows 3 directions/vocal cue 
- 4. Identifies 
- 5. Follows 3 directions/vocal cue 

### Receptive Communication
- 1. Responds to 
- 2. Identifies 
- 3. Follows 3 directions/vocal cue 
- 4. Identifies 
- 5. Follows 3 directions/vocal cue 

### Language
- 1. Uses 1-word phrases 
- 2. Uses 2-word phrases 
- 3. Uses 3-word phrases 
- 4. Uses 4-word phrases 
- 5. Uses 5-word phrases 
- 6. Uses 6-word phrases 
- 7. Uses 7-word phrases 
- 8. Uses 8-word phrases 
- 9. Uses 9-word phrases 
- 10. Uses 10-word phrases 
- 11. Uses 11-word phrases 
- 12. Uses 12-word phrases 
- 13. Uses 13-word phrases 
- 14. Uses 14-word phrases 
- 15. Uses 15-word phrases 
- 16. Uses 16-word phrases 
- 17. Uses 17-word phrases 
- 18. Uses 18-word phrases 
- 19. Uses 19-word phrases 
- 20. Uses 20-word phrases 

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<table>
<thead>
<tr>
<th>I. Responses to Sensory/Social Input</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Eats (taste/smell)</td>
<td>1. Objects/sets of objects</td>
<td>1. Vocalizations</td>
<td>1. Responds to own name</td>
<td>1. Uses single words to request</td>
</tr>
<tr>
<td>2. Looks for objects</td>
<td>2. Vocalizations</td>
<td>2. Imitates new objects</td>
<td>2. Imitates new objects</td>
<td>2. Uses 2 words to request words or label</td>
</tr>
<tr>
<td>4. Refuses to share</td>
<td>4. Vocalizations</td>
<td>4. Imitates new objects</td>
<td>4. Imitates new objects</td>
<td>4. Uses 4 words to request words or label</td>
</tr>
<tr>
<td>5. Dips hand in object</td>
<td>5. Vocalizations</td>
<td>5. Imitates new objects</td>
<td>5. Imitates new objects</td>
<td>5. Uses 5 words to request words or label</td>
</tr>
<tr>
<td>7. Turns head away from object</td>
<td>7. Vocalizations</td>
<td>7. Imitates new objects</td>
<td>7. Imitates new objects</td>
<td>7. Uses 7 words to request words or label</td>
</tr>
<tr>
<td>8. Runs to obtain</td>
<td>8. Vocalizations</td>
<td>8. Imitates new objects</td>
<td>8. Imitates new objects</td>
<td>8. Uses 8 words to request words or label</td>
</tr>
<tr>
<td>10.Experiment with object</td>
<td>10. Vocalizations</td>
<td>10. Imitates new objects</td>
<td>10. Imitates new objects</td>
<td>10. Uses 10 words to request words or label</td>
</tr>
</tbody>
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### Communication Strengths

**Receptive:**
- voice intonations - possibly some words
- environmental cues
- some touch cues

**Expressive:**
- facial expressions
- vocalizations
- smiles
- body movement
- eye gaze (shift)

**Functions:**
- Protest
- Likes/pleasure
- request more

### Communication Targets

**Receptive:**
- Use of touch cues - object cues - specific verbal - gesture
  - T = up, change, down, more
  - O = spoon, cup, rattle, outside, cue for changing, keys... (wedge, corner chair, up)
- Partial participation

**Expressive:**
- Switch to access
- Switch to request
- Touch person/object to request more
- Eye gaze - shift for choice
  - Vocalization (feed-back)
  - Vocabulary
    - "more"
    - "eat", "drink"
    - "light", "music"
    - "sofa!"
    - "TV" - non-preferred (shoe)
- Lotion, powder, eat, read book, tickle

### Motor and Sensory Considerations

- Arms flexed
- Hearing aids
- Vision within 18"
- Lighted Toys
- Try to avoid too much visual fixation on lights
- Prop on arms
- Head rest
- Special positioning for all activities

### Major IEP Objectives

- Tactile Integration
- Auditory Localization
- Tracking - vertical eye level - down
- Control over physical environment
  - Blender
  - Light (Keep arms flexed)
  - Music
- Reaching and grasping
  - Turn taking
  - Taking
  - Giving
- Head Control
- Weightbearing

### Targeted Activities

- Feeding
- Interactions with P.T.
- Changing - Self-help
- Transitions
- Music
- Integration of P.E.
- Integration with peers
### Communication Strengths

**Receptive:**
- Environmental (intonation, facial gesture) - positive/negative

**Expressive:**
- Facial
- Body movement
- Reaching
- Protest

### Communication Targets

**Receptive:** Caregiver will use...
- Environmental touch and object cue for the purpose
  - informational
  - directions
  - get his attention
  - protest

**Expressive:** Charles David will...
- To expand body movement to request more... across toys and different social partners
- To touch person, objects (more, choices)
- Calling devices for access

### Motor and Sensory Considerations

- Vision
- Hearing
- Positioning and Handling
- Material placement (vision and motor)
- Gastro tube (donut)
- Limitations due to medical aspects

### Major IEP Objectives

**Motor:**
- Midline
- Head control
- Trunk control
- Sensory feedback
  - lotion
  - hair dryer
  - bathcloth
  - brush hair
- Reaching

**Communication:**
*Same as Communication Targets*

**Sensorimotor (Cognitive)**
- Grasping
- Releasing
- Shift vision
- Pulls cloth from face

**Daily Life**
- Partial participation in activities

### Targeted Activities

- Inclusion in family activities... sibling activities
- Changing and dressing
- Feeding activity
- Transition (in & out of home)
- Interactive toy and interaction (social)
- Bathing
- Getting up/going to bed
### Communication Strengths

- **Gestures**
- **Signs**
- Wants to communicate

Wants to communicate about: go, help, feelings, & basic needs

### Communication Targets

- Understand questions: who, what, where
- Offering to peers (E)
- Increase gestures (E)
- mine
- yes/no (head nod)
- Use stop (Receptive)
- Appropriate forms of protest (E)
- Understand comments (pretty, clean)
- Repeat/imitate more gestures/signs (E)
- Use signs when indicating intent:
  - finish
  - pick-up & put
  - open
  - make
  - work
  - go/come
  - get
  - where.../who
  - stop
  - wait
  - stay
  - later
  - trash
  - bathroom

### Motor and Sensory Considerations

- Extra support for stability (shoulder & hips)
- Weight-bearing, strengthening in corporate motor within functional activities at school/home
- Attention to signing and lip reading

### Targeted Activities

#### OUTSIDE PLAY

**Preparation**
- Choice of outside toys--yes/no
- Get rope
- Walk to playground

**Participation**
- Do you want to _____? Yes/No
- What's next, Hannah points
- Comment: up/down, over/under
- Do you want more?
- Gesture: mine, my turn

**Termination**
- Sign time to go, get rope

#### EATING

**Preparation**
- Cue to leave play
- Walk to room
- Wash hands
- Cue to eat
- Walk to lunchroom
- Make choice

**Participation**
- Ask for help to open milk
- T/C signs for Hanna to see
- Hanna makes choices of spoon, etc.
- Offer to trade food items
- Comment on: "dirty face", "Dirty table", "good", "I like it", "Do you want more"

**Termination**
- Sign "time to go"
- Finished
- Pick up trash & put away napkin, spoon
### Communication Strengths

<table>
<thead>
<tr>
<th>Receptive</th>
<th>Expressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to environmental cues/routines</td>
<td>Calling, Protesting, Requesting, More/Choice, offering</td>
</tr>
<tr>
<td>Responds to some gesture cues &quot;eat&quot;, &quot;up&quot;, &quot;come here&quot;, &quot;no&quot;, &quot;bath&quot;, &quot;mama&quot;</td>
<td>Function of objects, Assist person</td>
</tr>
<tr>
<td>Reaches to take an object</td>
<td>重大 IEP Objectives</td>
</tr>
<tr>
<td>Vocalizations</td>
<td>responses to &quot;bye&quot;</td>
</tr>
<tr>
<td>Body movement</td>
<td>Selects a named</td>
</tr>
<tr>
<td>Calling/protesting/offering</td>
<td>Lift arms to caretaker</td>
</tr>
<tr>
<td>Gestures want, no, tap, for, more</td>
<td>Clap hands to imitate</td>
</tr>
<tr>
<td>Expressive</td>
<td>Place items in large container</td>
</tr>
<tr>
<td>Calling, Protesting, Requesting</td>
<td>Place items in small container</td>
</tr>
<tr>
<td>More/Choice, offering</td>
<td>Put on garments with elastic waistband</td>
</tr>
<tr>
<td>Function of objects</td>
<td>Brush teeth without assistance</td>
</tr>
<tr>
<td>Assist person</td>
<td>Recognize familiar names/objects</td>
</tr>
</tbody>
</table>

### Communication Targets

<table>
<thead>
<tr>
<th>Receptive</th>
<th>Expressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive: Expanding gesture cues and signs</td>
<td>Expressive: Extending objects (turn taking)</td>
</tr>
<tr>
<td>Expressive: Early signs</td>
<td>Gestures</td>
</tr>
<tr>
<td>Start developing a point with real objects going to smaller ones</td>
<td>Early signs</td>
</tr>
<tr>
<td>Future Speech</td>
<td>Early signs</td>
</tr>
<tr>
<td>Functions: Greeting, Requesting, Commenting</td>
<td>Later</td>
</tr>
<tr>
<td>Expressive: Offering, Commenting, Greeting</td>
<td>Augmentative communication device</td>
</tr>
<tr>
<td>Augmentative communication device</td>
<td>Object cues for location</td>
</tr>
<tr>
<td>Content</td>
<td>Identification of objects/toothbrush, wet, pants, socks, comb, toothpaste, washcloth, soap, cup, sink, bathroom</td>
</tr>
<tr>
<td>Directives</td>
<td>Going, eat, stop, wait, finish, up, down, more, wipe</td>
</tr>
<tr>
<td>Extends objects</td>
<td>Extends objects</td>
</tr>
<tr>
<td>Toys, container for food, towel, bubbles, music box</td>
<td>Toys, container for food, towel, bubbles, music box</td>
</tr>
<tr>
<td>Gestures/Signs</td>
<td>Gestures/Signs</td>
</tr>
<tr>
<td>Eat, more, finish, want, go, give, sit, rise, bath, drink, yes, pat, tap, throw away, which</td>
<td></td>
</tr>
</tbody>
</table>

### Motor and Sensory Considerations

- Mobility (adaptability)
- Vision
- Save gesture/signs for action concepts
- Likes yellow/red
- Current hearing evaluation - possible auditory equipment

### Major IEP Objectives

- Responds to "bye"
- Selects a named
- Lift arms to caretaker
- Clap hands to imitate
- Place items in large container
- Place items in small container
- Put on garments with elastic waistband
- Brush teeth without assistance
- Recognize familiar names/objects
- Respond to simple request (R)
- Imitate non-speech, environmental (E)
- Learn sign for eat and drink (E)

### Targeted Activities

#### Playtime

- Preparation: cue for location
- Choice of toy
- Access peer

#### Cuing

- Partial Participation: extend for help
- Partial Participation: hold toothbrush
- Pump toothpaste
- Wipe mouth

#### Termination

- Indicate finished
- Put away toys
- Put away items
- Give cue for room
<table>
<thead>
<tr>
<th>Communication Strengths</th>
<th>Communication Targets</th>
<th>Motor and Sensory Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses some gestures/photo signs to request down, move, no, eat, drink</td>
<td>1:1 Correspondence</td>
<td>Left hand limited for signing</td>
</tr>
<tr>
<td>Uses body movements to signal</td>
<td>.Receptive</td>
<td>Range of motion not necessary</td>
</tr>
<tr>
<td>Uses protest, continuation functions, attention, choice, (home)</td>
<td>1. Expand touch/tactile signs/scent</td>
<td>Tray on wheel chair (clear)</td>
</tr>
<tr>
<td>Understands environmental cues, routines, smell as &quot;in put&quot; cues</td>
<td>.move .my turn, your turn</td>
<td></td>
</tr>
<tr>
<td>Uses facial gestures</td>
<td>.up .on/off</td>
<td></td>
</tr>
<tr>
<td>Enjoys interaction</td>
<td>.feel for .pick up</td>
<td></td>
</tr>
<tr>
<td>Comes and gets (home)</td>
<td>.give me</td>
<td></td>
</tr>
<tr>
<td>Manipulates adults hands (home)</td>
<td>2. Object cues (locations)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.eating - cloth bib as cue</td>
<td></td>
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<tr>
<td></td>
<td>.leisure - inner tube, carpet</td>
<td></td>
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<tr>
<td></td>
<td>.auditory trainer</td>
<td></td>
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<tr>
<td></td>
<td>.name</td>
<td></td>
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<td></td>
<td>.functional vocabulary</td>
<td></td>
</tr>
<tr>
<td>Expressive (forms)</td>
<td>4. Taking turns - teachers</td>
<td></td>
</tr>
<tr>
<td>1. Expand touch/manipulate people</td>
<td>.vibrations .lotion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.lights .spin</td>
<td></td>
</tr>
<tr>
<td>2. Extend objects</td>
<td>5. Switches - Leisure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.dressing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.leisure</td>
<td></td>
</tr>
<tr>
<td>4. Taking turns - teachers</td>
<td>7. Calling device... (functions)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.vibrations .lotion</td>
<td></td>
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<tr>
<td></td>
<td>.lights .spin</td>
<td></td>
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<tr>
<td></td>
<td>.choices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.offering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.greeting</td>
<td></td>
</tr>
</tbody>
</table>

**Major IEP Objectives**

1. Hand across midline
2. Functional objects in appropriate receptacle
3. Extends appropriate objects
4. Band across midline junctional objects in appropriate receptacle
5. Extends appropriate objects

**Targeted Activities**

- Leisure: sibling interaction
- friends at school
- interactive peer games-slinky/tube
- choices
- on/off
- put away
- bolster

- Toileting: prep... object cue
  - adaptive
  - wash hands
  - seat
  - request paper towel
  - throws away

- Eating: prep... blend food
  - eating
  - cleaning

- Dressing: prep... choice
  - partial participation... pull shirt off
  - put arm in pull shirt down
  - termination... socks off
  - put in hamper

- Brush hair (home)
<table>
<thead>
<tr>
<th>Communication Strengths</th>
<th>Communication Targets</th>
<th>Motor and Sensory Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory Skills</td>
<td>Calling device (school)</td>
<td>Neutral midline for hand</td>
</tr>
<tr>
<td>Communication Intent</td>
<td>Loop tape</td>
<td>Proper support &amp; adaptations (photo)</td>
</tr>
<tr>
<td>Facial gestures</td>
<td>Yes/No switches</td>
<td>Maintaining proper positioning (photo)</td>
</tr>
<tr>
<td>Smile</td>
<td>Yes yellow</td>
<td>Albenet switch = Need 2</td>
</tr>
<tr>
<td>Vocalization</td>
<td>No black</td>
<td>Right hand - press response</td>
</tr>
<tr>
<td>Extend her hand</td>
<td>Extend vocabulary</td>
<td>Adaptor for crayon</td>
</tr>
<tr>
<td>Extend objects</td>
<td>Eating: spoon, bib, cup, blender</td>
<td>For release - gently bend hands at wrist</td>
</tr>
<tr>
<td>Request more</td>
<td>Location: beanbag, sidelaying, music, playground, gym, home</td>
<td>Touch cues for glasses off: Go slowly - gently touch to decrease tone</td>
</tr>
<tr>
<td>Choice (expand)</td>
<td>Self-care: toothbrush, pamper, wipes, bandana, glasses</td>
<td>Announce where she is going, what objects are involved</td>
</tr>
</tbody>
</table>

**Vocabulary**
- "pamper"
- "bandana"
- "bib"

**Major IEP Objectives**
- Eating/feeding:
  - Bib-spoon-cup
  - Requesting more
  - Preparation
- Identifying functional objects (within a functional context)
- Interacts with age appropriate toys
  - Dolls - Alf (adapt)
  - Etch-a-sketch
  - Sounds around

**Targeted Activities**

**Home**
- Dressing
- Participation in put away
- Bath time

**Classroom**
- Rec/leisure activity (choice)
- Feeding
  - (choice)
  - Receptive language (get spoon/glass)
- Turn taking
- Joint attention
<table>
<thead>
<tr>
<th>Current Forms of Receptive Communication</th>
<th>Selected Functional School Activities</th>
<th>Motor and Sensory Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to name or do you want object Identify, object expression</td>
<td>Breakfast: object identification (function, tactile) Finished, yes, no you comment Physical Education Joint action, turn taking, joint attention Community trip Use gestures, objects, use of cue to identify</td>
<td>Right hand has limited movement Partial participation, getting in and out of chair Support to upper body (elbows) Needs tray and chair for lunch Overlay for computer Use of right hand in cleaning table (motor consideration) Place object on table in lower</td>
</tr>
<tr>
<td><strong>Current Forms of Expressive Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extending objects to request help, play, or more Pointing (generally to school) Gestures (more, hi, bye, yes, no)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New Functions of Receptive Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies peers name Use comments (get it, open, help) You point</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New Functions of Expressive Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raising hand, commenting Sign or gesture for finished, searching want, my turn, put here, throw away, help, (left hand, not right) offering to other peer. Touches, taps, points or gives 1 of 3 objects for choice. Vocalization</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Selected Home Activities &amp; Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking out of chair Identify clothing Objects (spoon, cup)</td>
<td></td>
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<tr>
<td><strong>Social Considerations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing games Offering</td>
<td></td>
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<tr>
<td>Current Forms of Receptive Communication</td>
<td>Selected Functional School Activities</td>
<td>Motor and Sensory Considerations</td>
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<tr>
<td>-----------------------------------------</td>
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<td>----------------------------------</td>
</tr>
<tr>
<td>Tactile</td>
<td>Lunch: eating/drinking</td>
<td>Correct positioning</td>
</tr>
<tr>
<td>Auditory</td>
<td>pin towel around neck</td>
<td>upmost position for feeding &amp;</td>
</tr>
<tr>
<td>Smiling, reaching out, increasing</td>
<td>go to cafeteria</td>
<td>drinking</td>
</tr>
<tr>
<td>movement</td>
<td>prepare with spoon</td>
<td>Tactile defensive - start with</td>
</tr>
<tr>
<td>Physical</td>
<td>tap lip with spoon</td>
<td>chest &amp; back (possible head &amp;</td>
</tr>
<tr>
<td></td>
<td>same as below</td>
<td>shoulder)</td>
</tr>
<tr>
<td></td>
<td>Community trips: McDonalds,</td>
<td>Vibrator - Placement of materials-</td>
</tr>
<tr>
<td></td>
<td>Popeyes, store, bowling</td>
<td>look at whole body movements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consistent use of hearing aids</td>
</tr>
<tr>
<td></td>
<td>Choice of drink drink</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Money/ID/wallet/choice card</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sign out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>leave building</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bus ride bus ride</td>
<td></td>
</tr>
<tr>
<td></td>
<td>accessing building access building</td>
<td></td>
</tr>
<tr>
<td></td>
<td>extend order card put away materials</td>
<td></td>
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<tr>
<td></td>
<td>extend dollar select/obtain item</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Forms of Expressive Communication</th>
<th>New Functions of Receptive Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocalizations</td>
<td>Touch shoulder/attend presence</td>
</tr>
<tr>
<td>Body movement, reaching out</td>
<td>Rub upward on arm/getting &quot;up&quot;</td>
</tr>
<tr>
<td>Facial expressions</td>
<td>Touch - &quot;more&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>New Functions of Receptive Communication</td>
<td>Selected Home Activities &amp; Content</td>
</tr>
<tr>
<td>Touch shoulder/attend presence</td>
<td>Feeding: put on bib</td>
</tr>
<tr>
<td>Rub upward on arm/getting &quot;up&quot;</td>
<td>put on towel</td>
</tr>
<tr>
<td>Touch - &quot;more&quot;</td>
<td>drink first</td>
</tr>
<tr>
<td></td>
<td>tap lip with spoon</td>
</tr>
<tr>
<td></td>
<td>2-3 bite &quot;more&quot; - deep pressure on hand</td>
</tr>
<tr>
<td></td>
<td>drink</td>
</tr>
<tr>
<td></td>
<td>wipe with towel</td>
</tr>
<tr>
<td></td>
<td>wash with cloth</td>
</tr>
<tr>
<td></td>
<td>brush teeth - hold head - brush held by</td>
</tr>
<tr>
<td></td>
<td>adult</td>
</tr>
<tr>
<td></td>
<td>remove bib - finished</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>New Functions of Expressive Communication</td>
<td>Social Considerations</td>
</tr>
<tr>
<td>Touch person - greeting/calling</td>
<td>TEST Determine if hand or shoulder is</td>
</tr>
<tr>
<td>Push away - protest/&quot;more&quot;</td>
<td>best place for more cue</td>
</tr>
<tr>
<td>Vibrating/beeper switch - mounted on tray</td>
<td></td>
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</tbody>
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</table>
Communication Intervention for Learners with Dual Sensory Impairments

- A Team Approach -

University of Southern Mississippi
Department of Special Education
Southern Station Box 5115
Hattiesburg, MS 39406-5115

Kathleen Stremel
Rebecca Wilson
Providing Services for Learners with Severe Handicaps

A Series of Inservice Training Modules for Developing:

Communication
Systematic Instruction
Data-Based Decision Making
Functional Curricular Content
Social Integration

Kathleen Stremel-Campbell

Rebecca Wilson

Mississippi-University Affiliated Program
for Persons with Developmental Disabilities
University of Southern Mississippi
Southern Station Box 5163
Hattiesburg, MS 39406-5163
INTRODUCTION

Every person, regardless of the severity of their disability, has a right to have choices, options, and preferences available to them. Just as importantly, persons with severe disabilities must have a means to communicate their choices and preferences to other persons. Communication and language skills cannot be taught in isolation. These skills must be integrated into instructional objectives that are taught across functional activities and domains of daily life skills, vocational skills, recreation/leisure skills, and community skills. Without ways to understand the communication of others or to communicate to other persons, persons with disabilities cannot reach their full potential at home, work, or play.

The Communication Module was developed to be used with the other modules in the series. The content of the module emphasizes the early receptive and expressive communication skills that may be appropriate for learners with severe disabilities, including learners with dual vision and hearing impairments. It is recommended that service providers who have experience teaching communication to learners with severe handicaps serve as "trainers" for the inservice session. Trainers may include Speech-Language Pathologists, Special Educators, or Parents. The module was developed as an inservice training tool to assist Trainers to teach parent's, other professionals and paraprofessionals.

The module contains a Trainer's Guide and a Trainee Workbook. Both are divided into the following sections:

1.0 Introduction - This section provides an overview of the goals and objectives of the inservice training.

2.0 Critical Variables - This section includes a summary of the speech, language, and communication skills that need to be considered in assessment and program planning.

3.0 Receptive Communication - This section discusses the forms, functions, and content of receptive communication. The importance of non-symbolic forms of receptive communication are emphasized.

4.0 Expressive Communication - This section discusses the forms, functions, and content of expressive communication. Both non-symbolic and different symbolic forms of communication are included in the discussion.
5.0 Determining Content & Strategies for Teaching -
This section includes ways to analyze functional activities across domains to determine what receptive and expressive content is relevant to each specific activity.

6.0 Evaluation - The final section provides measures of the trainees' satisfaction with the inservice and their change in knowledge and skills to assess and program for communication skills.

The anticipated outcomes of the training include increases in the trainees' skill to observe learners' current communication skills across activities, to determine the new forms and functions that could be taught, and to systematically integrate communication skills within functional activities. The Trainer should stress that teaching communication to learners should be conducted within a systematic instructional framework and should be databased.

The Trainer should read and be familiar with the entire module, especially the Trainee Workbook portion, prior to the inservice session. The Trainer is encouraged to use videotapes, examples, and actual demonstrations with the learners during the session. A number of activities with the module require "hands-on" demonstration and practice with learners in different activities. It is recommended that follow-up technical assistance be provided to assist the trainees to implement the communication training in the home, classroom, vocational settings, and community.
ACKNOWLEDGMENTS

We would like to thank Jan Fowler for her patience and dedication in typing and editing the manual. She kept our confusion at a minimum. We wish to thank the many teachers who provided feedback about what was clear and what was unclear - they were our best critics. Most importantly, we offer special gratitude to the learners themselves and their families. They are responsible for letting us know what works and what doesn't work. May they accept our apologies for our wrong starts and stops...for the isolated and non-functional training efforts of the past...and for all of the times that we did not respond to their attempts to communicate with us. We want them to know that their messages are important to us. We strongly hope that more opportunities to communicate their options and choices will be available in the future.
GENERAL DIRECTIONS FOR THE TRAINER

Trainer Guidelines

The left side of the Trainer Guidelines presents instructions and the major points to be made during the lecture format. The Trainee Workbook provides a corresponding expansion of the lecture. It is critical that the Trainer is familiar with the content in the Trainee Workbook. The transparencies that are displayed during the lecture are reduced and placed on the right side of the page for easy reference. The Trainer will conduct a number of trainee activities throughout the session. The activities and correct answers have also been reduced and placed on the right side of the guideline pages for quick reference. The Trainer needs to make transparencies from the pages entitled transparencies. Any portion of the module can be duplicated.

The list of suggested materials to be used during the inservice training session can be found in Appendix A. A Competency Score Sheet to record the pretest, posttest, and activity scores of each trainee is provided in Appendix B. Appendix C contains the posttest answers. Examples of the manual signs used during training as demonstration are included in Appendix D for the Trainer who does not know the specific signs. Resources for adaptive switches and communication systems are located in Appendix E. Additional receptive and expressive communication assessments are provided in Appendix F. A bibliography specific to communication for learners with severe disabilities can be found prior to the Appendices. The Journal for Persons With Severe Handicaps is also an excellent resource.

Trainee Workbook

The trainee workbook contains a written version of the lecture. The transparencies that are used to illustrate points have been reduced and placed on the right side of the workbook. The activities to be completed by each trainee are located within the workbook. Each trainee should check their answers after the activity. The Trainer will record the score on the Competency Sheet (Appendix B). If a trainee scores below 80%, the Trainer should provide more examples and practice. If the trainee hasn't learned, the trainer should modify their training.

The trainees should be included in the demonstrations of the forms and functions during the training. A large rag doll may also be used to demonstrate correct positioning and motor movements that can communicate or be used for communication forms. The written examples of the activities may be written on notecards for trainer ease in delivery.
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Trainer Guidelines

1.0 INTRODUCTION

1.1 GOALS AND OBJECTIVES
(10 minutes)

A. Display TRANSPARENCY #1: Communication Overview-Training Competencies and Objectives. Refer trainees to page W-1 in the Trainee Workbook.

B. Provide an overview of the objectives of the training session. Explain that the trainee will:

- Demonstrate knowledge of the different forms & functions of receptive and expressive communication skills through demonstrations and written activities.

- Demonstrate skills in assessing the learner's current level of receptive and expressive communication skills, (1 learner during training).

- Demonstrate skills in determining the content of communication skills across domains and strategies for increasing communication.

- Demonstrate implementation of providing opportunities for communication during at least two (2) activities (during follow-up).

1.2 PRETEST
(10 minutes)

A. Hand out the Pretest: ACTIVITY #1 to trainees. Refer to page W-2 in the Trainee Workbook.

B. Explain the purpose of the pre-posttest. Allow 10 minutes for completion.
C. Give the trainees the results of the project at the end of the training session (Appendix C).

D. Record the scores on the Trainee Competency Score Sheet (Appendix E).

2.0 IDENTIFYING THE CRITICAL VARIABLES OF COMMUNICATION

2.1 Specifying the Differences Between Speech, Language, and Communication

A. Display TRANSPARENCY #2.

Explain the differences and specific features of speech, language, and communication. Refer trainees to page W-3 in the Trainee Workbook.

- Speech - is a complex motor behavior that is influenced by (1) adequate breath control, (2) coordinated vocal cord functioning, and (3) coordinated oral-motor skills.

- Language - is a system of symbols and rules for ordering those symbols. This may occur through:
  - speech
  - signs
  - written words
  - Bliss or Zeebs symbols

- Communication - is an exchange between two or more persons in which there is a message and an intention to impact the receiver. Communication forms may be:
  - Symbolic (abstract forms as speech or signs)
  - Nonsymbolic (through facial or body gestures).

3. Discuss that many behaviors displayed by the learners may be interpreted as communication. These behaviors:
Trainer Guidelines

- May not be purposefully "ruled out" by the "teacher,"
- May be interpreted as "inappropriate,"
- Need to be observed and responded to by their caregivers and/or teaching staff,
- Become more intentional as they are responded to.

2.2 Specifying the Differences Between Receptive and Expressive Communication

A. Discuss that communication should be a two-way interaction between a sender and receiver.

B. Display TRANSPARENCY #3; refer to page W-4 of the Trainee Workbook and discuss:

- Receptive communication is an "input" system in which the learner must understand the purpose and content of your message.
- Expressive communication is an "output" system in which the learner is trying to get you to understand their message and act accordingly.

C. Demonstrate visual examples of different types of receptive and expressive forms such as those in the workbook.

2.3 Specifying Three Major Features of Receptive and Expressive Communication

A. Display TRANSPARENCY #4 and refer trainees to page W-5 of the workbook. Explain that the three features include:

- "From-Field": The learner must have a way to communicate and must understand your form.
Function-Second, the learner must have a clear idea of purpose to demonstrate - and must understand your purpose.

Content-Third, the student must have something to communicate about - and needs to understand the meaning of your words, phrases, and sentences.

B. Discuss that the form, function, and content must be considered in both receptive and expressive communication programming.

C. Point out that these three features will be discussed in detail in the next two sections.

3.0 DETERMINING RECEPTIVE COMMUNICATION

OBJECTIVES

3.1 Specifying the Functions of Receptive Communication

A. Refer the trainees to page W-5 of their workbook.

B. Display TRANSPARENCY #5.

C. Discuss the major functions of receptive communication that the teacher or trainee can use to "get her/his message across" to the learner so that a successful communication exchange occurs. These functions may include:

- Attention
- Protest, Negation
- Model Repeat
- Information
- Command/Directive
- Social Comment
- Information
- Question

TRANSPARENCY #5

EARLY FUNCTIONS OF RECEPTIVE COMMUNICATION

A. TO GET THE LEARNER TO ATTEND TO YOU IN AN OBJECTIVE WAY
B. TO GET THE LEARNER TO STOP USING AN UNDESIRABLE BEHAVIOR YOU ORGANIZE
C. TO DETECT THAT THE STUDY IS NOT TO BE THE LEARNER IN SOME WAY
D. TO DETECT WHERE IF SHE IS BEING TAKEN INFORMATION
E. TO DETECT WHAT SHE NEEDS FOR THE LEARNER TO BE COMPLIANT DIRECTLY
F. TO DETECT IN THE LEARNER'S ACTIONS OR POSSIBILITIES ABOUT INHABITING ACTIVITIES, SOCIAL CONTACT
G. TO DETECT THAT AN ACTIVITY IS COMPLETED TERMINATION
H. TO DETECT THAT ACTIVITIES HAVE TO TAKE PLACE IN THE NARROW UNDERSTANDING THE ROUTINE ACTIVITIES OF THE DAY

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D. Display **TRANSPARENCY #6** (also **ACTIVITY #2**). Refer trainees to page W-6 in the Trainee Workbook. Provide an example for each of the following functions prior to giving directions for ACTIVITY #2: Have the trainees verbalize what function is being used. Record the answers on the transparency.

1. **Model/repeat** - "Say, 'more'."
2. **Protest/inhibit** - "Don't touch that!"
3. **Attention to object or person** - "Look here!"
4. **Comment/reinforcer** - "Hey, great!"
5. **Comment/information** - "We'll go later."
6. **Directive for motor responses** - "Go to work now."
7. **Question** - "What do you need?"
9. **Answer to question** - "Joe is sick today."
10. **Reply to a response** - "Okay."

E. Direct the trainees to **ACTIVITY #2**.

F. Read or paraphrase the following directions to the trainees:

- The purpose of the activity is to provide practice on identifying different functions of the "messages" that teachers give learners.
- Ten examples of "messages" will be presented to you. You will check the specific function that is demonstrated.

G. Read each of the following examples and give the trainees time to check their worksheets:

<table>
<thead>
<tr>
<th>Functions of Receptive Communication:</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model/repeat</td>
<td></td>
</tr>
<tr>
<td>Protest/inhibit</td>
<td></td>
</tr>
<tr>
<td>Attention to object or person</td>
<td></td>
</tr>
<tr>
<td>Comment/reinforcer</td>
<td></td>
</tr>
<tr>
<td>Comment/information</td>
<td></td>
</tr>
<tr>
<td>Directive for motor responses</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td></td>
</tr>
<tr>
<td>Directive for a communication</td>
<td></td>
</tr>
<tr>
<td>Answer</td>
<td></td>
</tr>
<tr>
<td>Reply to response</td>
<td></td>
</tr>
</tbody>
</table>

If more than two (2) examples were incorrect, the trainer will provide more examples for practice.
Trainer Guidelines

1. "Stop that"
2. "The table's dirty"
3. "Good job"
4. "Joe"
5. "Look" (point to object)
6. "Let's go"
7. "Get to work"
8. "I like your shirt"
9. "Do this, sign 'finish'"
10. "What do you want?"

H. Read the correct responses and direct the trainees to check their answers by putting a plus or minus by each answer.

1. Protest/inhibit
2. Comment/information
3. Comment/reinforcer
4. Attention to person
5. Attention to object
6. Directive/command
7. Directive for motor behavior
8. Comment/reinforcer
9. Model/repeat
10. Question

I. Ask the trainees if they missed more than two.

J. If less than 80% criterion was reached, provide additional examples. Have the trainees verbally respond to an OPTIONAL ACTIVITY. Provide the following examples if necessary:

Answers

- "I don't like that" - Protest/Inhibit
- "Hey, look at you" - Attention to person
- "Joe finished his work" - Comment/reinforcer
- "What is that?" - Question
- "Turn it like this" - Directive for motor behavior

K. Provide the following example of a young woman missing the teacher's message:

- Sheila is a 13 year old lady who is deaf-blind. She has about 200 signs.
After she finished completing her task, the trainer signs in her hand: "Good, you finished your work."

Sheila stops and processes the message and then upsets the entire work table.

I. Ask the trainees what they think Sheila thought the "message" was? Rather than interpreting it as a reinforcer, she may have thought it was a directive. "Finish your work" is what she possibly understood, or she may have wanted to continue working.

M. Lead into the next section by explaining that the learners must also understand the form of communication in order to correctly interpret the purpose or intent of your message.

3.2 Specifying the Forms of Receptive Communication

A. Refer trainees to page W-7 of their workbook and display TRANSPARENCY #7.

B. Discuss the different types of receptive communication forms and give an example of each. Different types of cues are given to represent the different forms of receptive communication. Have the trainees participate by generating other examples as you give them the different cues. These include:

- Natural environmental cues
  - Taking learner out of wheelchair
  - Feeding learner: spoon on lip

- Touch or tactile cues
  - "Sit down" - slight push until the bottom
  - "Want more?" - firm "!!" with fingers and stroke from middle knuckles to fingertips
Trainee Guidelines

Transparencies and Activities

- Facial gestures/eye gaze
  - "Sit down" - look at chair
  - "Good" - smile

- Functional object or object association cues
  - "Go to cafeteria" - spoon
  - "Go to work" - timecard

- Gesture cues
  - "Go to leisure" - gesture swimming
  - "Sit down" - point to chair
  - "Give it to me" - hand out, palm up

- Picture cues
  - picture of bread,
  - picture of peanut butter

- Manual sign cues
  - sign, "What you want" - draw the tip of the right index finger downward across the left open palm; point the index finger out; place both curved "five" hands in front of you, palms up, and draw them toward you several times.
  - sign, "Finished" - hold the "five" hands in front of you, palms in, then palms out in a quick twisting movement.

- Speech cues
  - "Wait"
  - "Come here"

- Written or abstract symbols - push

C. Review the different forms and specific cues in more detail.

D. Environmental cues: Refer trainees to page 18 of the Trainee Workbook. Only the trainees provide examples of environmental cues they use every day.
E. Touch Cues:
Provide examples of about 5-6 touch cues, such as:

- No - tap firmly twice on the outer wrist
- Finished - gently guide learner's hand to push away the object/food etc.
- Stand up - lightly stroke underside of fingers
- Go - gently tug elbow
- Eat - tap both lips (learner's) twice with fingers

F. Object Cues:
Display TRANSPARENCY #8a - Object Cues. Direct trainees to page W-9/10 of the workbook. Provide examples of about 5-2 object cues.

- Small cereal box - go to breakfast
- Green nogahide - put on mat
- Whistle - time for P.E.
- I.D. card - go into community
- Small tin wastebasket - time to pick up trash

G. Encourage trainees to think of additional examples for other activities. Indicate that examples for infants/young children are also provided in their workbook (TRANSPARENCY 8b, page W-11).

H. Refer trainees to page 4-12 of the workbook (TRANSPARENCY 8c). Explain how the object cues can be used as a time management system once the learner understands the individual objects. Point out:

- This system provides a concrete chaining system so that the learner learns to move independently, going from one activity to another.

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o The learner would get the first object in a slotted box (like a cereal box) and go to breakfast. When he finished, he would put the cereal box back and close the slot (as putting an attached cloth over it).

o Initially 2-4 objects may be used and the system gradually expanded.

o Pictures can also be used if the learner responds to pictures.

I. Gesture Cues:
   Provide an overview of the different types of gesture cues. Refer trainees to page W-13 in the Trainee Workbook. Point out that there are a number of important gestures we use; such as:

   o Pointing for joint attention
   o Gesture for "Give me"
   o Gestures to represent actions (turn, put down),
   o Gesture for "Go"
   o Gestures for "Yes/no."

J. Sign Cues:
   A review of the manual signs can be found in Appendix D. Discuss that manual signs are symbolic forms of language. Refer trainees to page W-13 in the Trainee Workbook. Explain that:

   o Some signs are iconic - in that they represent actions or objects.

   o Some learners who have hearing losses or auditory discrimination problems may benefit from signs as input systems.

K. Speech Cues:
   Discuss that learners may respond to intonation patterns, facial and body gestures long before they understand specific words. Make the following points:

   o Object identification tasks should be functional and part of an ongoing task.

   o There should be a reason to have the learner identify the objects.
Trainer Guidelines

Transparencies and Activities

- Give me spoon, hat, pencil-
  (Functional)

- Get cup (juice); get cereal/milk
  to make breakfast (Functional)

L. Refer the trainees to ACTIVITY
   #3 on page W-15 in the Trainee
   Workbook, use TRANSPARENCY #9.

M. Provide the rational and
   directions for ACTIVITY #3 by
   reading/paraphrasing the
   following:

   - The purpose of this activity
     is to give you practice in
     your observation skills in
     determining different receptive
     forms of communication.

   - You will observe a role play
     situation. The trainer will
     present ten (10) different
     examples of receptive forms.

   - After you observe each example,
     check (/) the form that describes
     the example given on your worksheet.
     If more than one example is given,
     check more than one box.

N. Provide the following examples and
   allow time for the trainees to
   respond on the worksheet:

1. Take the bib off of the doll
   (Environmental)
2. Say "Stand-up" and give a
   touch cue (Speech/Touch)
3. Give person "Keys," (Object)
4. Say "Look" and point to
   windows, (Speech/Gesture)
5. Ask, "Want more?" as you sign
   (Speech/Sign)
6. Say, "Give it to me" & hold
   out your hand, (Speech/Gesture)
7. Hold up the coke can to Learner's
   glass (Gesture)
8. Give the Learner miniature blender
   (Object)
9. Say, "Let me pop corn" &
   hand miniature popcorn (Speech/Object)
10. Sign, "Step" (Sign)
C. Request that the trainees check their answers off on the transparency. The answers are:

1. Environmental
2. Speech/touch
3. Object
4. Speech/gesture
5. Speech/sign
6. Speech/gesture
7. Gesture
8. Object
9. Speech/object
10. Sign

P. If the trainees miss more than two examples, provide five (5) additional examples and have them give a verbal response.

Examples may include:

- Speech/touch cue - "Stand up" and touch person's arm
- Gesture - "Put it here"
- Sign - "Yes"
- Object/speech - give a tape and say, "Listen to music"
- Environmental cue - Undo velcro on wheelchair.

3.3 Specifying the Content of Receptive Communication

A. Discuss that communication is involved in each domain, activity, and task that is being taught. Explain that if the learner does not understand speech and if no other support cues are provided, the teaching strategies may not be effective.

B. Discuss that the natural sequence in routine, functional activities also provides powerful support cues.
Trainer Guidelines

Transparencies and Activities

C. Provide the following example
   in trying to get the learner to extend his glass to get "more juice".

   - Teacher physically assists learner to extend his cup,
   
   - Teacher extends the juice container towards learner's cup and gradually holds the container farther back to shape an extending response.

D. Explain that the task analysis procedures from activities within the domains will serve as the content of the learner's receptive communication program.

   Point out:

   o Understanding other peer's names are important. These may be taught in group leisure skills or during meal preparation.

   o Understanding specific words is important, such as: attention-getting devices "Joe" - tap person; termination words, - "Finished;" action verbs, - "Go, Stop;" re-occurrence, - "more."

   o The "distal" or distancing aspects of receptive communication are also important. That is, objects/activities that are immediately present when the word is used are easier for the learner to understand than objects that are not visible when the word is spoken/signed.

3.4 Assessing Receptive Communication

A. Explain that the receptive profile is a placement tool to pinpoint what forms, functions, and content the learner is responding to.

B. Provide an overview of the directions of the profile.
C. Refer trainees to ACTIVITY #4 - Receptive Communication Profile - page W-10 in the Trainee Workbook. Use the Receptive Profile as Transparency #10. Read or paraphrase the following directives:

- The purpose of the activity is to give you practice in determining what cues currently are controlling a specific learner's behavior and to determine what cues need to be taught in the activities/tasks across domains.
- You will work as a team (2 people) and select one learner to assess.
- Score only the cues you know that the learner responds to.

D. Explain that the learner's Receptive Communication Profile will be completed during the learner demonstration.

3.5 Delivering Receptive Cues

A. Explain that the teacher should also use speech and short phrases in conjunction with other cues.

B. Point out some of the "rules" for delivering the cues. These are:

- Attempt to use the cues that the learner understands - "Sit down" with a gesture to the chair.
- Provide one form of a cue only one (1) time (do not just repeat the same cue).
- Give the student 4-seconds to respond. If there is no response, repair your cue by saying providing more information as "Sit down" and providing a touch cue.
Trainer Guidelines

- Provide feedback when the learner responds to let him know he understands your message, such as, "Thank you for sitting down."

C. Emphasize that receptive communication is more than providing directives.

- Learner's should hear/see polite forms of your requests.
- Learners should hear/see comments.
- Learners should hear/see different types of feedback.
- Learners should hear/see social comments, "Thank you."

4.0 DETERMINING EXPRESSIVE COMMUNICATION OBJECTIVES

4.1 Specifying Objectives

A. Display TRANSPARENCY #11 and emphasize that all learners can learn to communicate. Refer trainees to page W-17 of the Trainee Workbook.

B. Discuss that there is no cookbook approach since each learner will have very different skills and needs.

C. Give examples of learners with different visual, auditory and motor skills and discuss why their programs would all be somewhat different.

D. Display TRANSPARENCY #11a & #11b. Provide a rationale for the sequence of the forms across each level. (These are on pages W-19 and W-20 of the Workbook).

- Intentional Behavior
- Early Communication
- Conventional Communication
Trainer Guidelines

- Emerging Symbol Systems
- Early Language (May be augmentative systems).
  (Appendix E contains adaptive resources)

E. Discuss the major aspects of how the levels change.

F. Use a doll or trainee to demonstrate the majority of the forms.

G. Display TRANSPARENCY #12 and refer the trainees to ACTIVITY #5, page W-21 in the Trainee Workbook. You can use notecards and describe the different forms and have the trainees demonstrate the different forms. The trainees will be directed to check which forms were presented. Check their responses and provide feedback. If less than 80% is scored, provide more concrete examples:

1. Vocalize to get the person's attention.
2. Hold out your cup to get more coffee.
3. Point to a piece of paper.
4. Gesture mine after you have it.
5. Tap the person to get their attention.
6. Touch the spoon to get it.
7. Hand fake brick (thin brick) to person to go outside - or use some object cue.
8. Hand a picture of a cup to the person.
9. Hand a small spoon to the person.
10. Sign "more" to get more coffee - Bring the tips of all your fingers together.

H. Answers are:

1. Vocalization
2. Extend real object
3. Pointing
4. Gesture
5. Touch person
6. Touch object
7. Uses associate object
8. Uses pictures
9. Uses miniature object
10. Signs

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4.2 Specifying the Functions of Expressive Communication

A. Stress that the learner needs to have a reason to communicate. Refer trainees to page W-22 of the Trainee Workbook.

B. Display TRANSPARENCY #13, and discuss the specific types of communication functions, stress that the following functions are the most critical for early teaching:

- Accessing people (may be a calling device)
- Protesting
- Requesting more
- Requesting choice

Display TRANSPARENCY #14 and have the trainees turn to ACTIVITY #6, page W-23 of the Trainee Workbook. Provide 10 examples of forms and functions (2 each). Check their answers and provide more trials if 80% criteria is not met.

1. Shake your head "no" when other person gives you coffee.
2. Point to a glass of water to get it.
3. Extend an object to the person to turn it on or open it.
4. Use the calling buzzer to get the person's attention.
5. Point to the light to get someone to attend to it.
6. Wave hi/bye to a person.
7. Push the person's hand away from you when she starts to brush your hair.
8. When the person holds up two objects, touch one for choice.
9. Touch the person to get their attention.
10. When the person holds up two objects, point to one for choice.

4.3 Specifying Two Major Aspects of the Content of Communication
A. Point out that vocabulary is one aspect of the content. Refer the trainee to page W-24 of the Trainee Workbook.

- Vocabulary selection should be based on functional objects/activities that the learner uses frequently.

- Early in teaching, words that sound alike, look alike (signs), refer to objects that are similar should not be taught. Provide the following examples and have trainees indicate why teaching these words at the same time may be confusing.

  - say, "Pencil - paper" (sound alike)
  - sign, "Orange - apple" (look alike, same conceptual "fruit" category).

B. Explain how the functional domains and skills presented in the other sessions are critical for teaching communication.

C. Stress the need to provide more opportunities for communication and natural cues for independent behavior rather than numerous directives and physical assists.

4.4 Assessing Expressive Communication.

A. Provide an overview of the Expressive Communication Profile and directions for the assessment. Display TRANSPARENCY #15. Provide examples of scoring as you explain the assessment.

B. Display TRANSPARENCY #16 to fill in examples as you work through the Expressive Communication Profile. Refer the trainees to ACTIVITY #7, page W-26 in the Trainee Workbook. The copy of the assessment in the activity section is to be used for role play practice.
C. Provide ten examples of different forms with differing functions in a role routine of eating. The trainees will score the "learner-role." Check their scoring and provide additional trials if 80% criterion is not met. (L is learner's role).

1. Offer 2 choices of spoon/cup... L touches spoon.
2. Trainer gives several bites...waits...L vocalizes for "More."
3. Offer 2 choices again...L first looks at cup.
4. Trainer does not respond immediately...L then touches cup.
5. After L drinks the water...L extends cup for more.
6. Trainee leaves table for awhile...L vocalizes for attention.
7. Trainer offers choice of 2 foods... L leans toward one (body movement).
8. When the trainer asks which...L reaches to one.
9. Trainer waits... L guides T's hand toward cup.
10. Trainer says/gestures, "Wipe mouth"... L tries to hand napkin to T.

4.5 Assessing a Learner

A. Have two trainees select one learner from their site/classroom to practice completing the assessment. (Extra copies that can be duplicated for additional learners can be found in Appendix F.)

B. Overview the directions for the trainee to assess the expressive communication with one learner during lunch (or some functional activity).

C. Hand out assessment forms for each of the target learners.
Trainer Guidelines

D. Remind the teams to take the receptive forms they partially completed earlier.

E. Explain that the trainer(s) will be available to assist and answer any questions and to provide feedback.

F. Refer the trainees to ACTIVITY #8, pages W-27 and W-28 in the Trainee Workbook. The trainees will assess a learner in a routine activity (lunch, meal preparation, community trip, etc.).

G. If possible, pair a trainer with each trainee team. Initially, present 2-3 receptive and expressive trials to the trainees to demonstrate how several behaviors may be assessed (scored) by one presentation or by waiting 3-4 seconds to see if another response can be evoked.

H. Provide positive feedback and, if necessary, demonstrate how the trainee could do a better or more efficient job. Have one trainee present the trials while the other scores the assessment and provides suggestions. Then, have them switch roles so that both get practice scoring and presenting trials.

5.0 DETERMINING CONTENT & STRATEGIES FOR TEACHING

5.1 Developing the IEP and Communication Programming

A. Discus that once the Receptive and Expressive Profiles have been completed, the following information should be used to develop the IEP:

- For Receptive Communication, skills and needs would include:
Trainer Guidelines

- Forms the learner uses
- Functions the learner uses
- Functions to be taught
- Forms to be taught

- For Expressive Communication, skills and needs would include:
  - Functions the learner uses
  - Functions to be taught

B. Explain that the IEP should reflect the learner's communication strengths and the forms and functions to be taught.

C. The content of the learner's communication programs will be determined through an analysis of the activities within the curriculum domains.

D. Communication/Language goals should be written within the domains of Daily Living, Vocational, Recreation/Leisure, and Community Skills.

5.2 Specifying Functional Receptive and Expressive Content

A. Display TRANSPARENCY #17 (3 pages). Refer trainees to ACTIVITY #9a & #9b, pages W-30 - W-33 in the Trainee Workbook.

B. Read or paraphrase the following instructions:

- ACTIVITY #9a is a list of functional activities across the four (4) major domains. Select an activity listed within each domain that is appropriate for the target learner.

- Display TRANSPARENCY #18. ACTIVITY #9b is a communication program planning sheet. Write the activity
you selected under each domain. Select the activity that can provide the richest content for communication.

- The planning sheet is divided into three phases:
  - preparation
  - activity participation
  - termination or transition to new activity

- First, from the completed communication profile, write down the receptive and expressive forms that the learner understands.

- Second, write down the forms that will be taught.

B. Determine (with your partner) what receptive and expressive forms or functions could be used within each activity.

C. The forms may be somewhat different depending on the task.

For example: Learner extends hand for change, student points for choice-making.

6.0 EVALUATION

6.1 Determining Change in Knowledge (pre-post gains)

A. Distribute the posttest, ACTIVITY #10, found on page W-34 in the Trainee Workbook. Allow 10 minutes for the trainees to complete it.

B. Check the posttest and provide feedback to the trainees (Appendix C).

6.2 Determining Workshop Satisfaction

A. Distribute the McCallon scale, ACTIVITY #11, page W-35 in the Trainee Workbook, to trainees.
Trainer Guidelines

B. Collect and later average the mean scores.

6.3 Determining Competencies

A. Compute the percent correct for each trainee as they complete each activity. Record this information on the Trainee Competency Score Sheet (Appendix B).

B. Check to determine if each trainee met criterion for each activity.

WORKSHOP EVALUATION SCALE

Workshop Name __________________________ Dates __________

Presenter: ____________________________

INSTRUCTIONS

To determine whether or not the workshop met your needs and objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

1. The organization of the workshop was: Excellent ___________ Clearly Evident ___________ Good ___________ Poor ___________ Possible comments: ____________________________

2. The objectives of the workshop were: Excellent ___________ Clearly Evident ___________ Good ___________ Poor ___________ Possible comments: ____________________________

3. The work of the presenters was: Excellent ___________ Clearly Evident ___________ Good ___________ Poor ___________ Possible comments: ____________________________

4. The schedule of the workshop was: Excellent ___________ Clearly Evident ___________ Good ___________ Poor ___________ Possible comments: ____________________________

5. The scope of the material was: Very Adequate ___________ Adequate ___________ Inadequate ___________ No Benefit ___________ Possible comments: ____________________________

6. Information in the handouts was: Excellent ___________ Good ___________ Poor ___________ Possible comments: ____________________________

7. Overall, I consider this workshop: Excellent ___________ Good ___________ Poor ___________ Possible comments: ____________________________

8. Do you feel a need for additional information about this topic? Yes ______ No ______

The stronger features of the workshop were: ____________________________

The weaker features of the workshop were: ____________________________

General Comments: ____________________________

BEST COPY AVAILABLE

Transparencies and Activities

ACTIVITY #10

Purpose: The posttest is given to determine the knowledge that the trainee gained as a result of the training.

1. Three major aspects are critical to communication and language development. Define each of these three aspects:
   a. Context
   b. Form
   c. Function

2. List four forms of non-symbiotic communication other than spoken and vocalizations:
   a. ___________
   b. ___________
   c. ___________
   d. ___________

3. List four of the earliest communication functions (intents/reasons) that are used by learners with handicaps:
   a. ___________
   b. ___________
   c. ___________
   d. ___________

4. List four specific receptive (input) systems that can be used with low incidence, handicapped populations that do not include speech or signs.
   a. ___________
   b. ___________
   c. ___________
   d. ___________

5. Match the following behaviors that best reflect the level of communication development by putting A, B, C, D, or E by the following examples:
   Learner touches hand to get more food. ______
   Learner points to a miniature object to order at McDonald. ______
   Learner extends his cup to a peer for more milk. ______
   Learner activates a switch to get more milk by himself. ______
   Learner signs "help" to get teacher to open a container. ______
   Learner gestures "no" for protest. ______
ACTIVITIES
ACTIVITY #1

1. What three (3) related skill areas (other than expressive/receptive communication) must be considered when programming communication for infants/young children with handicaps?

2. Three major aspects are critical to communication and language development. Define each of these three aspects.
   a. Content
   b. Form
   c. Function or Use

3. Provide two examples of nonvocal (not crying, babbling) behaviors for each of the following:
   a. Early prelanguage communication (nonsymbolic):
      1. 
      2. 
   b. Conventional prelanguage communication (nonsymbolic):
      1. 
      2. 

4. List four types of communication functions (intents, uses, reasons) that are used by young children (Do not list specific behaviors).
   a. 
   b. 
   c. 
   d. 

Name_____________________________ PRE______ POST______
5. Match the following behaviors that best reflect the level of communication development.

A. Level I
   Reflexive behaviors

B. Level V
   Emerging concrete language

C. Level II
   Intentional behavior

D. Level III
   Early communication

E. Level IV
   Conventional intentional communication

---

5. Match the following behaviors that best reflect the level of communication development.

Child manipulates or assists Mom to get more food. ____

Child extends his cup for more milk. ____

Child activates an Active Stimulation Switch to get more music. ____

---

6. List three strategies that can be used to increase or enhance the child's expressive communication.

a. ____________________________

b. ____________________________

c. ____________________________
Functions of Receptive Communication:

**ACTIVITY #2**

**Transparency #6**

**Directions:** The trainer will read each of ten (10) "messages."
After each example, place a check (✓) in the column that best describes the function or purpose of the messages.

<table>
<thead>
<tr>
<th>FUNCTIONS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Check ±</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model/repeat</td>
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<td>Protest/inhibit</td>
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<tr>
<td>Attn./person/obj.</td>
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<td>Comment/reinforcer</td>
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<td>Motor dir./command</td>
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<td>Communication dir.</td>
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</tbody>
</table>

If more than two (2) examples were incorrect, the trainer will provide more examples for practice.
Forms of Receptive Communication

ACTIVITY #3
TRANSPARENCY #9

Directions: You will observe a role play situation. The trainer will present a form of a receptive cue (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity criterion of 80% should be reached.

<table>
<thead>
<tr>
<th>Environmental</th>
<th>Touch</th>
<th>Object</th>
<th>Gesture</th>
<th>Sign</th>
<th>Speech</th>
<th>Check + or -</th>
</tr>
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<tbody>
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</table>

% Correct

If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.
Directions: Select at least one activity within 2-3 domains. Have the learner participate in the activity. Allow the learner to be as independent as possible. If you need to give a message to the learner, first use only verbal cues, next use sign or gesture, if there is no response, then use an object or touch cue. Score correct responses as X and incorrect responses as o. Check ✓ the functions of your communication.
The trainer will demonstrate ten specific forms of communication. Record a check under the specific form being demonstrated for each trial. You may request the trainee to repeat the example if it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below:

<table>
<thead>
<tr>
<th>Forms</th>
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<tbody>
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<td>Vocalization</td>
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<td>Eye Gaze</td>
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<td>Body Movement</td>
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<tr>
<td>Touch Person</td>
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<td>Touch Person &amp; Object</td>
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<td>Extend Real Object</td>
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<tr>
<td>Use Simple Gestures</td>
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<tr>
<td>Use Miniature Object</td>
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<tr>
<td>Use Association Objects</td>
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3  |   |   |   |   |   |   |   |   |   |   |   |
4  |   |   |   |   |   |   |   |   |   |   |   |
5  |   |   |   |   |   |   |   |   |   |   |   |
6  |   |   |   |   |   |   |   |   |   |   |   |
7  |   |   |   |   |   |   |   |   |   |   |   |
8  |   |   |   |   |   |   |   |   |   |   |   |
9  |   |   |   |   |   |   |   |   |   |   |   |
10 |   |   |   |   |   |   |   |   |   |   |   |
Forms & Functions of Expressive Communication

Activity #6: This activity will be demonstrated similarly to the previous one. Only this time, the trainer will demonstrate a form and a clear function. Observe and record both the form and function of each communicative behavior in the column below. Questions??

<table>
<thead>
<tr>
<th>Forms</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocalization</td>
<td>Attention/access people</td>
</tr>
<tr>
<td>Eye gaze</td>
<td>Protest</td>
</tr>
<tr>
<td>Body movement</td>
<td>Request continuation</td>
</tr>
<tr>
<td>Touch person/object</td>
<td>Choice</td>
</tr>
<tr>
<td>Touch real object</td>
<td>Other</td>
</tr>
<tr>
<td>Use simple gestures</td>
<td>Speech</td>
</tr>
<tr>
<td>Use association object</td>
<td>Signs</td>
</tr>
<tr>
<td>Point</td>
<td>Adaptation</td>
</tr>
<tr>
<td>Use miniature objects</td>
<td>Instructions</td>
</tr>
<tr>
<td>Use pictures</td>
<td></td>
</tr>
</tbody>
</table>

| 1            |                           |
| 2            |                           |
| 3            |                           |
| 4            |                           |
| 5            |                           |
| 6            |                           |
| 7            |                           |
| 8            |                           |
| 9            |                           |
| 10           |                           |
EXPRESSIVE COMMUNICATION ASSESSMENT

<table>
<thead>
<tr>
<th>Domain</th>
<th>Activity</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Living/Domestic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation/Leisure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the Learner does or could communicate about under content. Score X for the communication forms observed and o for the forms not observed. Check the functions that were communicated by the learner.
### Expressive Communication Assessment

<table>
<thead>
<tr>
<th>Domain</th>
<th>Activity</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Living/Domestic</td>
<td></td>
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<tr>
<td>Community</td>
<td></td>
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<tr>
<td>Recreation/Leisure</td>
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<tr>
<td>Vocational</td>
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</tr>
</tbody>
</table>

#### Forms
- Marker Switch
- Reach to Grasp
- Body Movement
- Vocalization
- Tactile Object
- Tactile Object & Object
- Tactile Object
- Simple Sentence
- Yes/No
- Picture or Line Drawing
- 1 word, 1 sign, or speech
- Picture or Line Drawing
- 2 word, 1 sign, or speech
- Picture or Line Drawing
- 3 or more word, 1 sign, or speech

#### Function
- Poetic
- Non-verbal Communication
- Parent Choice
- Repeal
- Other

---

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the learner does or could communicate about under content. Score X for the communication forms observed and O for the forms not observed. Check the functions that were communicated by the learner.
Communication Planning Across Domains

ACTIVITY 9a & b

Directions - From the completed receptive and expressive communication profiles, write down the forms that the learner uses and those that are to be taught (on left side of page).

Select an activity that can provide a rich content for the individual learner and write the selected activity under each domain (see Activity 9a sheet).

Next, list both receptive and expressive forms (and functions) that could be targeted in the 3 phases of an activity.

Write the number of the form being targeted (Selects choice - 2 - by touching object).

Finally, circle those forms/functions that occur across two or more activities. Write P if the interaction involves a peer. (Peers may also include those without handicaps).

Example:

<table>
<thead>
<tr>
<th>Form targeted</th>
<th>Going to convenience store (2 yr.-old student deaf-blind)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receptive</strong></td>
<td><strong>Expressive</strong></td>
</tr>
<tr>
<td>1. touch cue</td>
<td>o Gets wallet (4)</td>
</tr>
<tr>
<td>2. object cue</td>
<td>o Attention cue (1) &quot;go&quot;</td>
</tr>
<tr>
<td>3. hand-in-hand singing</td>
<td>o Step down (1)</td>
</tr>
<tr>
<td>4. object sequence</td>
<td>o Stop (1)</td>
</tr>
<tr>
<td></td>
<td>o Go (1)</td>
</tr>
<tr>
<td></td>
<td>o Open (1)</td>
</tr>
<tr>
<td><strong>Expressive</strong></td>
<td></td>
</tr>
<tr>
<td>1. I call person</td>
<td>o Choice (2)</td>
</tr>
<tr>
<td>2. Touch object/Choice</td>
<td>o Drink</td>
</tr>
<tr>
<td>3. Give-transfer</td>
<td>o Choice eat (2)</td>
</tr>
<tr>
<td>4. Request more</td>
<td>o Get me coke (1/3)</td>
</tr>
<tr>
<td>5. Protest</td>
<td>o Give me (1)</td>
</tr>
<tr>
<td></td>
<td>o Open (1/2)</td>
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<tr>
<td></td>
<td>o Stop (1)</td>
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<td></td>
<td>o Step (1)</td>
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<tr>
<td></td>
<td>o Put away (4)</td>
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<tr>
<td></td>
<td>o Throw away (2/3)</td>
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<tr>
<td></td>
<td>o New activity (4)</td>
</tr>
</tbody>
</table>

Notes: P if peer interaction, Peers may include those without handicaps.
Activities Across Domains

**Domain**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily Living/Domestic</strong></td>
</tr>
</tbody>
</table>
| **Personal Care** - brushing teeth  
  washing, showering, bathing  
  applying deodorant  
  applying make-up (if appropriate)  
  washing hair, styling hair  
  dressing - choosing clothing putting on clothing |
| **Meals Prep.** - making breakfast, lunch, dinner  
  planning meal  
  setting table  
  purchasing ingredients for meal  
  table manners  
  social interaction (dinner table) |
| **Clothing care** - washing laundry  
  sorting laundry  
  folding laundry  
  hanging clothes on hangers  
  putting laundry away when clean |
| **House care** - making bed  
  cleaning kitchen - sink  
  dishes  
  floor  
  stove  
  vacuuming  
  refrigerator  
  dusting  
  washing windows/mirrors  
  cleaning bathtub  
  cleaning table  
  cleaning sink (bathroom) |
| **Vocational** |
| **Janitorial** - cleaning/emphasizing ashtrays  
  emphasizing garbage  
  cleaning bathroom  
  vacuuming  
  cleaning break room  
  washing windows |
| **Secretarial** - filing  
  sorting mail  
  putting away supplies  
  making copies with copy machine  
  stapling papers  
  folding/addressing correspondences |
Assembly - bagging by size, size, color, number
   sorting
   quality control
   locating parts
   asking for help

Recreation/leisure

Playing game requiring at least 2 people (table game)
   working a jig-saw puzzle
   latch - hooking rug, pillow
   needle work - cross stitch,
   needle point
   sports such as volley ball,
   soft ball
   movies - choosing movie, purchasing
   tickets,
   getting snack, locating seat
   bowling - money, shoes, lanes,
   keeping score etc.

Community

Post office - buying stamps
   mailing letters
   mailing packages

   bank - making deposits
   withdrawing money
   getting change
   cashing check

   restaurant - choosing restaurant
   choosing from menu
   ordering meal
   eating meal
   paying for meal

   shopping - clothing
   locate store based on needs
   find items needed
   locate size
   determine price
   try on items (if necessary)
   locate cashier
   pay for items

(Margaret Denney, 1988)
## Receptive Communication

### Forms Understood:
1. 
2. 
3. 

### Forms to be Taught:
1. (expanded)

## Expressive Communication

### Forms Used:
1. 
2. 
3. 
4. 
5. 

## Domains

<table>
<thead>
<tr>
<th>Activity</th>
<th>Domestic</th>
<th>Vocational</th>
<th>Recreation/Leisure</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Receptive</td>
<td>Expressive</td>
<td>Receptive</td>
<td>Expressive</td>
</tr>
</tbody>
</table>

### Activity Participation

[Table cells filled with placeholders]
1. What three (3) related skill areas (other than expressive/receptive communication) must be considered when programming communication for infants/young children with handicaps?

2. Three major aspects are critical to communication and language development. Define each of these three aspects.
   a. Content
   b. Form
   c. Function or Use

3. Provide two examples of nonvocal (not crying, babbling) behaviors for each of the following:
   a. Early prelanguage communication (nonsymbolic):
      1. 
      2. 
   b. Conventional prelanguage communication (nonsymbolic):
      1. 
      2. 

4. List four types of communication functions (intents, uses, reasons) that are used by young children (Do not list specific behaviors).
   a. ____________________________
   b. ____________________________
   c. ____________________________
   d. ____________________________
5. Match the following behaviors that best reflect the level of communication development.

Child manipulates or assists Mom to get more food. ____

Child extends his cup for more milk. ____

Child activates an Active Stimulation Switch to get more music. ____

A. Level I
Reflexive behaviors

B. Level V
Emerging concrete language

C. Level II
Intentional behavior

D. Level III
Early communication

E. Level IV
Conventional intentional communication

6. List three strategies that can be used to increase or enhance the child's expressive communication.

a. ____________________________

b. ____________________________

c. ____________________________
INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

1. The organization of the workshop was  
   Excellent 7 6 5 4 3 2 1  
   Poor

2. The objectives of the workshop were:  
   Clearly Evident 7 6 5 4 3 2 1  
   Vague

3. The work of the presenters was:  
   Excellent 7 6 5 4 3 2 1  
   Poor

4. The schedule of the workshop was:  
   Excellent 7 6 5 4 3 2 1  
   Poor

5. The scope (coverage) was:  
   Very Adequate 7 6 5 4 3 2 1  
   Inadequate

6. Information in the handouts were:  
   Very Beneficial 7 6 5 4 3 2 1  
   No Benefit

7. Overall, I consider this workshop:  
   Excellent 7 6 5 4 3 2 1  
   Poor

8. Do you feel a need for additional information about this topic?  
   1. Yes 2. No

The stronger features of the workshop were:  

The weaker features were:  

General Comments:  

____________________

____________________

____________________
TRANSPARENCIES
OVERVIEW

Communication

Competencies:

Each trainee will demonstrate knowledge, skills and implementation of receptive/expressive communication placement, program planning, and IEP development that result in each learner having multiple opportunities (20+) to communicate across at least three functional, routine activities.

Objectives:

Each trainee will:

1. Demonstrate knowledge of the different forms & functions of receptive and expressive communication skills through demonstrations and written activities.

2. Demonstrate skills in assessing the learner's current level of receptive and expressive communication skills (1 learner during training).

3. Demonstrate skills in determining the content of communication skills across domains and activities for teaching.

4. Demonstrate implementation of providing opportunities for communication during at least two (2) activities (during follow-up).

Session Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Format</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Introduction</td>
<td>Lecture, Pretest</td>
<td>VCR, Overhead, Microswitches</td>
<td>20 mins.</td>
</tr>
<tr>
<td>2.0 Identifying the Critical Variables</td>
<td>Lecture, Demonstration</td>
<td>Objects (see materials list in Appendix A).</td>
<td>20 mins.</td>
</tr>
<tr>
<td>3.0 Determining Receptive Communication Objectives</td>
<td>Lecture, Activities</td>
<td></td>
<td>60 mins.</td>
</tr>
<tr>
<td>4.0 Determining Expressive Communication Objectives</td>
<td>Lecture, Student Demonstration</td>
<td></td>
<td>180 mins.</td>
</tr>
<tr>
<td>5.0 Determining Content &amp; Strategies for Teaching</td>
<td>Lecture, Activity Plans</td>
<td></td>
<td>30 mins.</td>
</tr>
<tr>
<td>6.0 Evaluation</td>
<td>Posttest, McCallon</td>
<td></td>
<td>20 mins.</td>
</tr>
<tr>
<td>Total Session</td>
<td></td>
<td></td>
<td>5 hrs., 30 mins.</td>
</tr>
</tbody>
</table>
A COMPLEX FINE MOTOR BEHAVIOR - DEPENDING ON:
1. ADEQUATE AIR FLOW FROM THE LUNGS
2. COORDINATED MOVEMENTS OF THE VOCAL CORDS
3. COORDINATION OF THE ORAL-MOTOR MOVEMENTS OF THE TONGUE AND LIPS WITHIN THE ORAL CAVITY.

A SYSTEM OF CULTURALLY DETERMINED SYMBOLS AND RULES FOR ORDERING THE SYMBOLS.

AN INTERACTION BETWEEN TWO OR MORE PERSONS INVOLVING:
1. A MESSAGE
2. AN INTENTION ON THE PART OF THE SENDER TO "IMPACT" THE RECEIVER
3. NON-SYMBOLIC OR SYMBOLIC FORMS MAY BE USED.
RECEPTIVE COMMUNICATION

- Verbal "No"
- Gesture "No"
- Auditory "Get up"
- Visual "Stop"

EXPRESSIVE COMMUNICATION

- Touch "Hey"
- Gesture "Yes"
- Verbal "Come here, Mom!"
THREE CRITICAL FEATURES OF COMMUNICATION:
UNDERSTANDING WHAT IS INVOLVED IN THE DEVELOPMENT
OF ANY COMMUNICATION PROGRAM.

1. FORM - A LEARNER NEEDS A "WAY TO COMMUNICATE". A SPECIFIC FORM OR BEHAVIOR IS USED, INTENTIONALLY, TO TRANSMIT A MESSAGE.

2. FUNCTION - A LEARNER NEEDS A "REASON OR INTENT TO COMMUNICATE." EACH TIME WE COMMUNICATE, WE HAVE A REASON OR A PURPOSE FOR DELIVERING OUR "MESSAGE."

3. CONTENT - A LEARNER NEEDS "SOMETHING TO COMMUNICATE ABOUT". THE CONTENT OF A MESSAGE WILL INCLUDE THE SPECIFIC OBJECTS, ACTIONS, EVENTS, AND LOCATIONS THAT ARE PART OF ONGOING ENVIRONMENTAL ACTIVITIES. OFTEN, IF LEARNERS WITH SEVERE HANDICAPS ARE NOT INVOLVED IN FUNCTIONAL, ROUTINE ACTIVITIES, THERE MAY BE VERY LITTLE TO COMMUNICATE ABOUT.
EARLY FUNCTIONS OF RECEPTIVE COMMUNICATION

A. TO GET THE LEARNER TO ATTEND TO YOU OR AN OBJECT.  
   (NOTICE)

B. TO GET THE LEARNER TO STOP DOING AN UNDESIRABLE  
   BEHAVIOR (YOUR PROTEST).

C. TO CONVEY THAT YOU ARE GOING TO ACT ON THE LEARNER  
   IN SOME WAY (INFORMATION).

D. TO CONVEY WHERE HE/SHE IS BEING TAKEN (INFORMATION).

E. TO CONVEY WHAT YOU INTEND FOR THE LEARNER TO DO  
   (COMMAND/DIRECTIVE).

F. TO COMMENT ON THE LEARNER'S ACTIONS, POSSESSIONS,  
   AND ABOUT ONGOING ACTIVITIES.  (SOCIAL COMMENT)

G. TO CONVEY THAT AN ACTIVITY IS COMPLETED (TERMINATION).

H. TO CONVEY WHAT ACTIVITIES ARE TO TAKE PLACE IN THE  
   NEAR FUTURE (UNDERSTANDING THE ROUTINE ACTIVITIES  
   OF THE DAY).
**Functions of Receptive Communication:**

**ACTIVITY #2**

**Transparency #6**

**Directions:** The trainer will read each of ten (10) "messages."
After each example, place a check (✓) in the column that best describes the function or purpose of the messages.

### Examples

<table>
<thead>
<tr>
<th>FUNCTIONS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Check + -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model/repeat</td>
<td></td>
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<tr>
<td>Protest/inhibit</td>
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<tr>
<td>Attn./person/obj.</td>
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<td>Comment/reinforcer</td>
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<tr>
<td>Motor dir./command</td>
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<td>Communication dir.</td>
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<td>Reply to response</td>
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<tr>
<td>Joking</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

% correct _____

If more than two (2) examples were incorrect, the trainer will provide more examples for practice.
TYPES OF RECEPTIVE COMMUNICATION FORMS

NATURAL ENVIRONMENTAL CUES

TOUCH OR TACTILE CUES

OBJECT CUES

GESTURE CUES

PICTURE CUES

MANUAL SIGN CUES

SPEECH
<table>
<thead>
<tr>
<th>Domain</th>
<th>Activity</th>
<th>Cue</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic/Daily</td>
<td>Eating</td>
<td>Small Cereal Box</td>
<td>Eat Breakfast</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meal Ticket</td>
<td>Eat Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tray Away</td>
<td>Finished</td>
</tr>
<tr>
<td></td>
<td>Meal Preparation</td>
<td>Picture Cookbook/Potholder</td>
<td>Time to Prepare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sponge/Dishcloth</td>
<td>Time to Clean-Up</td>
</tr>
<tr>
<td></td>
<td>Self Care</td>
<td>Small Toothpaste/Comb/Mirror</td>
<td>Time to Go to Bathroom for Self Care</td>
</tr>
<tr>
<td></td>
<td>Laundry</td>
<td>Detergent Cap</td>
<td>Time to Do Laundry</td>
</tr>
<tr>
<td>Vocational</td>
<td>Work</td>
<td>Timecard</td>
<td>Time for Work</td>
</tr>
<tr>
<td></td>
<td>Work (In-School)</td>
<td>Small Tin Can</td>
<td>Time to Pick-Up Trash</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smashed Small Can</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td>ID Card</td>
<td>Time to Go Into Community</td>
</tr>
<tr>
<td>Leisure/Recreation</td>
<td>Card Game</td>
<td>Card</td>
<td>Time to Play Cards</td>
</tr>
</tbody>
</table>
FORMS OF FUNCTIONAL OBJECT CUES FOR INFANTS/YOUNG CHILDREN

<table>
<thead>
<tr>
<th>MEANING</th>
<th>OBJECT (FORM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAT</td>
<td>SPOON</td>
</tr>
<tr>
<td>DRINK</td>
<td>BOTTLE</td>
</tr>
<tr>
<td>CHANGE</td>
<td>PANTS OR DIAPER</td>
</tr>
<tr>
<td>GO</td>
<td>WALKER</td>
</tr>
<tr>
<td>FINISHED</td>
<td>TUB TO PUT OBJECTS IN</td>
</tr>
<tr>
<td>BED/SLEEP</td>
<td>BLANKET, SMALL PILLOW</td>
</tr>
<tr>
<td>DOWN ON MAT</td>
<td>OR BED TOY</td>
</tr>
<tr>
<td>GOING TO PLAY AREA</td>
<td>PIECE OF THE MAT/CARPET</td>
</tr>
<tr>
<td>BATH</td>
<td>A SPECIFIC TOY</td>
</tr>
<tr>
<td>DRESS</td>
<td>WASHCLOTH OR SPONGE</td>
</tr>
<tr>
<td>OUTSIDE</td>
<td>SMALL SHOE</td>
</tr>
<tr>
<td>MUSIC</td>
<td>TURF OR SMALL BRICK</td>
</tr>
<tr>
<td>BUBBLES</td>
<td>TAPE</td>
</tr>
<tr>
<td>AIR ON FACE</td>
<td>BALLOON</td>
</tr>
<tr>
<td>SWING</td>
<td>BUBBLE WAND</td>
</tr>
<tr>
<td></td>
<td>PIECE OF CHAIN</td>
</tr>
<tr>
<td></td>
<td>OR RUBBER</td>
</tr>
</tbody>
</table>
As the learner begins to understand the meaning of the object cues when the object is given to him/her, a time management/calendar system may be developed so that the learner begins to get the objects himself in order to function more independently without your directives. In order to develop a time management calendar system for a learner, the teacher must consider four variables.

a. At least 4-5 routine activities must be occurring daily,
b. An object that "stands for" each activity must be selected,
c. The objects must be sequenced in an order,
d. The learner must have a way of knowing when an activity is completed and when the next activity is to begin (as in closing the cover on the slot in which the object is kept).

Example:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Object Cue</th>
<th>Sequences</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>small cereal box</td>
<td>1</td>
<td>Cover down</td>
</tr>
<tr>
<td>Attendence to office</td>
<td>envelope</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Cafeteria (job)</td>
<td>spoon</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Sort laundry</td>
<td>washcloth</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Leisure (tape)</td>
<td>small tape</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Gym</td>
<td>whistle</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>meal ticket</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Leisure (exercycle)</td>
<td>grip</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td>timecard</td>
<td>9</td>
<td></td>
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</tbody>
</table>

The learner would take the small cereal box and go to the cafeteria for breakfast. When he returns to the classroom after breakfast, he puts the cereal box back in the first slot and closes the slot. He then takes his envelope and gives it to the teacher to put the day's attendance form in and takes it to the school office.
**Forms of Receptive Communication**

**ACTIVITY #3**

**TRANSPARENCY #9**

**Directions:** You will observe a role play situation. The trainer will present a form of a receptive cue (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity criterion of 80% should be reached.

<table>
<thead>
<tr>
<th>Environmental</th>
<th>Touch</th>
<th>Object</th>
<th>Gesture</th>
<th>Sign</th>
<th>Speech</th>
<th>Check + or -</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

% Correct________

If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.
### Receptive Communication Assessment

**Domain** | **Activity** | **Content** | **Forms** | **Function**
--- | --- | --- | --- | ---
Daily Living/Domestic |  |  |  |  |
Community |  |  |  |  |
Recreational/Leisure |  |  |  |  |
Vocational |  |  |  |  |

**Directions:** Select at least one activity within 2-3 domains. Have the learner participate in the activity. Allow the learner to be as independent as possible. If you need to give a message to the learner, first use only verbal cues, next use sign or gesture, if there is no response; then use an object or touch cue. Score correct responses as X and incorrect responses as O. Check ✓ the functions of your communication.
0: INTENTIONAL BEHAVIOR

I: EARLY COMMUNICATION

II: CONVENTIONAL COMMUNICATION

III: EMERGING SYMBOLIC COMMUNICATION

IV: EARLY LANGUAGE
Levels/Features | Forms | Examples
--- | --- | ---
Intentional Behavior | 1. General body movements | Leans head forward
| | Move body for more | 
| | 2. Specific body movements | Reaches to grasp
| | Throws an object | 
| | 3. Vocalizations | Exhibits an abusive
| | behavior | 
| | 4. Adaptations with switches | Press switch for music
| | Leaf switch for fan | 
| | Mercury for blender | 

The teacher arranges the environment and is responsive to purposeful behaviors so that the learner learns that he/she can impact the environment and anticipates that he/she are active in making something occur. In this manner the learner advances to the next level so that he/she not only purposefully acts, but that he learns to act on other people to get things done or to affect his environment if he can't do it by himself.

Level I. Early Communication

These behaviors are simple (non-symbolic) forms that are directed towards another person for the intent of causing that person to act. The learner must look at the person or orient to that person. These early forms of behaviors are either directed to the person or the object, but not to both. If the learner is not successful in getting his message across, he may give up or resort to inappropriate behaviors.

1. Vocalization
   (auditory signal)
2. Eye gaze
3. Body movement
   Leans back for backrub
   Kicks legs for rock
   Moves head for more food
4. Touch person
   Touch hand to get milk
   Touch arm for attention
5. Touch object
   (object or 2 held)
   Reaches for or touches cup or toy
   Touches tape recorder when it stops
6. Touches 2 objects not held
7. Adaptations
   Learners with little voluntary movement may need a switch device

The learner gradually becomes more purposeful in using these behaviors and in anticipating that he/she can affect another person. Therefore, it is critical that the learner is responded to consistently. Some learners may exhibit very subtle behaviors if they have little voluntary control over their movements.
Levels/Features | Forms | Examples
--- | --- | ---
Level II. Conventional Communication | 1. Touch person & object (or move person's arm to object) | Cup for more milk
| 2. Extend real objects | Tape to turn on Money for coke
| 3. Use of 3 simple gestures | Up, Mine, No
| 4. Point to near object | Use of 3 simple gestures
| 5. Adapted 2-choice communication device | 6. Yes/no
| 7. Head motion |

At this point the learner is still communicating about the here and now, using concrete forms. Learners with higher cognitive skills may not have trouble advancing to signs, words, or other abstract symbols. However, many learners will need to go through a transition process in which the forms gradually become more abstract. For these learners it is necessary to go through the next level of teaching more abstract symbols.

Level III. Emerging Symbol Communication Systems

At this level, the forms used to communicate are changed so that they gradually become more abstract. A learner who does not have the fine motor control to point, may extend the objects. Also, some learners may use a combination of motor responses, pointing, gestures, vocalizations. The teacher is continuously expanding the learner's vocabulary so that the learner can communicate about more things in the environment.

At Level III, the learner needs to demonstrate that if he/she uses an object representation, they can then select the real object; they have to demonstrate that they understand the 1:1 correspondence between a representation and the real object (referent). At this level the learner should have a vocabulary of at least 25 objects, activities or meanings that they can express across a variety of routine activities.

Level IV. Early Language

At this level the learner is able to use at least 2 symbols that represent or stand for specific objects. These language forms may be speech words, signs or abstract symbols.

1. a. Close word approximations
   b. True signs
   c. Written words or abstract symbols
2. Use of two words for 2 different functions
3. Use of two words for objects that are not immediately visible or present
Activity #5

The trainer will demonstrate ten specific forms of communication. Record a check under the specific form being demonstrated for each trial. You may request the trainee to repeat the example if it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below:

<table>
<thead>
<tr>
<th>Forms</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Vocalization</td>
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<tr>
<td>Eye Gaze</td>
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<td>Body Movement</td>
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<tr>
<td>Touch Person</td>
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<td>Touch Person &amp; Object</td>
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<td>Extend Real Object</td>
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<td>Use Simple Gestures</td>
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<td>Use Miniature Object</td>
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<td>Use Association Objects</td>
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<td>Speech</td>
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<td>Signs</td>
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</tbody>
</table>
TYPES OF COMMUNICATION FUNCTIONS

EARLY FUNCTIONS:

- CALLING OR ACCESSING PEOPLE
- PROTESTING
- REQUESTING CONTINUATION OF AN ACTIVITY ONCE IT IS STARTED AND THEN DISCONTINUED
- REQUESTING FROM A CHOICE OF TWO OBJECTS OR ACTIVITIES

LATER DEVELOPING FUNCTIONS:

- SOCIAL GREETING
- OFFERING OR TRANSFERRING OBJECTS
- REPEATING
- ANSWERING QUESTIONS
- NAMING OR LABELING
- COMMENTING
- REPLYING
- REQUESTING INFORMATION
- ADDITIONAL (JOKING, LYING, CONVINCING, ETC.)
Forms & Functions of Expressive Communication

Activity #6: This activity will be demonstrated similarly to the previous one. Only this time, the trainer will demonstrate a form and a clear function. Observe and record both the form and function of each communicative behavior in the column below. Questions??

<table>
<thead>
<tr>
<th>Forms</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocalization</td>
<td></td>
</tr>
<tr>
<td>Eye gaze</td>
<td></td>
</tr>
<tr>
<td>Body movement</td>
<td></td>
</tr>
<tr>
<td>Touch person/object</td>
<td></td>
</tr>
<tr>
<td>Touch real object</td>
<td></td>
</tr>
<tr>
<td>Extend real object</td>
<td></td>
</tr>
<tr>
<td>Point</td>
<td></td>
</tr>
<tr>
<td>Use simple gestures</td>
<td></td>
</tr>
<tr>
<td>Use miniature objects</td>
<td></td>
</tr>
<tr>
<td>Use association object</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
</tr>
<tr>
<td>Signs</td>
<td></td>
</tr>
<tr>
<td>Adaptation</td>
<td></td>
</tr>
<tr>
<td>Protest</td>
<td></td>
</tr>
<tr>
<td>Attention/access people</td>
<td></td>
</tr>
<tr>
<td>Request continuation</td>
<td></td>
</tr>
<tr>
<td>Choice</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

1
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10
EXPRESSIVE COMMUNICATION ASSESSMENT

<table>
<thead>
<tr>
<th>Domain</th>
<th>Activity</th>
<th>Content</th>
<th>FORMS</th>
<th>FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Daily Living/Domestic</td>
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</tr>
<tr>
<td>Community</td>
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<tr>
<td>Recreation/Leisure</td>
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</tr>
<tr>
<td>Vocational</td>
<td></td>
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</tr>
</tbody>
</table>

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the Learner does or could communicate about under content. Score X for the communication forms observed and 0 for the forms not observed. Check the functions that were communicated by the learner.
Expressive Communication Assessment

<table>
<thead>
<tr>
<th>Domain</th>
<th>Activity</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Living/Domestic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation/Leisure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Forms**
- Adaptive Switch
- Reach to Group
- Eye Gaze
- Body Movement
- Vocalization
- Touch Person
- Touch Person & Object
- Extended Objects
- Single Gesture
- Point
- Adaptive System
- Multiple Gestures
- Pictures or Use of drawing
- 1 Word/Phrase of speech
- 2 Word/Phrases of speech
- Access People
- Request Communication
- Request Choice
- Repeat
- Offer

**Function**
- Score X for the communication forms observed and 0 for the forms not observed. Check the functions that were communicated by the learner.

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the learner does or could communicate about under content. Score X for the communication forms observed and 0 for the forms not observed. Check the functions that were communicated by the learner.
Communication Planning Across Domains

Directions - From the completed receptive and expressive communication profiles, write down the forms that the learner uses and those that are to be taught (on left side of page)!

Select an activity that can provide a rich content for the individual learner and write the selected activity under each domain (see Activity 9a sheet).

Next, list both receptive and expressive forms (and functions) that could be targeted in the 3 phases of an activity.

Write the number of the form being targeted (Selects choice - 2 - by touching object).

Finally, circle those forms/functions that occur across two or more activities. Write P if the interaction involves a peer. (Peers may also include those without handicaps).

Example:

<table>
<thead>
<tr>
<th>Form targeted</th>
<th>Going to convenience store (2 yr.-old student deaf-blind)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receptive</strong></td>
<td></td>
</tr>
<tr>
<td>1. touch cue</td>
<td>o Gets wallet (4)</td>
</tr>
<tr>
<td>2. object cue</td>
<td>o Attention cue (1)</td>
</tr>
<tr>
<td>3. hand-in-hand sewing</td>
<td>&quot;go&quot;</td>
</tr>
<tr>
<td>4. object sequence</td>
<td>o Step down (1)</td>
</tr>
<tr>
<td><strong>Expressive</strong></td>
<td></td>
</tr>
<tr>
<td>1. I call person</td>
<td>o Choice (2)</td>
</tr>
<tr>
<td>2. Touch object/Choice</td>
<td>Selects choice (2)</td>
</tr>
<tr>
<td>3. Give-transfer</td>
<td>o Choice eat (2)</td>
</tr>
<tr>
<td>4. Request more</td>
<td>o Get me coke (1/3)</td>
</tr>
<tr>
<td>5. Protest</td>
<td>o Give me (1)</td>
</tr>
<tr>
<td></td>
<td>o Open (1/2)</td>
</tr>
<tr>
<td></td>
<td>o Stop (1)</td>
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<tr>
<td></td>
<td>o Step (1)</td>
</tr>
<tr>
<td></td>
<td>o Put away (4)</td>
</tr>
<tr>
<td></td>
<td>o Throw away (2/3)</td>
</tr>
<tr>
<td></td>
<td>o New activity (4)</td>
</tr>
<tr>
<td></td>
<td>Selects choice (2)</td>
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<tr>
<td></td>
<td>Selects choice (2)</td>
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<tr>
<td></td>
<td>Offer/trans (3)</td>
</tr>
<tr>
<td></td>
<td>Gives (3)</td>
</tr>
</tbody>
</table>

Example (continued):

- Form targeted
- Receptive
- Expressive
- Example:
- Going to convenience store (2 yr.-old student deaf-blind)
- Selects choice (2)
- Selects choice (2)
- Offer/trans (3)
- Gives (3)
Activities Across Domains

Domain: Daily Living/Domestic

**Personal Care** - brushing teeth
- washing, showering, bathing
- applying deodorant
- applying make-up (if appropriate)
- washing hair, styling hair
- dressing - choosing clothing putting on clothing

**Meals Prep.** - making breakfast, lunch, dinner
- planning meal
- setting table
- purchasing ingredients for meal
- table manners
- social interaction (dinner table)

**Clothing care** - washing laundry
- sorting laundry
- folding laundry
- hanging clothes on hangers
- putting laundry away when clean

**House care** - making bed
- cleaning kitchen - sink
- dishes
- floor
- stove
- vacuuming
- refrigerator
- dusting
- washing windows/mirrors
- cleaning bathtub
- cleaning table
- cleaning sink (bathroom)

**Vocational**

**Janitorial** - cleaning/emphasizing ashtrays
- emphasizing garbage
- cleaning bathroom
- vacuuming
- cleaning break room
- washing windows

**Secretarial** - filing
- sorting mail
- putting away supplies
- making copies with copy machine
- stapling papers
- folding/addressing correspondences
Assembly - bagging by size, shape, color, number sorting quality control locating parts asking for help

Recreation/leisure

Playing game requiring at least 2 people (table game)
working a jigsaw puzzle latch - hooking rug, pillow needle work - cross stitch, needle point sports such as volleyball, soft ball movies - choosing movie, purchasing tickets, getting snack, locating seat bowling - money, shoes, lanes, keeping score etc.

Community

Post office - buying stamps mailing letters mailing packages

bank - making deposits withdrawing money getting change cashing check

restaurant - choosing restaurant choosing from menu ordering meal eating meal paying for meal

shopping - clothing locate store based on needs find items needed locate size determine price try on items (if necessary) locate cashier pay for items

(Margaret Denney, 1988)
COMMUNICATION PROGRAM PLANNING

Learner's Name ____________________________ Date ____________________________

Phase (specify)

Receptive Communication
Forms Understood:
1.  
2.  
3.  

Forms to be Taught:
(expanded)
1.  
2.  
3.  

Expressive Communication
Forms Used:
1.  
2.  
3.  
4.  
5.  

Forms to be Taught:
1.  
2.  

Domains

<table>
<thead>
<tr>
<th>Activity</th>
<th>Domestic</th>
<th>Vocational</th>
<th>Recreation/Leisure</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Receptive</td>
<td>Receptive</td>
<td>Receptive</td>
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<td>Expressive</td>
<td>Expressive</td>
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<td>Expressive</td>
</tr>
</tbody>
</table>

Preparation

Activity Participation

Termination Transition

Date

Domestic

Vocational

Recreation/Leisure

Community

Transparent #18

Activity #9b
TRAINED WORKBOOK
An Inservice Training Program in Curriculum Development

Providing Services for Learners with Severe Handicaps

A Workbook for Developing:

Communication

Mississippi-University Affiliated Program
for Persons with Developmental Disabilities
University of Southern Mississippi
Southern Station Box 5163
Hattiesburg, MS 39406-5163

Kathleen Stremel-Campbell  Rebecca Wilson
OVERVIEW

Communication

Competencies:

Each trainee will demonstrate knowledge, skills and implementation of receptive/expressive communication placement, program planning, and IEP development that result in each learner having multiple opportunities (20+) to communicate across at least three functional, routine activities.

Objectives:

Each trainee will:

1. Demonstrate knowledge of the different forms & functions of receptive and expressive communication skills through demonstrations and written activities.

2. Demonstrate skills in assessing the learner's current level of receptive and expressive communication skills (1 learner during training).

3. Demonstrate skills in determining the content of communication skills across domains and activities for teaching.

4. Demonstrate implementation of providing opportunities for communication during at least two (2) activities (during follow-up).

Session Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Format</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Introduction</td>
<td>Lecture</td>
<td>VCR</td>
<td>20 mins.</td>
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<tr>
<td></td>
<td>Pretest</td>
<td>Overhead</td>
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<td></td>
<td></td>
<td>Microswitches</td>
<td></td>
</tr>
<tr>
<td>2.0 Identifying the Critical Variables</td>
<td>Lecture</td>
<td>Objects (see materials list)</td>
<td>20 mins.</td>
</tr>
<tr>
<td>Determining Receptive Communication</td>
<td>Demonstration</td>
<td></td>
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<tr>
<td>Objectives</td>
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<tr>
<td>3.0 Determining Expressive Communication</td>
<td>Lecture</td>
<td>Appendix A)</td>
<td>60 mins.</td>
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<tr>
<td>Objectives</td>
<td>Activities</td>
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<tr>
<td>4.0 Determining Expressive Communication</td>
<td>Lecture</td>
<td></td>
<td>180 mins.</td>
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<tr>
<td>Objectives</td>
<td>Student Demonstration</td>
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<tr>
<td>5.0 Determining Content &amp; Strategies for</td>
<td>Lecture</td>
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<td>30 mins.</td>
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<tr>
<td>Teaching</td>
<td>Activity Plans</td>
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<tr>
<td>6.0 Evaluation</td>
<td>Posttest</td>
<td>McCallon</td>
<td>20 mins.</td>
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<tr>
<td>Total Session</td>
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<td>5 hrs., 30 mins.</td>
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</tbody>
</table>

1.0 PRETEST

ACTIVITY #1: Pretest - turn to the following page for the Pretest
1. What three (3) related skill areas (other than expressive/receptive communication) must be considered when programming communication for infants/young children with handicaps?

2. Three major aspects are critical to communication and language development. Define each of these three aspects.
   a. Content
   b. Form
   c. Function or Use

3. Provide two examples of nonvocal (not crying, babbling) behaviors for each of the following:
   a. Early prelanguage communication (nonsymbolic):
      1. 
      2. 
   b. Conventional prelanguage communication (nonsymbolic):
      1. 
      2. 

4. List four types of communication functions (intents, uses, reasons) that are used by young children (Do not list specific behaviors).
   a. 
   b. 
   c. 
   d. 

Pre-posttest

Name ____________________________ PRE_____ POST_____
5. Match the following behaviors that best reflect the level of communication development.

Child manipulates or assists Mom to get more food. _____

Child extends his cup for more milk. _____

Child activates an Active Stimulation Switch to get more music. _____

A. Level I
   Reflexive behaviors

B. Level V
   Emerging concrete language

C. Level II
   Intentional behavior

D. Level III
   Early communication

E. Level IV
   Conventional intentional communication

6. List three strategies that can be used to increase or enhance the child's expressive communication.

   a. ____________________________

   b. ____________________________

   c. ____________________________
The pretest (Activity 1) is on the previous page. Remove it from your workbook. The pretest is given to determine your knowledge prior to the training session. A posttest will be given to you at the end of the session. You will be given 10 minutes to complete the pretest.

2.0 IDENTIFYING THE CRITICAL VARIABLES OF COMMUNICATION

2.1 The Difference Between Communication, Language, and Speech: Understanding the process of when to teach what

Speech:

Speech is a complex motor behavior. The learner must have adequate breath control and fine motor skills in order to have intelligible speech. Three functions are necessary for this to occur:

First - Adequate and controlled breathing is necessary to get the air stream to the vocal cords,

Second - Coordinated vocal cord functioning is necessary for the air stream to reach the oral cavity with a pressure adequate for speech,

Third - Smooth, rapid and coordinated movement of the muscles are necessary to function so that the tongue moves in many ways and can make sufficient contact with the articulators of the mouth (lips, teeth, throat, velar ridges) in order to produce vowels and consonant sounds and assimilate sounds into words.

Language:

Language is a system of culturally determined symbols that represent objects, actions, locations, concepts and expressions. In order to have a language system, the person also needs to use rules for ordering the symbols into meaningful units that can be understood by others who share their language system. The following are examples of how language systems may have different orders:
In order to use language the learner must understand that a specific symbol refers or "stands for" a specific object, action, location, concept or emotion. Learners with severe handicaps may not understand this relationship. Language may be transmitted through speech, manual signs, written words, or abstract symbols.

Communication:

Communication is an exchange of a message or information between at least two people. Communication may be conveyed through either non-symbolic or symbolic behaviors. There must be an intent on the part of the "communicator" to impact the "receiver" in some way.

2.2 The Differences Between Receptive & Expressive Communication: Understanding and Transmitting Messages in a Reciprocal Exchange

o Receptive Communication:

Receptive communication is an "input" system in which the learner understands or comprehends the message or intent of the person who is addressing them. A message may be transmitted through facial gestures, hand gestures, speech, manual signs, symbols, or a written word. Receptive communication may, therefore, be either non-symbolic or symbolic. Often, only verbal language is taught to learners with severe handicaps in forms of directives without the learner understanding the auditory form of speech and language.

Examples of "input" forms - you say to the learner:

"Come here"
"Stop"
Gesture "no"

TRANSPARENCY 13
Expressive communication is an "output" system in which the learner transmits a message to someone in order to get them to act, feel, inhibit an action, to change their opinion, or to influence the way that person thinks.

Examples of "output" forms - The learner communicates to you:

- Gesture "no"
- "Want cookie"
- point
- Signs "more"
- "Taps" teacher for attention

2.3 Understanding What is Involved in the Development of Any Communication Program

- **Form** - First, a learner needs a "way to communicate." A specific form or behavior is used, intentionally, to transmit a message.
- **Function** - Second, a learner needs a "reason or intent to communicate." Each time we communicate, we have a reason or a purpose for delivering our message.
- **Content** - Third, a learner needs "something to communicate about." The content of a message will include the specific objects, actions, events, and locations that are part of ongoing environmental activities. If learners with severe handicaps are not involved in functional, routine activities, there may be very little to communicate about.

3.0 DETERMINING RECEPTIVE COMMUNICATION OBJECTIVES

3.1 Early Functions of Receptive Communication

The learner's understanding of your message or what you intend for him to do is critical for teaching any skill. However, the learner must be able to respond to more than just directives.
Functions of Receptive Communication:

ACTIVITY #2
Transparency #6

Directions: The trainer will read each of ten (10) "messages." After each example, place a check (✓) in the column that best describes the function or purpose of the messages.

<table>
<thead>
<tr>
<th>Example</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Check + -</th>
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</thead>
<tbody>
<tr>
<td>Model/repeat</td>
<td></td>
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<tr>
<td>Protest/inhibit</td>
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<tr>
<td>Attn./person/obj.</td>
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<tr>
<td>Comment/reinforcer</td>
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</tr>
<tr>
<td>Comment/information</td>
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<tr>
<td>Motor dir./command</td>
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<td>Question</td>
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<tr>
<td>Communication dir.</td>
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<tr>
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<tr>
<td>Reply to response</td>
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<tr>
<td>Joking</td>
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</tr>
</tbody>
</table>

% correct ______

If more than two (2) examples were incorrect, the trainer will provide more examples for practice.
There are other functions or reasons for the learner to respond to you. A number of the functions are listed below:

- To get the learner to imitate you
- To get the learner to stop doing an undesirable behavior (inhibit)
- To convey that you are going to act on the learner in some way (information).
- To convey that he/she is being taken somewhere (information).
- To convey what you intend for the learner to do (directive).
- To convey that an activity is completed (termination).
- To convey what activities are to take place in the near future (understanding the routine activities of the day).

Activity #2: Functions of Receptive Communications
Turn to the previous page for Activity 2

3.2 Forms of Receptive Communication

Many learners with severe handicaps may have a limited understanding of speech. Whereas they may hear, there may be some auditory discrimination problems. Persons respond to many cues or signals in the environment. The following modes and examples of forms of receptive communication are some ways that messages can be expressed without extensive use of full physical assistance:

- Environmental cues or signals
  - Non-speech signals, such as the fire alarm, a door closing,
  - Visual cues, as handing the learner his coat,
  - Tactile cues, as the spoon touching his lips, or the belt being unfastened before the learner is removed from his wheelchair,
  - The chain of events that occur in routine activities.
o Tactile or touch cues

- Touch cues are minimal physical prompt cues that are given to provide specific information to the learner (sit down, give it to me).

- It is important that each person interacting with the learner is consistent in the way the touch cues are delivered so they begin to be meaningful to the learner.

- The following tactile or touch cues are provided as examples of different forms the cues may take to convey different meanings to the learner. Initially, only three or four cues may be used. When the learner responds to those cues, more may be added:

Examples of Tactile/Touch Cues

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Your identification (object)</td>
<td>specific to the individual</td>
</tr>
<tr>
<td>b. &quot;Hi&quot; - approach cue</td>
<td>lightly rub his hand or shoulder</td>
</tr>
<tr>
<td>c. &quot;Bye&quot; - termination cue</td>
<td>lightly rub or tap lower shoulder</td>
</tr>
<tr>
<td>d. &quot;Out/Down&quot; - change in placement</td>
<td>lightly pull on arms</td>
</tr>
<tr>
<td>e. &quot;Eat&quot; - cue (object)</td>
<td>touch bottom lip twice</td>
</tr>
<tr>
<td>f. &quot;Change&quot; or &quot;Bathroom&quot; - cue</td>
<td>gently tug at waistband</td>
</tr>
<tr>
<td>g. &quot;Up&quot;</td>
<td>gently tug on hand and arm</td>
</tr>
<tr>
<td>h. &quot;No&quot;</td>
<td>tap firmly twice on outer wrist</td>
</tr>
<tr>
<td>i. &quot;Name&quot; or possession cue</td>
<td>touch chest</td>
</tr>
<tr>
<td>j. &quot;Want more?&quot; cue</td>
<td>&quot;M&quot; fingers stroke from knuckles to fingertips</td>
</tr>
<tr>
<td>k. &quot;Give me&quot;</td>
<td>&quot;M&quot; fingers stroke inside of his fingertips</td>
</tr>
<tr>
<td>l. &quot;Take it&quot;</td>
<td>tap twice (with one finger) at mid hand</td>
</tr>
<tr>
<td>m. &quot;Let go&quot;</td>
<td>shake his wrist with thumb and forefinger</td>
</tr>
<tr>
<td>n. &quot;Look for&quot;</td>
<td>put your hand over his flat outer hand</td>
</tr>
<tr>
<td>o. &quot;Go&quot;</td>
<td>and move from side to side</td>
</tr>
<tr>
<td>p. &quot;Stop&quot;</td>
<td>gently guide elbow</td>
</tr>
<tr>
<td>q. &quot;Finished&quot; (object)</td>
<td>take both hands and firmly put them down</td>
</tr>
<tr>
<td>r. &quot;Sit&quot;</td>
<td>gently guide student's hand to push away</td>
</tr>
<tr>
<td>s. &quot;Stand&quot;</td>
<td>the object (at forefinger)</td>
</tr>
<tr>
<td>t. &quot;Drink&quot; (object)</td>
<td>gently push twice at shoulder</td>
</tr>
<tr>
<td>u. &quot;Bed/sleep&quot; (object)</td>
<td>gently stroke upward on both arms</td>
</tr>
<tr>
<td>v. &quot;Bath&quot;</td>
<td>touch bottom lip and gently push up</td>
</tr>
<tr>
<td>w. &quot;Clothes on&quot;</td>
<td>gently stroke both eye lids</td>
</tr>
<tr>
<td>x. &quot;Put in&quot;</td>
<td>gently rub between the breast bone</td>
</tr>
<tr>
<td>y. &quot;Take out&quot;</td>
<td>guide his hand downward with one finger</td>
</tr>
<tr>
<td>z. &quot;Close&quot;</td>
<td>guide his hand upward (from palm) with</td>
</tr>
<tr>
<td></td>
<td>one finger</td>
</tr>
<tr>
<td></td>
<td>assist student to turn his hand downward</td>
</tr>
<tr>
<td></td>
<td>using one finger at his wrist</td>
</tr>
</tbody>
</table>
Functional Object Cues

- Object cues have the advantage of being stationary and tangible, whereas speech or sign cues are not.
- Object cues are especially useful when time will lapse between the time the "message" is given (go to the gym) and the time it takes the learner to complete the behavior since memory spans for learners with severe handicaps may be quite short.
- Initially real objects that are part of routine activities will be used as cues. Later, objects that represent an activity may be used.
- The following object cues are presented as examples that may be used:

Object Cues and Meaning Across Domains/Activities for Older Learners

Daily Living/Domestic

Eating -
- Small cereal box - eat breakfast
- Meal ticket - eat lunch
- Tray away - finished

Meal Preparation -
- Picture book/potholder - time to prepare
- Sponge/dishcloth - time to clean up

Self Care -
- Small toothpaste/comb/mirror - go to bathroom for self care

Laundry -
- Detergent cap - time to do laundry

Vocational
- Work - timecard - time for work

In School -
- Small tin can - time to pick up trash
- Smashed small can - time to mash cans
- Stick-ems - time to xerox

Community
- I.D. card - time to go into community; plastic glove - uses to package silverware; small book - go to church to straighten up hymnals; vending machines - money card; grocery store - list with pictures or magnetboard with beans, katsup, eggs.
Leisure/Recreation

Group card game -
   Card - time to play cards

P.E. -
   Whistle - time to go to P.E.

Exercise Bike -
   Handle grip - time to ride the exercise bike

Music -
   Small audiotape - time for listening to tapes

Make Snack -
   Popcorn cue - time to pop pop corn
### Forms of Functional Object Cues for Infants/Young Children

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Object (form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Person identification</td>
<td>individual (ring/hair)</td>
</tr>
<tr>
<td>b. Eat</td>
<td>spoon</td>
</tr>
<tr>
<td>c. Drink</td>
<td>bottle/small cup</td>
</tr>
<tr>
<td>d. Change</td>
<td>pants or diaper (young)</td>
</tr>
<tr>
<td>e. Go</td>
<td>walker</td>
</tr>
<tr>
<td>f. Finished</td>
<td>tub to put objects in</td>
</tr>
<tr>
<td>g. Bed/sleep</td>
<td>blanket, small pillow or bed toy</td>
</tr>
<tr>
<td>h. Down on mat</td>
<td>piece of the mat/carpet</td>
</tr>
<tr>
<td>i. Going to play area</td>
<td>a specific toy</td>
</tr>
<tr>
<td>j. Bath</td>
<td>washcloth or sponge</td>
</tr>
<tr>
<td>k. Dress</td>
<td>small shoe</td>
</tr>
<tr>
<td>l. Outside</td>
<td>turf or small brick piece</td>
</tr>
<tr>
<td>m. Music</td>
<td>tape</td>
</tr>
<tr>
<td>n. Bubbles</td>
<td>bubble wand</td>
</tr>
<tr>
<td>o. Air on face</td>
<td>balloon</td>
</tr>
<tr>
<td>p. Swing</td>
<td>piece of chain or rubber</td>
</tr>
<tr>
<td>q. Drink</td>
<td>cup</td>
</tr>
<tr>
<td>r. Vibration pad</td>
<td>piece of plastic</td>
</tr>
<tr>
<td>s. Yogurt</td>
<td>yogurt container</td>
</tr>
<tr>
<td>t. Cracker</td>
<td>plastic container</td>
</tr>
<tr>
<td>u. Snack</td>
<td>small tupperware</td>
</tr>
<tr>
<td>v. Drive in car</td>
<td>keys</td>
</tr>
<tr>
<td>w. Swimming</td>
<td>suit/cap</td>
</tr>
<tr>
<td>x. Music location</td>
<td>small instrument/bells</td>
</tr>
<tr>
<td>y. Shopping/breaktime</td>
<td>money</td>
</tr>
<tr>
<td>z. Locations (gym) (specific to child's age and environment)</td>
<td>whistle</td>
</tr>
</tbody>
</table>
As the learner begins to understand the meaning of the object cues when the object is given to him/her, a time management/calendar system may be developed so that the learner begins to get the objects himself in order to function more independently without your directives. In order to develop a time management calendar system for a learner, the teacher must consider four variables.

a. At least 4-5 routine activities must be occurring daily,
b. An object that "stands for" each activity must be selected,
c. The objects must be sequenced in an order,
d. The learner must have a way of knowing when an activity is completed and when the next activity is to begin (as in closing the cover on the slot in which the object is kept).

Example:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Object Cue</th>
<th>Sequences</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>small cereal box</td>
<td>1</td>
<td>Cover down</td>
</tr>
<tr>
<td>Attendance to office</td>
<td>envelope</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>Cafeteria (job)</td>
<td>spoon</td>
<td>3</td>
<td>&quot;</td>
</tr>
<tr>
<td>Sort laundry</td>
<td>washcloth</td>
<td>4</td>
<td>&quot;</td>
</tr>
<tr>
<td>Leisure (tape)</td>
<td>small tape</td>
<td>5</td>
<td>&quot;</td>
</tr>
<tr>
<td>Gym</td>
<td>whistle</td>
<td>6</td>
<td>&quot;</td>
</tr>
<tr>
<td>Lunch</td>
<td>meal ticket</td>
<td>7</td>
<td>&quot;</td>
</tr>
<tr>
<td>Leisure (exercycle)</td>
<td>grip</td>
<td>8</td>
<td>&quot;</td>
</tr>
<tr>
<td>Work</td>
<td>timecard</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

The learner would take the small cereal box and go to the cafeteria for breakfast. When he returns to the classroom after breakfast, he puts the cereal box back in the first slot and closes the slot. He then takes his envelope and gives it to the teacher to put the day's attendance form in and takes it to the school office.
- Often gesture cues may be more meaningful to a learner than words. Gesture cues should initially be presented in the context of a functional activity.

- It is important that each person interacting with the learner provides the gesture cues in the same way so they can become meaningful to the learner.

- The following are examples of gesture cues that may be used:

  a. Sit down  
  b. Stand up  
  c. Come here  
  d. Give it to me  
  e. Take it  
  f. Look here  
  g. Go outside  
  h. Finished  
  i. Pick it up  
  j. Put it in  
  k. Stir it  
  l. Blow your nose  
  m. Wipe your mouth  
  n. Come with me  
  o. Which do you want?  
  p. What?

- Initially, sign cues may be an extension of the gesture cue system with those signs that represent the activity or the action being used first.

- Even though the learner may not learn to use signs expressively, the signs may add to his/her understanding of speech.

- The following are examples of some of the early signs that may be used:

  a. What do you want?  
  b. Throw it away  
  c. Want more?  
  d. No!  
  e. Finished!  
  f. Go  
  g. Turn it  
  h. Wash/wipe off  
  i. Take it off  
  j. Eat  
  k. Drink  
  l. Get  
  m. Signs that represent objects (book, cup, kleenex) may be introduced  
  n. Signs that are important for regular activities (work, make, stop that, help) may be introduced gradually

- Young children (and many of our learners with severe handicaps) may respond to intonation or inflection features of speech long before they understand the meanings of the words or phrases that are used.
- It is critical that simple words or phrases are paired with any other type of cue that is used so that the words can begin to take on meaning.

- When object identification or the names of persons who interact with the learner are being taught, it is important that words are selected that sound very different from one another. These aspects of teaching receptive communication will be discussed later.

Activity #3: Forms of Receptive Communication - Turn to the following page for Activity 3

3.3 Content of Receptive Communication

- The content of communication addressed to the learner will be based on the directives, models, feedback, attention devices, questions, opportunities for choices and preferences, and termination of an activity across domains, activities, and tasks.

- The routines of each activity provide natural cues and chains of behaviors that are powerful support cues for the learner.

3.4 Assessment of Receptive Communication

- The forms, functions, and content that the learner understands should be assessed across all domains and activities.

- A task analysis should include the specific instructions such as "turn off" with the specific gestures that are used.

- Copies of the Receptive Communication Profile are in Appendix F.

Activity #4: Receptive Communication Assessment - Turn to the following page for Activity 4
Directions: You will observe a role play situation. The trainer will present a form of a receptive cue (one at a time). You will decide if the cue was a gesture cue, a touch cue, etc. Each trainee is to mark the cue presented under each column. If two forms are used, check more than one box. An activity criterion of 80% should be reached.

If more than two (2) examples are incorrect, the trainer will provide additional forms for you to observe.
3.5 Principles of Delivering Receptive Cues

- Never act on a learner without letting the person know what is about to happen (they deserve human dignity).
- Physically assist the learner through a task as little as necessary (do not teach them to be prompt dependent).
- If the learner does not understand what you expect of him/her, you have a...break-down of communication ... it is up to you as a speaker or interactor to "repair" your cue by using a lower mode and form of a cue that the learner does understand.
- Provide a cue in a mode (such as speech only) one (1) time.
- Allow the learner time to respond (3-4 seconds) before you repair your cue by providing a more simple cue (such as a gesture cue).
- Remember - your job is to make yourself understood by the learner in the way that works and to gradually pair higher forms of cues so that the words become meaningful.

4.0 DETERMINING EXPRESSIVE COMMUNICATION OBJECTIVES

4.1 Forms of Expressive Communication

It is critical that the teacher (and Speech/Language Pathologist) understand that a learner with handicaps may communicate through a number of different forms. Initially, for the majority of learners with severe handicaps, these forms may not be language or symbolic forms. They may be very simple and concrete means of getting the listener to respond in some way.

Remember - forms of expressive communication are a way to communicate. Some learners may never learn to talk or to sign, but they can learn to communicate. Again, as in receptive communication, the learner's visual, auditory, motor, and cognitive skills will determine what forms of expressive communication he/she will
be able to use. Therefore, it is difficult
to determine an exact sequence of teaching
that each learner will follow - that would
not be possible. Often, adapted forms or
equipment will be necessary.

○ A Sequence of Forms

-Levels of forms - a sequence of
communication behaviors or forms are
presented across different levels of
expressive use. Whereas, these levels
are somewhat arbitrary, these are based
on an easy - to - difficult sequence as
well as functional use data by many
learners with severe multiple handicaps.
The levels provide a guideline or
general measure of where the learner
is functioning.

-Concrete and simple motor - to -
abstract and complex motor: The
sequence of forms across the levels
are arranged from simple and concrete -
gradually becoming more abstract and
complex. It should be the intent of
the teacher to move the learner through
the levels or to "up the ante" so that
the learner does not remain at one level
but learns through a systematic teaching
process to communicate about...more
things...more effectively...more effi-
ciently to be understood by more people.

○ Levels and Features of Communication

-Different levels and examples of
different forms are provided on the
following two pages.

ACTIVITY #5: Forms of Expressive Communication -
Turn to page W-22 for the levels of communication
for Activity 5.

4.2 Functions of Expressive Communication

○ The learner will learn to use forms
of communication to express different
functions or to achieve different goals.
Initially, the learner will use one
form for only one function.
Levels/Features | Forms | Examples
--- | --- | ---
Intentional Behavior | 1. General body movements | Leans head forward
 | 2. Specific body movements | Reaches to grasp
 | 3. Vocalizations | Exhibits an abusive behavior
 | 4. Adaptations with switches | Press switch for music

The teacher arranges the environment and is responsive to purposeful behaviors so that the learner learns that he/she can impact the environment and anticipates that he/she are active in making something occur. In this manner the learner advances to the next level so that he/she not only purposefully acts, but that he learns to act on other people to get things done or to affect his environment if he can't do it by himself.

Level I. Early Communication

These behaviors are simple (non-symbolic) forms that are directed towards another person for the intent of causing that person to act. The learner must look at the person or orient to that person. These early forms of behaviors are either directed to the person or the object, but not to both. If the learner is not successful in getting his message across, he may give up or resort to inappropriate behaviors.

1. Vocalization (auditory signal)
2. Eye gaze
3. Body movement
4. Touch person
5. Touch object (object or 2 held)
6. Touches 2 objects not held
7. Adaptations

The learner gradually becomes more purposeful in using these behaviors and in anticipating that he/she can affect another person. Therefore, it is critical that the learner is responded to consistently. Some learners may exhibit very subtle behaviors if they have little voluntary control over their movements.
Trainee Workbook

Levels/Features | Forms | Examples
---|---|---

**Level II. Conventional Communication**

The behaviors at this level are still not symbolic, but they are behaviors that are used by most persons in conjunction with speech. At this level the learner begins to coordinate the use of objects and people. Throughout this level the objects and the person become more distanced. The learner should be encouraged to pair these behaviors, such as pointing and vocalizing.

1. Touch person & object (or move person's arm to object)
2. Extend real objects
   - Cup for more milk
   - Tape to turn on
   - Money for coke
3. Use of 3 simple gestures
4. Point to near object
5. Adapted 2-choice communication device
6. Yes/no
   - Head motion

At this point the learner is still communicating about the here and now, using concrete forms. Learners with higher cognitive skills may not have trouble advancing to signs, words, or other abstract symbols. However, many learners will need to go through a transition process in which the forms gradually become more abstract. For these learners it is necessary to go through the next level of teaching more abstract symbols.

**Level III. Emerging Symbol Communication Systems**

At this level, the forms used to communicate are changed so that they gradually become more abstract. A learner who does not have the fine motor control to point, may extend the objects. Also, some learners may use a combination of motor responses, pointing, gestures, vocalizations. The teacher is continuously expanding the learner's vocabulary so that the learner can communicate about more things in the environment.

1. Extend/point to miniature objects
2. Extend/point to object parts that are part of the whole
3. Extend/point to pictures/line drawings
4. Use more complex gestures

At Level III, the learner needs to demonstrate that if he/she uses an object representation, they can then select the real object; they have to demonstrate that they understand the 1:1 correspondence between a representation and the real object (referent). At this level the learner should have a vocabulary of at least 25 objects, activities or meanings that they can express across a variety of routine activities.

**Level IV. Early Language**

At this level the learner is able to use at least 2 symbols that represent or stand for specific objects. These language forms may be speech words, signs or abstract symbols.

1. a. Close word approximations
   b. True signs
   c. Written words or abstract symbols
2. Use of two words for 2 different functions
3. Use of two words for objects that are not immediately visible or present
The trainer will demonstrate ten specific forms of communication. Record a check under the specific form being demonstrated for each trial. You may request the trainee to repeat the example if it was unclear. All trainees will record, individually, what form was communicated by checking the correct column below:

<table>
<thead>
<tr>
<th>Forms</th>
<th>Vocalization</th>
<th>Eye Gaze</th>
<th>Real Movement</th>
<th>Touch Person</th>
<th>Touch Person &amp; Object</th>
<th>Extend Real Object</th>
<th>Use Simple Gestures</th>
<th>Point</th>
<th>Use Miniat ure Object</th>
<th>Use Association Objects</th>
<th>Speech</th>
<th>Signs</th>
<th>Written</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Later, the learner will be able to use a form for at least two different functions.

- Example "Teacher's name" may be used to get her attention or answer the question "Who's your teacher?" "Ms. Dodd."

**Types of Communication Functions**

The following are types of communication functions that will be taught initially. The second group of functions will be taught once the learner demonstrates consistent use of the first group.

Early functions:
- Calling or accessing people
- Protesting
- Requesting continuation of an activity once it is started and then discontinued
- Requesting from a choice of two objects or activities

Later developing functions:
- Social greeting
- Offering or transferring objects
- Repeating
- Answering questions
- Naming or labeling
- Commenting
- Replying
- Requesting information
- Additional (joking, lying, convincing, etc.)

---

**ACTIVITY #6:** Forms and Functions of Expressive Communication - Turn to the following page for Activity 6

---

**4.3 Content of Communication**

Two aspects of the content of communication must be considered in order for the learner to have "something to communicate about."
Forms & Functions of Expressive Communication

Activity #6: This activity will be demonstrated similarly to the previous one. Only this time, the trainer will demonstrate a form and a clear function. Observe and record both the form and function of each communicative behavior in the column below.

<table>
<thead>
<tr>
<th>Forms</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocalization</td>
<td>Attention/access people</td>
</tr>
<tr>
<td>Eye gaze</td>
<td>Protest</td>
</tr>
<tr>
<td>Body movement</td>
<td>Request continuation</td>
</tr>
<tr>
<td>Touch person/object</td>
<td>Choice</td>
</tr>
<tr>
<td>Extend real object</td>
<td>Other</td>
</tr>
<tr>
<td>Use simple gestures</td>
<td></td>
</tr>
<tr>
<td>Use miniature objects</td>
<td></td>
</tr>
<tr>
<td>Use association object</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>Signs</td>
</tr>
<tr>
<td>Adaptation</td>
<td>Adaptation</td>
</tr>
<tr>
<td>Choice</td>
<td>Request continuation</td>
</tr>
</tbody>
</table>

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
○ **Vocabulary**

Object, persons, activities, locations, events are aspects of the environment that are communicated about. They represent the content of vocabulary.

- Select vocabulary that is functional and would be used frequently.

- Select vocabulary initially that can be expressed by forms of communication that do not look alike, sound alike, or can be easily confused.

○ **Functional Routine Activities**

- We all communicate about our daily activities: work, leisure, our homes, our friends, what we are going to do, where we are going. Remember - learners who do not engage in functional sequences of activities may have nothing to communicate about even if they have the forms to communicate.

- Functional activities provide us with content to teach communication in conjunction with teaching other daily skills, work, and leisure skills. These activities should be age-appropriate and lead to productive adult skills.

- Functional activities should have a specific preparation, implementation, and termination in order to be rich in content.

- Functional activities should be analyzed to determine what opportunities there are for both receptive cues and for use of expressive communication.

- Often, only directives are given without giving the learner an opportunity to use his/her communication systems. Each major activity should be analyzed so that at least 3-5 opportunities are provided for expressive use of communication.

4.4 **Assessment of Expressive Communication**

- The assessment of expressive communication is designed as a tool for individualized programming, not overall evaluation.
The assessment is designed so that repeated measures of the learners' skill development or teaching can be measured.

The assessment is designed to assess three features of the learners' expressive communication system.

- **Forms** that the learner is currently using and a plan for teaching the next forms.
- **Functions** that the learner is using, and
- **Routine activities** that serve as the context of assessment.

---

**ACTIVITY #7: Practice Expressive Communication Assessment**

Turn to the following page for Activity 7

---

**5.0 DETERMINING COMMUNICATION CONTENT & STRATEGIES**

**5.1 Developing the IEP and Communication Programming**

- Once the Receptive and Expressive Communication Profiles have been completed, objectives for communication should be included on the IEP.

- The forms that the learner understands and uses should be listed under strengths.

- The criterion for completion should include the activities (across domains) in which the forms & functions will be used.

---

**ACTIVITY #8: Demonstration of Expressive Communication Assessment**

Turn to the following page for Activity 8

---

**5.2 Specify the Functional Receptive & Expressive Content.**

- The Communication Program Planning sheet can be used to assist you in your task analysis of other activities.

- Additional trials may need to be provided in natural simulated activities if less than five opportunities are presented for any targeted form across a day.
### Expressive Communication Assessment

<table>
<thead>
<tr>
<th>Domain</th>
<th>Activity</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Living/Domestic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation/Leisure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Forms**
- Adapted Switch
- Yes/No
- Picture or Line Drawing
- 2-Word/3-Word or Speech
- Access People
- Repeat Directions
- Repeat Choice
- OK

**Function**
- Picture or Line Drawing
- 2-Word/3-Word or Speech
- Access People
- Repeat Directions
- Repeat Choice
- OK

**Directions**
- Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the learner does or could communicate about under content. Score X for the communication forms observed and O for the forms not observed. Check the functions that were communicated by the learner.
ACTIVITY #8

You will work with your partner and one trainer in the Lunch activity with the learner. The trainer will administer the first 3-4 trials while you familiarize yourself with the scoring procedure. You and your partner will take turns either presenting the trials or recording the learner's responses. Make sure that you observe the learner carefully to determine if he/she initiates any communicative behaviors. Note also what specific functions that he/she is using.

The trainer will randomly check your scoring to determine if you are giving the learner credit for the appropriate forms and functions.

# of trainer agreements ___
# of trainer disagreements ___

Overall % ___ ___
**EXPRESSIVE COMMUNICATION ASSESSMENT**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Activity</th>
<th>Content</th>
<th>FORMS</th>
<th>FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Living/Domestic</td>
<td></td>
<td></td>
<td>Adopt-a-Switch</td>
<td>Teach to Pray</td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation/Lesisure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

K. Stremel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the learner does or could communicate about under content. Score X for the communication forms observed and 0 for the forms not observed. Check the functions that were communicated by the learner.
ACTIVITY #9a & #9b: Ecological Communication Planning - turn to the pages following the Assessment for Activity 9a & 9b

6.0 Evaluation

6.1 Posttest

ACTIVITY #10: Posttest - Turn to the page following the Communication Program Planning for Activity 10

6.2 Trainee Workshop Evaluation

ACTIVITY #11: McCallon Satisfaction - The McCallon Satisfaction measure is located after the Posttest.
Trainee Workbook

Communication Planning Across Domains

ACTIVITY 9a & b

Directions - From the completed receptive and expressive communication profiles, write down the forms that the learner uses and those that are to be taught (on left side of page):

Select an activity that can provide a rich content for the individual learner and write the selected activity under each domain (see Activity 9a sheet).

Next, list both receptive and expressive forms (and functions) that could be targeted in the 3 phases of an activity.

Write the number of the form being targeted (Selects choice - 2 - by touching object).

Finally, circle those forms/functions that occur across two or more activities. Write P if the interaction involves a peer. (Peers may also include those without handicaps).

Example:

<table>
<thead>
<tr>
<th>Form targeted</th>
<th>Going to convenience store (2 yr.-old student deaf-blind)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Receptive</td>
<td>Expressive</td>
</tr>
<tr>
<td>1. touch cue</td>
<td>o Gets wallet (4)</td>
<td></td>
</tr>
<tr>
<td>2. object cue</td>
<td>o Attention cue (1) &quot;go&quot;</td>
<td></td>
</tr>
<tr>
<td>3. hand-in-hand singing</td>
<td>o Step down (1)</td>
<td></td>
</tr>
<tr>
<td>4. object sequence</td>
<td>o Stop (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Go (1)</td>
<td></td>
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<td></td>
<td>o Open (1)</td>
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<tr>
<td>1. I call person</td>
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<td></td>
</tr>
<tr>
<td>2. Touch object/Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Give-transfer</td>
<td></td>
<td></td>
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<tr>
<td>4. Request more</td>
<td></td>
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</tr>
<tr>
<td>5. Protest</td>
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</tr>
</tbody>
</table>

       | Selects choice (2)                                     |
|----------------------------------------------------------|----------------------------------------------------------|
| Selects choice (2)                                        | Selects choice (2)                                        |
| Offer/trans (3)                                           | Gives (3)                                                |
| W-                                                        | W-                                                       |

Notes:

Going to convenience store (2 yr.-old student deaf-blind)

Receptive

- Gets wallet (4)
- Attention cue (1)
- "go"
- Step down (1)
- Stop (1)
- Go (1)
- Open (1)

Expressive

- Choice (2)
- Drink
- Choice eat (2)
- Get me coke (1/3)
- Give me (1)
- Open (1/2)
- Stop (1)
- Step (1)
- Put away (4)
- Throw away (2/3)
- New activity (4)
Activities Across Domains

**Domain**

**Activity**

**Daily Living/Domestic**

- **Personal Care** - brushing teeth
  - washing, showering, bathing
  - applying deodorant
  - applying make-up (if appropriate)
  - washing hair, styling hair
  - dressing - choosing clothing putting on clothing

- **Meals Prep.** - making breakfast, lunch, dinner
  - planning meal
  - setting table
  - purchasing ingredients for meal
  - table manners
  - social interaction (dinner table)

- **Clothing care** - washing laundry
  - sorting laundry
  - folding laundry
  - hanging clothes on hangers
  - putting laundry away when clean

- **House care** - making bed
  - cleaning kitchen - sink
    - dishes
    - floor
    - stove
  - vacuuming
  - dusting
  - washing windows/mirrors
  - cleaning bathtub
  - cleaning table
  - cleaning sink (bathroom)

**Vocational**

- **Janitorial** - cleaning/emphasizing ashtrays
  - emphasizing garbage
  - cleaning bathroom
  - vacuuming
  - cleaning break room
  - washing windows

- **Secretarial** - filing
  - sorting mail
  - putting away supplies
  - making copies with copy machine
  - stapling papers
  - folding/addressing correspondences
Assembly - bagging by size, shape, color, number, sorting, quality control, locating parts, asking for help

Recreation/leisure

Playing game requiring at least 2 people (table game)
working a jigsaw puzzle
latch - hooking rug, pillow
needle work - cross stitch, needle point
sports such as volley ball, soft ball
movies - choosing movie, purchasing tickets,
getting snack, locating seat
bowling - money, shoes, lanes, keeping score etc.

Community

Post office - buying stamps
mailing letters
mailing packages

bank - making deposits
withdrawing money
getting change
cashing check

restaurant - choosing restaurant
choosing from menu
ordering meal
eating meal
paying for meal

shopping - clothing
locate store based on needs
find items needed
locate size
determine price
try on items (if necessary)
locate cashier
pay for items

(Margaret Denney, 1988)
**COMMUNICATION PROGRAM PLANNING**

**Learner's Name**

<table>
<thead>
<tr>
<th>Domains</th>
<th>Domestic</th>
<th>Vocational</th>
<th>Recreation/Leisure</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity (specify)</td>
<td>Receptive</td>
<td>Expressive</td>
<td>Receptive</td>
<td>Expressive</td>
</tr>
</tbody>
</table>

**Phase**

**Receptive Communication**

Forms Understood:

1. 
2. 
3. 

Forms to be Taught:

(expanded)

1. 
2. 

**Expressive Communication**

Forms Used:

1. 
2. 
3. 
4. 
5. 

Forms to be Taught:

1. 
2. 

**Date**
Pre-posttest

ACTIVITY #10

Name ___________________________________________ PRE_______ POST_______

1. What three (3) related skill areas (other than expressive/receptive communication) must be considered when programming communication for infants/young children with handicaps?

2. Three major aspects are critical to communication and language development. Define each of these three aspects.
   a. Content
   b. Form
   c. Function or Use

3. Provide two examples of nonvocal (not crying, babbling) behaviors for each of the following:
   a. Early prelanguage communication (nonsymbolic):
      1. 
      2. 
   b. Conventional prelanguage communication (nonsymbolic):
      1. 
      2. 

4. List four types of communication functions (intents, uses, reasons) that are used by young children (Do not list specific behaviors).
   a. ____________________________
   b. ____________________________
   c. ____________________________
   d. ____________________________
5. Match the following behaviors that best reflect the level of communication development.

Child manipulates or assists Mom to get more food. _____

Child extends his cup for more milk. _____

Child activates an Active Stimulation Switch to get more music. _____

A. Level I
   Reflexive behaviors

B. Level V
   Emerging concrete language

C. Level II
   Intentional behavior

D. Level III
   Early communication

E. Level IV
   Conventional intentional communication

6. List three strategies that can be used to increase or enhance the child's expressive communication.

a. ____________________________

b. ____________________________

c. ____________________________
WORKSHOP EVALUATION SCALE

Workshop Names __________________________ Dates ______________

Presentor: ________________________________

INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The organization of the workshop was</td>
<td>Poor</td>
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<tr>
<td>2. The objectives of the workshop were:</td>
<td>Vague</td>
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<tr>
<td>3. The work of the presenters was:</td>
<td>Poor</td>
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<tr>
<td>4. The schedule of the workshop was:</td>
<td>Poor</td>
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<tr>
<td>5. The scope (coverage) was:</td>
<td>Inadequate</td>
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</tr>
<tr>
<td>6. Information in the handouts were:</td>
<td>No Benefit</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>7. Overall, I consider this workshop:</td>
<td>Poor</td>
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<td></td>
</tr>
<tr>
<td>8. Do you feel a need for additional information about this topic?</td>
<td>Yes</td>
<td>1.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>No</td>
<td>2.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The stronger features of the workshop were: ____________________________________________________

The weaker features were: ________________________________________________________________

General Comments: _______________________________________________________________

BIBLIOGRAPHY


APPENDIX A
MATERIALS LIST
Materials List

- Notecards for Activities that describe each individual activity (optional)
  - Activity #2
  - Activity #3
  - Activity #4
  - Activity #5
  - Activity #6
  - Activity #10
  - Transparency #5
  - Transparency #8

- Microswitches
  - Leaf
  - Plate
  - Vibration
  - Voice

- Adapted objects
  - Fan
  - Tapedecorder
  - Light

- Miniature objects

- Real objects (these can be substituted)
  - Spoon
  - Washcloth
  - Toothbrush
  - Cereal Box
  - Green Nogahide
  - Whistle
  - I.D. Card
  - Wastebasket
  - Cup
  - Napkin

- Pictures
  - Extension cord
  - Batteries
APPENDIX B
COMPETENCY SHEET
## Competency Scores for Communication Training

<table>
<thead>
<tr>
<th>Activity</th>
<th>Trainee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
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<td>3</td>
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<td>4</td>
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<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>#1 Pretest</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>#2 Functions of Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>#3 Forms of Receptive Cues</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>#4 Receptive Assessment</td>
<td></td>
</tr>
<tr>
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<td>#5 Forms of Expressive Communication</td>
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<td>#7 Expressive Assessment of Student</td>
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<td>#8 Program Planning</td>
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**Percentage Completion**
Purpose: The posttest is given to determine the knowledge that the trainee gained as a result of the training.

1. Three major aspects are critical to communication and language development. Define each of these three aspects:
   a. Content - Something to communicate about
   b. Form - A "way" or "means" to communicate
   c. Function - A "reason" or the purpose of communication

2. List four forms of non-symbolic communication other than eye gaze and vocalizations:
   a. Touching a person or an object
   b. Pointing
   c. Using a "calling device": giving objects, using miniature objects
   d. Using gestures: body movements

3. List four of the earliest communication functions (intents/reasons) that are used by learners with handicaps.
   a. Protesting
   b. Calling for attention
   c. Requesting more/requesting
   d. Requesting choices

4. List three specific receptive (input) systems that can be used with low incidence, handicapped populations that do not include speech or signs.
   a. Touch cues
   b. Object cues
   c. Gestures

5. Match the following behaviors that best reflect the level of communication development by putting A, B, C, D, or E by the following examples:

   Learner touches Mom to get more food.  
   A. Symbolic Language

   Learner points to a miniature object to order at McDonalds.  
   B. Emerging Language

   Learner extends his cup to a peer for more milk.  
   C. Intentional Behavior

   Learner activates a switch to get more music by himself.  
   D. Early Communication

   Learner signs "help" to get teacher to open a container.  
   E. Conventional Communication

   Learner gestures "no" for protest.  

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APPENDIX D
MANUAL SIGNS

The sign resources were taken from Signs of the Time (J. Clark-Guida, 1984), Teaching Research Publications. They were produced under #300-81-0411 from the Office of Special Education to Teaching Research, (K. Stremel-Campbell, Project Director). 1
BOOK
Flat hands, palms together open. (Hands represent covers of book)

SET
"Y" hand, fingers bent sit on "U" hand. (Fingers represent legs)

STAND
"Y" hand stands on flat palm. (Fingers represent legs)

CUP
"C" hand placed on flat palm of left hand. (Represents cup placed on a table)

EAT
Flat "O" fingertips touch lips. (Miming to eat)

DRINK
"L" hand tips toward mouth. (Miming to drink)
GO
Point away from self with index fingers. (Common gesture)

COME
Motion toward self with hands. (Common gesture)

UP
Points up with "U" hand. (Emphasizing first letter of the word. Using index finger to point upwards is also a very common gesture)

YES
"S" hand nods up and down. (Hand represents head nodding)
NO
Two fingers stune and open on
thumb. (Indicating form of
finger spelling no)

BANANA
"Peel" index finger with right
thumb lip. (Represents
peeling a banana)

I
"P" hand placed on cheek.
(Emphasis on letter I as in pointing to self)

MY
Flat hand on chest. (Common
gesture)

EGG
Right "U" hand strikes left "U"
hand and separates. (Repre-
senting cracking an egg)

APPLE
"A" hand with index knuckle
out a bit twists on chest.
(Representing coring an apple)

WATER
"W" hand at lips. Index finger
of "W" taps lips several times.
("W" signed at mouth repre-
senting drinking; initial
specifically indicated water)
BAGUETTE
Insert flat hand into "C" hand. (Representing putting filling between pieces of bread)

WANT
Claw hands move in towards self. (Representing bringing to self what is wanted)

CRACKER
"A" hand taps on elbow. (Derived from an old custom from Europe of tapping crackers with elbow so crumbs fall into soup)

CHEESE
Flat hands twist at palms. (Representing old fashion cheese press)
SA RAH
"S" hand moves down side of face. (Representing the braids Sarah likes to wear using the 1st letter in her name)

ROSANNE
"R" hand crosses over nose as in the sign for flower. (Representing the rose in the name Rosanne using the 1st letter in her name)

JOHN
"J" made in combination with sign for reading. (Representing 1st letter of name and an activity John likes to do)

TONY
"T" hand circles over back of flat hand as in the sign for chocolate. (Representing 1st letter of name and something Tony is very fond of)
1. **SAY**
   "I" hand, index finger circles from mouth. (Representing words coming from mouth)

2. **STOP**
   Open hand lands on palm of open left hand. (Representing a railroad crossing gate)

3. **LOOK**
   "V" hand near face fingers point forward.

4. **JUMP**
   "V" hand jumps from open left hand. (Representing a person jumping)

5. **HOP**
   "I" hand hops from open left hand. (Representing a person hopping)

6. **WALK**
   Open hands move alternately. (Representing feet walking)
RUN
"S" hand, thumb touching, wiggle index fingers and move hands forward. (Representing a running motion)

SLOW
Open hand slowly draws up back of left hand. (Meaning comes from the slow drawn-out movement)

STEP
Open hands, right hand moves ahead. (Representing a foot stepping forward)

FAST
"L" hands quickly pull back to "S" hand. (Representing the kick of a gun when bullets are shot)

PLEASE
Palm circles on upper chest. (Representing a feeling of being pleased with oneself)
**SCHOOL**
Clap hands. (Representing teacher clapping for attention)

**GIRL**
"A" hand, thumb touching cheek, moves down jaw and repeats. (Representing a bonnet string) All signs representing females are performed near or at jaw, i.e., sun, she, woman, her.

**BOY**
Flat "O" hand move from forehead and repeat. (Indicating brim of cap) All signs representing males are performed near or at forehead, i.e., father, man, he, him.

**TEACHER**
Flat "O" hands move out from temple, change to open hands and move down. (Movement from temple indicates the giving of knowledge, open hands moving down indicates person)

**WHITE**
Bent hand move toward and touch chest. (Representing holding object)

**TABLE**
Right arm lies on left, hands open. (Representing arms resting on a table)

Index and middle fingers hang over thumb of left "C" hand. (Representing legs in sitting position on the initial "C" for chair)
PAPER
Brush palms of open hands.
(Representing paper moving through a machine)

CUT
"V" hand mimes cutting action near open left hand.
(Representing scissors and paper. In American Sign Language this would be used only for cutting with scissors.)

PENCIL
Hand moves from mouth to open left hand and mimes writing.

SCISSORS
"V" hand mimes cutting action.

DESK
"D" hand and arm bounce down on left arm. (Derived from the sign for table)

CRAYON
Index finger draws circle on left palm. (Representing the motion of coloring with a crayon)
COLOR
Fingers flutter in front of chin. (Representing the colors of the rainbow)

MIX
"Claw" hands circle alternately. (Motion represents mixing)

WATER
"W" hand at lips. Index finger of "W" taps lips several times. "W" signed at mouth representing drinking; initial specifically indicates water.

THAT
"I-L" hand rests on palm of left hand.
LEARN
Right hand moves from open palm to forehead ending with flat "CP" hand. (Representing taking knowledge from a book and adding it to your mind)

LISTEN
Open hand at ear. (Representing someone intensely listening)

TALK
Index fingers move alternately from mouth. (Representing words being exchanged)

TAKE
Extended "5" hand pulls back to closed fist. (Representing grasping an object and bringing it to yourself)

LINE
"1" hands draw apart illustrating a line perpendicular to your body. (Motion represents a straight line.)

TIME
Index finger touches wrist. (Indicating watch)
RADIO
"R" hands swing back and forth. (Derived from the sign for play)

PLAY
"V" hands twist back and forth. (Motion represents activity)

WORK
"S" hands, strike wrist together. (Representing slaves in shackles)

READ
"V" hand scans open left palm. (Representing eyes reading a page)

MATH
"M" hands brush over each other and repeat.

MUSIC
"M" hand sweeps above extended left arm. (Motion represents strumming an instrument)

BATHROOM
"T" hand shakes back and forth. (Initial T represents toilet)
**PRIESMD**

- Index fingers interlock, change positions then interlock again. (Representing close relationship)

---

**LUNCH**

- Combination of the signs for "eat" and "noon". (The "noon" sign represents the sun directly overhead in the sky)

---

**TO**

- Tip of index fingers touch. (Motion represents moving to something)
**PICK** - Miming picking a small object up.

**PLEASE** - Palm circles on upper chest. (Representing a feeling of being pleased with oneself)

**GET** - "S" hand reach out and "grasp" forming fists. (Representing reaching out and getting an object)

**PUT** - Flat "O" hand mimes putting an object down.

**BRING** - Flat hands moving in towards body. (Representing action of bringing something towards self)

**POINT** - Point outward with index finger.
UNWIND
"U" hand changes to "A" hand and moves behind flat of other hand.

BEHIND
"U" hand moves beside and in front of edge of flat hand.

LIMON II SIGN

DEMON
"IP hand moves beside flat out of edge of flat hand.

DOOR
Open hands together, palms out, one hand swings back and forth and then to original position. (Representing door opening and closing)

WINDOW
Flat hand rests on bottom flat hand, raises up and down. (Representing window opening and closing)

FLOOR
Flat hands touching move straight apart. (Representing the smooth flat surface of a floor)

TO
Tip of index fingers touch. (Motion represents moving to something)

OH
Place open hand on back of other hand. (Represents)
UNDER
Flat moves under flat hand. (Depicting a location: under)

CAR
"C" hands one on top of the other draw apart tracing an imaginary steering column. (Another common sign for car is to mime holding onto a steering wheel.)

GIVE
Open hands moving outward. (Miming offering or giving object to someone)
PEEL
Bent middle finger of "5" hand brushes upward on chest. (Representing feelings from the heart)

HAPPY
Open hand brushes upward on chest several times. Can also be signed using both hands. (Representing feeling from the heart)

SAD
Open hands move down in front of face. (Representing a "long face")

EXCITED
Bent middle fingers of "5" hands brush alternately upwards on chest. (Representing happy feelings from the heart)

MAD
Claw hand jerks down in front of face. (Abrupt action and facial expression depicts anger)

STUPID
"Y" hand shakes in front of nose.

TIRED
Fingertips of open hands rest on chest, hands droop downward. (Representing a sigh.)

SCARE
"S" hands change to "5" hands as they dart towards body. (Representing something jumping out and scaring you)

MICK
Bent middle fingers on forehead and on stomach. (Representing headache and stomach-ache)
LOVE
Arms cross over heart.
(Representing feeling of the heart)

LAUGH
"L" hands, fingertips brush up at corners of mouth several times.
(Representing the action of laughing)

CRY
Index fingers moving down cheeks.
(Representing tears running down cheeks)

BEST COPY AVAILABLE
APPENDIX E
ADAPTIVE RESOURCES
## Adaptive Resources

### Sources

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<th>Company</th>
<th>Address</th>
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<tr>
<td>Adaptive Aids/Handlers</td>
<td>P. O. Box 13178, Tucson, AZ 85732</td>
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<tr>
<td>Behavioraids</td>
<td>1210 W. Alemenda Drive, Tempe, AZ 85282</td>
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<tr>
<td>Linda Burkhart</td>
<td>Route 1, Box 124, Millville, PA 17846</td>
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<tr>
<td>Prentke-Romich</td>
<td>Route 2, Box 191, Shreve, OH 44676</td>
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<td>Zygo Industries, Inc.</td>
<td>Box 1008, Portland, OR 97207-1008</td>
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<td>Radio Shack (local stores)</td>
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<tr>
<td>Don Johnston</td>
<td>Developmental Equipment, Inc. P. O. Box 639, Wauconda, IL 60084 (312) 526-2682</td>
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<tr>
<td>Crestwood Company</td>
<td>P. O. Box 04606, Milwaukee, Wisconsin 53204-0606 (414) 461-9876</td>
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<tr>
<td>Creative Switch Industries</td>
<td>P. O. Box 5256, Des Moines, Iowa 50306 (515) 287-5748</td>
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<tr>
<td>Steven Kanor, Ph.D., Inc.</td>
<td>8 Main Street, Hastins-on-Hudson, NY 10706 (914) 478-0960</td>
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<tr>
<td>Handicapped Children's Technological Services</td>
<td>Dr. Edmund Zuromski, P. O. Box 7, Foster, RI 02825 (401) 861-3444</td>
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### Information/Equipment

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<td>Connecting Hardware</td>
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<td>Manual for homemade microswitches</td>
<td>Steven Kanor, Ph.D., Inc.</td>
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<tr>
<td>Communication aids</td>
<td>Radio Shack (local stores) (TA is offered by some Radio Shack personnel)</td>
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<tr>
<td>Microswitch supplies</td>
<td>Steven Kanor, Ph.D., Inc.</td>
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<td>Nonspeech Communication</td>
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<td>Environmental Controls</td>
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APPENDIX F
ADDITIONAL ASSESSMENTS & EXAMPLES
OF COMPLETED ASSESSMENTS
K. Stremel-Campbell & B. Wilson

**Directions:** Select at least one activity within 2-3 domains. Have the learner participate in the activity. Allow the learner to be as independent as possible. If you need to give a message to the learner, first use only verbal cues, next use sign or gesture, if there is no response 0; then use an object or touch cue. Score correct responses as X and incorrect responses as 0. Check the functions of your communication.

**RECEPTIVE COMMUNICATION ASSESSMENT**

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<th>Domain</th>
<th>Activity</th>
<th>Content</th>
<th>Speech</th>
<th>Sign</th>
<th>Print</th>
<th>Extemporal</th>
<th>Point</th>
<th>Voice</th>
<th>Environment</th>
<th>Attention</th>
<th>Hand/Sign</th>
<th>Request/Make Request</th>
<th>Respond to Voice</th>
<th>Question</th>
<th>Respond to a Command</th>
<th>Information</th>
<th>Social Comment</th>
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EXPRESSIVE COMMUNICATION ASSESSMENT

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FORMS

FUNCTION

K. Streemel-Campbell & B. Wilson

Directions: Select at least 1 activity within 2-3 domains. Have the learner participate in the activity. Provide choices to determine what the learner communicates about and how he communicates. Provide at least two (2) opportunities for the learner to communicate. Write down the words that the learner does or could communicate about under content. Score X for the communication forms observed and 0 for the forms not observed. Check the functions that were communicated by the learner.
COMMUNICATION PROGRAM PLANNING

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<th>Receptive Communication</th>
<th>Forms Understood:</th>
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Providing Services for Learners with Severe Disabilities

A Module for Developing Integrated Team Programming

Becky Wilson
Kathleen Stremel
deVergne Goodall

Department of Special Education
University of Southern Mississippi
INTRODUCTION

Learners with hearing/vision and/or multiple disabilities have a tremendous number of needs to be met. As often is the case, no one person, parent or professional can meet these various needs. In order to give each learner a chance at becoming a fully participating member in his adult society, parents and professionals must come together as a team to problem solve and implement strategies to overcome these unique needs.

The Integrated Team Programming Module was developed to be used with other modules in the series. The content of the module is based on utilizing information contained in the Communication Module, the Functional Curriculum Module and the Future's Planning Module. Each of the modules present information that allow parents and professionals to make programming decisions together.

The focus of the module is to provide the trainee with knowledge and practice of implementing an integrated team programming process. Any parent or professional with working knowledge/experience of the integrated team process may serve as a trainer. It is vital that parents/caregivers be included in the inservice training and participate as members of the team.

The module contains a Trainer's Guide and Trainee Workbook. Both are divided into the following sections:

1.0 Introduction - This section provides an overview of the goals and objectives of the inservice training. There is a pretest for trainees contained in this section.

2.0 Legislative and Rational Basis of the Team Concept - This section introduces the trainees to the team idea with a background of the legislative initiative.

3.0 Team Structure - This section describes the characteristics of a team and the process used in making decisions.

4.0 Team Membership: Their Roles and Responsibilities - This section presents the various team members and a description of their expertise as it relates to learners with multiple disabilities.

5.0 Team Approaches in the Delivery of Services - This section describes several different ways that teams function when providing services.

6.0 The Differences Between the Isolated Therapy Model and the Integrated Therapy Model - This section points out the drawbacks in using the Isolated Therapy Model and the benefits of the Integrated Therapy Model.
7.0 Process for Developing the Integrated Therapy Model - This section describes the steps to be taken by the team in order to provide an Integrated Therapy Model.

8.0 Implementing the Integrated Therapy Model - This section presents strategies to role release information and skills across team membership.

9.0 Evaluation - The final section contains a posttest to measure the trainees change in knowledge in regard to Integrated Team Programming.

The anticipated outcome of the inservice training is an increase in knowledge and skill level of the trainee in his functioning as a team member using the Integrated Therapy Model. It is important to present this model in the context of a Functional Curriculum within an integrated setting of typical peers for services.

The trainer should read and be familiar with the entire module, especially the trainee Workbook portion, prior to the inservice session. The trainer is encouraged to use videotapes, examples and actual demonstrations with the learners during the session. Activities within the module require "hands-on" demonstration and practice with team members. It is recommended that follow-up technical assistance be provided to assist the trainees to implement the Integrated Team Programming training in the respective settings.
ACKNOWLEDGEMENTS

We would like to acknowledge our appreciation to Jan Holston for her expertise in editing the module. She has the ability to make a document appear professional without ever becoming unnerved. We wish to thank the many parents and professionals who assisted us in developing our ideas, giving feedback and participation in the in service training. Without their input we would be unable to realize the endless possibilities their imaginations created when presented with seemingly impossible problems. Most importantly, we wish to express our deepest gratitude to the learners with hearing/vision and/or multiple disabilities. Their relentless hope that one day we, as parents and professionals, would get it together and begin to meet their needs and not our needs. May they accept our apologies for the uncoordinated and inefficient provision of services in the past and not give up on us as we stumble into the future.
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**Trainer Guidelines**

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<th>Section</th>
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<tbody>
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<td>General Directions for the Trainer</td>
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<tr>
<td>1.0 Introduction</td>
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<tr>
<td>2.0 Legislative and Rational Basis of the Team Concept</td>
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<td>3.0 Team Structure</td>
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**Transparencies**

**Trainee Workbook**

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**Bibliography**

**Appendix A - Pretest/Posttest Answers**

**Appendix B - Sample Forms**
GENERAL DIRECTIONS FOR THE TRAINER

Trainer Guidelines

The left side of the Trainer Guidelines presents instructions and the major points to be made during the lecture format. The Trainee Workbook provides a corresponding expansion of the lecture. It is critical that the trainer is familiar with the content in the Trainee Workbook. The transparencies that are displayed during the lecture are reduced and placed on the right side of the page for easy reference. The trainer will conduct a number of trainee activities throughout the session. The trainer needs to make transparencies from the pages entitled TRANSPARENCIES. Any portion of the module can be duplicated.

Answers to the pretest and posttest are found in Appendix A. Sample forms for completing an Environmental Inventory, an Adaptation Hypothesis/Discrepancy Analysis and Scripting a Routine are found in Appendix B. A bibliography specific to team functioning can be found prior to the Appendices. The Journal for Persons With Severe Handicaps is also an excellent resource.

Trainee Workbook

The Trainee Workbook contains a written version of the lecture. The transparencies that are used to illustrate points have been reduced and placed on the right side of the workbook. The activities to be completed by each trainee are located within the workbook.

The trainees should be included in all of the activities and demonstrations. It is critical that examples used in the activities are generated by the trainees and are applicable to their settings.
Overview

Integrated Team Programming

Competencies:

Each trainee will demonstrate knowledge, skills and implementation of integrated team programming for the target learner across two functional activities.

• Demonstrate knowledge of critical considerations of the various disciplines involved with the particular child.

• Demonstrate knowledge of the various team approaches.

• Demonstrate knowledge of the integrated team process.

• Demonstrate skills in participating in the team planning process.

• Demonstrate skills in role releasing by sharing general information, informational skills, and performance competencies.

• Demonstrate implementation of integrated team programming within a classroom/community trip setting.
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<td>Lecture/Pretest</td>
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Integrated Team Programming

1.0 Introduction

1:1 Goals and Objectives (5 minutes)

A. Display Transparency #1: Integrated Team Programming Overview-Training Competencies and Objectives. Refer trainees to page i in the Trainee Workbook.

B. Provide an overview of the objectives of the training session. Explain that the trainee will:

- Demonstrate knowledge of critical considerations of the various disciplines involved with the particular child.
- Demonstrate knowledge of the various team approaches.
- Demonstrate knowledge of the integrated team process.
- Demonstrate skills in participating in the team planning process.
- Demonstrate skills in role releasing by sharing general information, informational skills, and performance competencies.
- Demonstrate implementation of integrated team programming within a classroom/community trip setting.

1.2 Pretest: (10 minutes)

A. Refer the trainees to page W-2 in the Trainee Workbook.
B. Explain the purpose of the pre-posttest. Allow 10 minutes for completion. Collect the completed pretest.

C. Each correct answer is worth 5% of the information assessed. Give the trainees the results of the pretest/posttest at the end of the training session when they have completed the posttest (Appendix A). It is important to emphasize the change in percentage scores.

2.0 Legislative and Rational Basis of the Team Concept

A. Display Transparency #2. Explain the fact that the provision of support services to students with special needs was addressed in Public Law 94-142, included in Public Law 99-457 as mandatory for services to infant/toddlers and preschoolers with special needs and reemphasized in Public Law 102-119 IDEA (Individuals with Disabilities Education Act). Refer trainees to page W-3 in the Trainee Workbook.

B. Emphasize that the law stipulates that related and/or supportive services be provided in a way that enhances the student’s ability to benefit from special education.

C. Review Giangreco’s (1986) definition of an integrated team:

* "a group of people who are striving for the attainment of the same priority goals, with each team member using his or her unique skills to assist in the realization of those common goals" (p. 205).

3.0 Team Structure

A. Discuss that the dynamics of a team are consistent across any "group" of people
regardless of the group's affiliation (civic clubs, church groups, private organizations, etc.).

* Utley (1992) defines team structure as the way teams are organized and managed, as well as what roles and responsibilities each member assumes.

* Point out that when two or more people focus on a problem(s) that a student with disabilities may encounter, they become a team. Thus, it is important for team members to realize some of the characteristics of a team and how it operates to accomplish the goal of problem solving.

B. Display Transparency #3. Refer trainees to page W-4 of the Trainee Workbook.

3.1 Critical Variables of Team Structure

A. Characteristics of Team Members - Explore the various characteristics that people possess and that bring diversity to a team, such as their values, attitudes and religious beliefs. Specifically related to a team approach would be the training and experience of each team member. Point out that diversity is a positive attribute for a team as we will see in the actual problem solving process. Briefly discuss characteristics such as: manipulative, conforming, reactive, suspicious, rule-governed, materialistic, sensitive, and flexible.

B. Nature of the Group Task - Discuss the fact that the task or problem a team faces influences their problem solving skills by matching the features of the task and the characteristics of the team members. For example:
* If the task is a tug-of-war you would want one of the team characteristics to be physical strength with the ability to generate strategies to outmaneuver the other team.

* If the task is to build a Patriot Missile one would expect the characteristics of the team to include designing abilities along with mechanical, electrical, chemical and computer capabilities.

* With the task at hand to develop programming skills for learners with severe disabilities the team characteristics might include training and experience in:
  - communication systems,
  - positioning and handling
  - functional programming
  - futures planning
  - oral motor & feeding techniques
  - assistive devices
  - orientation and mobility
  - environmental adaptations and other relevant features based on individual learner needs.

C. Team Cohesiveness - Point out that the positive feeling that a member has toward belonging to a team develops through experiences that are rewarding to the individual member. When a contribution is made or success is achieved and the feedback to the membership is positive, cohesiveness is developed. The opposite is also true. When contributions are given negative feedback a feeling of not belonging is developed. Cohesiveness can change over time depending on the task at hand and the intensity of the team focus. Also, the success or
failure of problem solving can affect team cohesiveness.

D. Team Size - Discuss that another factor in how a team operates and problem solves depends on the number of members within the team itself.

* Explore the possibilities of a large team and present the research that large teams tend to be more productive and develop higher quality products. However, there is a tendency for subgroups to form based on interests or philosophies that cause a large group to be less cohesive.

* Examine the possibilities of a small team and present the research findings that indicate membership satisfaction and more opportunities for leadership exist on a small team. Point out that within a small team there is a greater responsibility toward tasks due to the limited membership.

E. Communication - Discuss the importance of communication within the team structure and how the following factors influence the team's organization and functioning.

* Communication linkage tends to follow various patterns. One such pattern is the "wagon wheel" where one central person receives and transmits all communication. Communication patterns can be formal or informal based on the structure of the team. Another pattern is the "telephone tree" where a message is passed from one person to another. The receiver then transmits the message to the next person and so
on until all members have been informed.

* Timely communication is critical to the team's efficiency and manner of problem solving process. Communication regarding scheduling of meetings, agenda items, and other important information must be conveyed in a timely manner.

* To gain the most from a team discussion each member should be encouraged to participate. Team leaders might encourage those who tend to be less vocal with lead-ins such as "Joe, what are your thoughts on this?" or in difficult situations one might resort to "First, we will go around the table and have everyone express one positive point and one negative point on the solution."

* In communicating within the team, each member must be acutely aware of the situation and respond directly to the problem and/or its solution. Getting off of the subject or dragging in irrelevant information will cause a team to be inefficient.

* Team members will communicate about problems and solutions for which they feel committed. For example, a student with disabilities refuses to attend school. A team including school personnel and parents will readily communicate problems and solutions because everyone has a commitment to the student continuing his education.

* Conflicts within a team should be discussed openly so that
differences might be resolved or information shared that will assist team members to better understand a member's perspective. Conflicts not communicated might well become detrimental.

* Communication among team members must be honest and void of criticism. Keep the focus of any discussion on the problem and not on a person. For example, discuss a student's behavior including what they do, when it happens and the effects, not speculation on parent's or professional's cause of the behavior.

* Communication, being a behavior, can be affected by the type of feedback given to the communicator. For example, when a team member attempts to communicate and is reinforced with comments like "I would like to hear more about that idea" or "I had not thought about it that way", attempts by the team member will increase. Negative feedback such as "we have tried that before" or "that is not possible" will decrease the communication attempts by the team member.

F. Leadership - Examine the role of team leadership and explore the various responsibilities of a team leader. Point out that leaders can be appointed or arise from the team. Discuss how various leadership styles exist and how they effect the work of the team.

* Democratic leadership - utilizes the team in making decisions and carrying out responsibilities. This
type of leadership style tends to support a team with equal membership where all contributions are accepted equally.

* Authoritative leadership - makes decisions regarding responsibilities and solutions solely on the perspective of the leader. This style can be seen in a military setting, but can be used in the human services field, although the effectiveness over time could be questioned.

* Laissez faire leadership - there is no real direction under this type of leadership. Responsibilities and solutions are reached with no structure. Teams under a laissez faire style of leadership tend to be scattered with limited success.

3.2 Problem Solving

A. Display Transparency #4 and direct the trainees to page W-6 of their workbook. Review the following steps in the problem solving process.

* Identify the Challenge. Point out that during the process of identifying the challenge (problem) everyone should participate in communicating their perspective of the problem. Remember to keep the team focused on the challenge and not on personal grievances. As the various aspects of the problem are mentioned, compile a list of facts that describe the challenge.

* Idea Generation. Once the challenge has been identified, the team begins to generate solutions to meet the challenge. At this time solutions should be generated
without regard to constraints such as money, time, personnel, etc. Any and all solutions should be written on a separate flip chart or board from the list compiled during the identification task.

* Solution Evaluation and Selection. Utilizing the written information generated in the previous steps each solution must be evaluated as it relates to meeting the identified challenge. During this step considerations are given to any identified constraints. Identifying such constraints to any solution will lead to conflict and the final step in the process.

* Exploiting Conflict. Disagreement and conflict are a part of the problem solving process. Through communication, conflict can be explored and information gained for positive results! Emphasize to the trainees that any communication should focus on facts and information and not personalities and/or personal philosophies.

Activity #2: Role Playing as a team to problem solve.

B. Provide the rationale for the following role playing activity.

* Explain that through role play, awareness of the techniques and process steps needed to problem solve will be practiced.

* Ask each trainee to play their parent/professional role during the role play activity.
Describe the following scenario. John is a 5 year old student currently enrolled at the Bay Street Elementary School and is receiving support services that include speech therapy, physical therapy, and occupational therapy. John's mother has noticed that he appears resistive when it is time to get ready for school and get on the bus. The teacher and therapists have also noticed resistive behavior at school especially on Tuesdays and Thursdays when he is scheduled for his related services.

Walk the trainees through each of the process steps providing markers/chalk and flip charts/boards to assist in the identification and idea generation steps.

Supplement the discussion as needed and provide extra challenges by constraining the personnel schedules (Therapists only available on set days) and other possible conflicts.

Continually remind the team to focus on the problem and not personality issues.

If preferred, ask the team(s) to generate a problem they currently face. For example: child comes to school unclean, making it unpleasant to work closely and interact with him.

Generally the team will decide the family is the problem and they must solve this problem. Caution the team to focus on the problem - needing to be clean. Help...
4.0 Team Membership: Their Roles and Responsibilities

A. Display Transparency #5 and refer the trainees to page W-7 in their workbooks.

B. Discuss the generalizations regarding team membership and point out the following:

- Campbell (1987) reports that due to the individualized nature of each student with severe disabilities, the combined expertise from various professionals and parents is necessary to meet their unique needs. For example, one student might require only the related service for speech therapy and yet another may need speech, physical and occupational therapies.

- It is vital that the team include parents/caregivers in the planning and implementing of programs for students with severe disabilities. Critical information, that only parents possess and can contribute, is essential to effective programming.

- In the school setting, the teacher becomes the hub of the "service provision wheel." This central figure named by Bricker (1976) the "educational synthesizer" takes any number of responsibilities including coordinator of data, team and service provision.

4.1 Core Team Membership: Roles and Responsibilities

A. Refer trainees to page W-8 in the workbook for a brief written description of each core team member's roles and responsibilities as defined by Campbell (1987).
B. Begin the presentation on core team membership by requesting each trainee to provide an overview of their professional/parental roles and responsibilities. Ask each participant to share their certification/licensure requirements, main area of expertise, any particular focus or concentration, history, and philosophy of their profession. Include parents/caregivers by requesting them to give a description of their responsibilities across their child’s daily activities and life-span, as well as coordinating all medical, social, educational, and related services.

C. Follow up the presentations with any clarifications and/or discussions on individual disciplines. Remember to clarify “discipline” as a profession and not a way to manage children’s behavior.

4.2 Auxiliary Team Members and Their Expertise

A. Refer trainees to page W-10 of the workbook for a listing of additional team members and their roles and responsibilities.

B. Review each of the disciplines listed providing any additional information that would clarify the expertise of each. Point out that many of the roles and responsibilities cut across various disciplines making it impossible to precisely define any one profession.

Activity #3: Accessing additional information regarding the roles and responsibilities of team members.

C. Provide each trainee with a slip of paper and provide the following instructions.
Trainer Guidelines

* This is an opportunity to increase your knowledge level of the team members, providing services to students with severe disabilities. Please write on the paper provided any additional questions or requests for information concerning any of the disciplines reviewed or not reviewed during the presentation.

* Give the trainees 5 minutes and collect the papers.

* Read each question/concern aloud to the team asking a trainee representing that discipline to respond. Any questions addressed to a disciple not represented should be answered if possible by any member of the session or researched by the trainer and answered at a later time.

5.0 Team Approaches in the Delivery of Services

A. Display Transparency #6 and refer trainees to page W-11 of the workbook.

B. Discuss the various team approaches to team functioning, specifically pointing out the advantages and disadvantages of each team structure as reported by Hirschfeld and Linhart (1984) and Campbell (1987). For specific definitions, examples, advantages, and disadvantages see W-9 of the Trainee Workbook. Have trainees identify their team structure as it currently exists, with ideas to change various aspects to their team structure. These structures include the following:

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Unidisciplinary Approach - Point out that this is not a "team" structure. However presenting this approach may well highlight the need for a system's change in providing services to students with severe disabilities in a local educational agency.

* Multidisciplinary Approach - Explore the advantages and disadvantages of this team structure and emphasize the great possibility of fragmented services and stressful schedules for families. Allow trainees to give examples of this type of approach to service delivery and problems encountered.

* Interdisciplinary Approach - Review the advantages and disadvantages of this team approach exploring the implementation difficulties in rural settings with limited fiscal resources. Challenge the trainees to problem solve examples that are presented.

* Transdisciplinary Approach - Discuss in-depth the advantages of this team approach. Point out the necessity of infusing objectives from the various disciplines into one program plan. Explore solutions to possible problems a team might encounter in implementing a transdisciplinary approach to team functioning.

6.0 The Differences Between the Isolated Therapy Model and the Integrated Therapy Model

A. Display Transparency #7 and refer trainees to page W-15 of the workbook.
B. Discuss the basis for a team approach providing intervention to students with severe disabilities that would include:
   * Functional Skills
   * Age-Appropriate Materials
   * Community Based Training

C. Describe the Isolated Therapy Model as the provision of related services separate from the educational services. Emphasize that related service goals and objectives are not infused into the educational goals and objectives.

D. Point out that isolation can be physical and/or programmatic. Encourage trainees to give other examples of isolated therapy services.

E. Discuss each of the problems listed below as they relate to the Isolated Therapy Model.
   - **Fragmentation** - Support services should be coordinated with educational instruction.
   - **Communication Breakdown** - Physical isolation provides a natural barrier to communication among professionals and/or parents.
   - **Splinter Skills** - Isolated skills are developed without infusing them into the learner’s educational goals. These skills do not generalize unless they are specifically trained across settings, materials, instructors, etc.
   - **Instruction in Artificial environments**.

F. Describe the Integrated Therapy Model (Campbell, 1987) as the provision of related services in conjunction with educational services. Emphasize the infusion of related service goals and objectives into the educational program. Allow the trainees to generate several examples of related objectives that could be incorporated into the learner’s educational program.
G. Discuss the following benefits of utilizing the Integrated Therapy Model and encourage trainees to identify their own personal benefits from using such a model.
- Therapists serve more as consultants, thus allowing for consistency of programming for the student as well as tapping the expertise of several professionals.
- Professionals welcome the opportunity for "specialized" training.
- Parents appreciate the coordinated therapy and participate as equal team members.
- The student benefits due to the coordinated efforts.

7.0 Process for Developing the Integrated Therapy Model

A. Direct the trainees to page W-17 of the workbook.

B. Explain to the trainees that the remainder of the training focuses on how to develop an Integrated Therapy Model. Remind them to keep an open mind and resist any and all urges to remain with the status quo.

7.1 Basic Premises of an Integrated Therapy Model

A. Display Transparency #8 and remind the trainees that the content is on page W-17 of the workbook.

B. Emphasize that an Integrated Therapy Model for learners with severe disabilities is based on a functional curriculum. Point out that the information from a Parent Interview and Futures Planning are major resources to use when identifying goals and objectives for the learner. (Note that the instructions for a Parent Interview and Futures Plan are contained in separate modules in this series.) For example, based on the Parent Interview the learner currently

BASIC PREMISES OF AN INTEGRATED THERAPY MODEL

1. Team members must possess current knowledge and skill in their discipline
2. Goals are based on Futures Planning and Parent Inventory
3. Based on Functional Curriculum
4. Each discipline is focused on student's needs relevant to educational programming
5. Therapists require large blocks of time
6. One member per discipline per team
7. Administrative support is essential
does not participate in preparing food. From the Futures Plan there is the future option of living in supervised apartments available. Using this information, a goal of food preparation would be appropriate. Included in this activity would be skills such as identification of needed materials (receptive communication objective), stirring, pouring, grasping (motor objectives) and table manners (social skills).

C. For trainees that wish a step-by-step program including directions and forms, refer them to the C.O.A.C.H (Choosing Options and Accommodations for Children) by Giangreco, Cloninger and Iverson (1991). This tool can be used to develop integrated programming for students with severe disabilities. It begins with a structured Family Prioritization Interview and then systematically walks a team through a process to determine objectives and supports necessary for individual students. The process also includes a system for scheduling.

D. Review the following premises of the Integrated Therapy Model as listed on the transparency.

* Each team member is responsible for maintaining current knowledge and skills within their own discipline.

* Goals are based on the information identified on the Parent Inventory and Future's Planning.

* For students with severe disabilities the curriculum should be functional, age-appropriate, and community-based.
Team members representing various disciplines should focus on the infusion of the specific objectives identified in the specific area into the educational goals and activities of the learner.

Large blocks of time are necessary for therapists to accompany and train the primary caregivers across various settings within the home, school and community.

It is recommended that a team have representation of a discipline by only one member. Too often professionals only confuse the issue by presenting conflicting information to the team.

For change and implementation of an Integrated Therapy Model, administrative support is essential due to scheduling and contracting of related service personnel.

E. Display Transparency #9 and present the concept of Block Scheduling and emphasize that this type of schedule allows therapists the time necessary to implement integrated programming. Review the following considerations when Block Scheduling:

- Determine the total time a therapist provides services to a district or school. For example, a PT may be available 20 hours per week.

- Add up the number of hours per week a child is seen by the therapist. For example, the SLP may see a student 2 times per week for 30 minutes, that would be a total of one hour.
Trainer Guidelines

- Combine the smaller segments of therapy into larger blocks of time to enable the therapist (OT, PT, SLP) to spend time with their students in community based training sessions, functional activities, regular classes or vocational sites.

- Allow flexibility within the schedule for individual therapy and team meetings.

7.2 Basic Steps to Identify Programming Sequences

A. Display Transparency #10A and direct the trainees to page W-19 of the workbook. Information in the trainee workbook contains an example of the process for a child who is deaf blind to assist in understanding this process.

B. Explain that the educational goals for the learner must be identified and prioritized utilizing the Parent Interview and Futures Plan prior to determining programming activities. Point out that when a team begins to prioritize, consideration should be made to the age-appropriateness, number of environments where needed, time constraints, opportunities to generalize and utilize the skills being targeted.

C. Discuss the next step that requires team members (at least two) to inventory the environment and identify all possible skills necessary to complete the activity. Emphasize the importance of on-site environmental inventories to insure the quality of information. Trainees requesting more information on environmental inventories are referred to Brown et al. (1984).
D. Review the third step including the importance of assessing the learner in the environment where the activity occurs. Examine the Adaptation Hypothesis/Discrepancy Analysis form (Goodall, 1991) found in the appendix pointing out how useful such a tool can be during the analysis step. Emphasize that adaptations, performance strategies, or the use of partial participation can be developed to assist the student to complete the activity. **INDIVIDUALIZE!** Display **Transparency #10B** and describe how to complete the fourth step, which is a team meeting held to determine the instructional objectives.

E. Discuss the necessity of a team meeting and pursue with the trainees what information they feel is critical to determine specific objectives for the learner. Point out that additional assessment data, medical information, and family concerns should be taken into consideration before objectives are determined. Emphasize that individual discipline objectives should be infused into the activity and not stand isolated. Encourage trainees to look closely at objectives that are not incorporated into program activities.

F. Examine the development of a written program activity with the trainees. If necessary review the technique of task analysis, scripting and routine sequences. Present the following strategies to be included in the written plan that will enhance the success of the program activity as defined by Stremel et al. (1991).

* Prepare the Child for the Activity
  - Necessary equipment or adjustments made to or for the child before beginning an activity or routine. This may include the
following: putting in the hearing aids, putting on glasses, conducting exercises or relaxation and or placing a support under the head.

* **Announce What Will Happen** - Let the learner know what is going to happen. Due to the nature of some learners, this maybe a verbal, touch or object cue(s). For example, hand the learner a spoon paired with the words "It is time to eat."

* **Handling/Position** - Placement of the learner in position that creates adequate support and where body is in correct alignment.

* **Placement of Materials** - Materials are placed in such a manner as to facilitate goals/objectives for that learner or to help the learner with a specific task. For example, if trying to get the learner to work on using his right hand or tracking to the right, material is placed to the right side of the learner.

* **Responsiveness** - The caregiver responds to the learner's agenda through a communication interaction or a joint activity initiated by the learner. For example, the learner and caregiver are interacting with a switch that activates a radio, the learner reaches for a tape and the caregiver responds "Oh, you want to listen to your new tape."

* **Opportunities to Communicate** - Set up the situation such that the learner must indicate choices, preferences, needs, wants, feelings, etc.
Special Adaptations - Anything done to the natural environment to adapt it for the learner. For example, using a wedge to position the child or bending a spoon handle for a child unable to bend his wrist.

Partial Participation - Assisting the learner to participate in the activity to the extent to which he/she is able. For example, pushing the learner's wheelchair while he/she delivers the attendance report.

Provide Appropriate Feedback - Reaction to the learner's accomplishments and participation in the activity can be positive or negative and provides the learner with information to complete the activity. For example, commenting on the task of wiping the table, "Great job! You reached the edge of the table."

Provide Consistent Prompts/Cues - Make sure that each team member uses specific prompts/cues that are specific to the learner as well as repairing any prompts/cues in a systematic way. For example, everyone that approaches the learner uses the touch cue of gently squeezing the learner's shoulder to give him/her information someone is present.

Wait - During any communication interaction with the learner wait several seconds to give the learner time to process the information and respond. This is especially important for learners with severe physical and mental disabilities. For example, when holding two items for the learner to make a
choice, give the directive "Show me which one you want," then wait 3 to 7 seconds for a response. If no response is given, repeat the sequence and/or repair your cue.

* **Encourage Peer and Sibling Interaction** - Set up situations so that interactions occur between the learner and his/her peers. Train the interacters to use specific prompts/cues to enhance the interactions. For example, allow peers to move the chairs for the learner to access the tables to clean.

G. Remind trainees that the written activity plan(s) are used as the basis for instruction. Objectives with criteria and schedules for monitoring can be included as part of the written activity plan or, if required, placed on a separate IEP form.

---

**Activity #4: Scripting a Routine.**

H. Refer trainees to Activity #4, page W-25 of the workbook.

I. Provide the rationale and directions for Activity #4 by reading/paraphrasing the following:

* The purpose of this activity is to give you practice in writing an Activity Plan.

* Display Transparency #11A and review the example of a scripted routine for the young child who is deaf blind on a community-based training program.
* As a team, generate at least five goals/activities of a targeted learner identified by the Parent Interview and Futures Plan that will enhance the quality and independence of the learner's life. (Possibilities range from feeding/eating, dressing, and food preparation, to bowling, swimming, and playing cards to vocational tasks.)

* As a team, complete an environmental inventory for the activity.

* As a team, assess the learner in the actual environment and complete an Adaptation Hypothesis/Discrepancy Analysis.

* As a team, determine the target objectives to be achieved as part of the activity.

* Display Transparency #11B and direct trainees to generate the routine script, breaking it down into the PREPARATION; PARTICIPATION; AND TERMINATION phases. Fill in the blank form as the trainees generate the script.

* Prompt trainees to infuse COMMUNICATION, MOTOR, COGNITIVE, SOCIAL BEHAVIOR AND SELF-HELP objectives into the routine.

### 8.0 Implementing the Integrated Therapy Model

A. Display Transparency #12 and refer trainees to page W-26 of the workbook.
B. Explore the various possibilities of sharing information to team members. Challenge the trainees to examine their needs as parents and professionals that will assist them in providing better care and services to learners with severe disabilities. Remind each team member to be open and receptive to the exchange of information.

8.1 Levels of Role Release

A. Discuss the concept of "role release" defined by Lyon and Lyon (1980) as the sharing of information and skills between two or more members of a team. Explore each of the three levels of role release that follows.

- **Sharing of General Information**
  
  This level of role release is to increase the awareness of team members to information concerning a specific issue or learner. For example: the speech pathologist describes various augmentive communication systems available to learners who are nonverbal.

- **Sharing Specific Knowledge**
  
  At this level, information is much more in depth. Team members receive enough information that allow them to assist in making a programming decision for a specific child. For example: the speech pathologist presents 2 electronic communication devices with in-depth information concerning criteria for utilization (symbol system, activation devices, portability, etc.). This allows team members to assist in the selection of an augmentative communication device.
• Sharing Performance Competencies

At this level, a team member trains other team members to use specific strategies or techniques when implementing a learner’s educational program. For example: the speech pathologist trains Mom, Dad and the teacher to program new phrases on the electronic communication device.

B. Explain that role release at any level is beneficial to the team and the learner. Note that informational sharing can range from simplistic to complex depending on the needs of the team members and the learner.

C. Display Transparency #13 and refer trainees to page W-28 of the workbook. Present the following “coaching” procedures used to train or share performance competencies.

• Explain the purpose of and methods to be used in the activity/program.

• Demonstrate/model the procedures with the student while the implementor is observing. Describe the steps in the procedure while demonstrating/modeling. (This can be done by videotaping the demonstration.)

• Observe the implementor. If direct observation is not feasible, videotape the implementor.

• Provide positive verbal feedback. Give written feedback if reviewing is done by video without the implementor present.

BASIC STEPS IN COACHING

1. Explain the purpose and methods

2. Demonstrate/model the procedures

3. Observe the implementor

4. Provide feedback

5. Repeat until competence is achieved
Repeat the steps until competence is achieved to ensure safe program implementation.

Activity #5: Role Play Coaching Strategies. Utilizing the script completed in activity #4, team members will role play coaching techniques.

D. Provide the rationale and directions for Activity #4 by reading/paraphrasing the following.

* The following role play activity will allow you to practice the techniques of role release.

* Utilizing the script completed in Activity #4, each team member will select a technique or procedure to role release.

* Take turns until each trainee has had the opportunity to role play the trainer and the trainee.

8.2 Ongoing Responsibilities for Maintaining Integrated Team Programming

A. Display Transparency #14 and refer trainees to page W-30 of the workbook.

B. Discuss the following issues that trainees feel to be important in maintaining an integrated programming model. Explore the possibilities with the team and allow them to decide workable solutions for their team.

* Communication - Communication systems for each team should be developed. It is especially important for ongoing dialogue between school and home.
* Team Meetings - Team meetings are essential to the implementation of integrated programming.

* Participation of Team Members - A team cannot function without the participation of its members. How effective a team can be is determined by the roles and responsibilities shared by its members.

9.0 Evaluation

Activity #6: Posttest.

A. Refer trainees to page W-33 of the workbook.

B. Explain that the posttest is to determine change in knowledge. Allow 10 minutes for the trainees to complete it.

C. Check the posttest and provide feedback to the trainees (Appendix A).
OVERVIEW

Integrated Team Programming

COMPETENCIES:

Each trainee will demonstrate knowledge, skills and implementation of integrated team programming for the target learner across two functional activities.

Demonstrate knowledge of critical considerations of the various disciplines involved with the particular child.

Demonstrate knowledge of various team approaches.

Demonstrate knowledge of integrated team process.

Demonstrate skills in participating in the team planning process.

Demonstrate skills in role releasing by sharing general information, informational skills, and performance competencies.

Demonstrate implementation of integrated team programming within a classroom/community trip setting.
WHAT IS A TEAM?

Defined by Giangreco (1986) as "A group of people who are striving for the attainment of the same priority goals, with each team member using his or her unique skills to assist in the realization of those common goals" (p. 205).

Found in P. L. 94-142, "such developmental, corrective and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services...) as may be required to assist a handicapped child to benefit from special education (20 U.S.C. sec. 1401 (17), 1975

KEY - those services be provided in a way that enhances the student's ability to benefit from special education.
CRITICAL VARIABLES OF TEAM STRUCTURE

- Characteristics of Team Members
- Nature of the Team Task
- Team Cohesiveness
- Team Size
- Communication
- Leadership
PROBLEM SOLVING

1. Identify the Challenge

2. Idea Generation

3. Solution Evaluation & Selection

4. Exploiting Conflict
TEAM MEMBERSHIP

Based on the needs of the student
Parents (caregivers) are essential team members
Teacher serves as coordinator

Core Members

Communication Specialist/Speech Language Pathologist
Parents
Occupational Therapist
Physical Therapist
Special Education Teacher

Auxiliary Team Members

Audiologist
Doctor
Nurse
Rehabilitation Engineer
Nutritionist
Orientation and Mobility Trainer
Psychologist
Special Education Administrator
Vision Specialist
# TEAM APPROACHES

<table>
<thead>
<tr>
<th>APPROACH</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
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</thead>
</table>
| Unidisciplinary | 0 Services provided to meet a specific need  
0 Limited funding required | 0 Focus on specific problems  
0 Service provision limited to the knowledge base of the provider |
| Multidisciplinary | 0 Provision of a broader array of services  
0 Roles and responsibilities are clear | 0 Services can be fragmented and uncoordinated  
0 Little sharing of information |
| Interdisciplinary | 0 Direct therapy within a coordinated system  
0 Parents are involved  
0 Information is shared | 0 Team meetings require additional time  
0 Goals and objectives focus on individual disciplines |
| Transdisciplinary | 0 Consistent use of procedures across environments  
0 Team members expand their knowledge base  
0 Provisions of support services are focused on learner's educational program | 0 Possibility of role conflict  
0 Resistance by team members to train outside of their discipline |
<table>
<thead>
<tr>
<th>ISOLATED THERAPY</th>
<th>VS</th>
<th>INTEGRATED THERAPY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Barriers</td>
<td>Therapists serve as consultants</td>
<td></td>
</tr>
<tr>
<td>Isolated Skills</td>
<td>Professionals welcome training</td>
<td></td>
</tr>
<tr>
<td>Instruction not in &quot;real&quot; Environment</td>
<td>Parents appreciate coordination</td>
<td></td>
</tr>
<tr>
<td>Fragmented</td>
<td>Students benefit from coordination</td>
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</table>
BASIC PREMISES OF AN INTEGRATED THERAPY MODEL

1. Team members must possess current knowledge and skill in their discipline

2. Goals are based on Futures Planning and Parent Inventory

3. Based on Functional Curriculum

4. Each discipline is focused on student's needs relevant to educational programming

5. Therapists require large blocks of time

6. One member per discipline per team

7. Administrative support is essential
MONDAY

Class A 4 hrs.  
(8:00-12:00)

WEDNESDAY

Class A 2 hrs.  
(1:00-3:00)

Class B 2 hrs.

FRIDAY

Class B 4 hrs.

8:00-9:00  School entrance/hallway  
Cafeteria

9:00-11:00  Community Based Training  
  o McDonalds  
  o Bowling  
  o YMCA  
  o Walmart

11:00-12:00  Regular class integration

1:00-3:00  Vocational Training  
  o School library  
  o School cafeteria  
  o School gym (laundry)

P. T. Block Schedule - 12 hrs. per week  
Total of 6 students - 2 classrooms, 2 separate schools
BASIC STEPS TO DEVELOP INTEGRATED PROGRAMMING

COMPLETE AN INVENTORY OF THE ENVIRONMENT
Written copies for all team members

ASSESS LEARNER SKILLS IN THE ENVIRONMENT
Identify acquired skills
Identify necessary assistance

CONDUCT A TEAM MEETING
Determine instructional objectives
High priority objectives become targets

DEVELOP THE INSTRUCTIONAL PROGRAM
Prepare the student for the activity
Announce what will happen
Pick up the child
Handle student correctly
Placement of the materials
Respond to the child
Provide opportunities to communicate
Arrange the environment
Allow child to participate partially/fully

DISTRIBUTE WRITTEN PROGRAM PLANS TO ALL TEAM MEMBERS
Revise if necessary
TEAM MEMBER INPUT

PARENTS
- Reduce tantrums
- Going into community
- Family activities
- Communication

ORIENTATION & MOBILITY
- Basic mobility
- Orientation to significant landmarks
- Search techniques

SPEECH PATHOLOGIST
- Receptive communication
- Expressive communication
- Form
- Function
- Content

Young deaf/blind learner
Appropriate behavior in community (grocery store)

TEACHER
- Adaptive behavior - following commands
- Voice knowing utilization
- Object identification/use
- Interaction with environment
## Scripting a Routine

**Child:** Susanna

**Domain:** Community

**Goal:** To develop appropriate behavior in community settings

**Activity:** Shopping with Mom in the grocery store

### Preparation:

- Take Susanna to toilet
- Announce to Susanna - going shopping - Give object cue "wallet"
- Give Susanna object cue "small bus"
- Support peer to be a sighted guide to bus
- Give Susanna touch cue to "step up"
- Give object cue "seat belt to buckle"
- Support peer to sit by Susanna and play tickle game
  
  *(3 trials) Tickle Susanna - STOP - WAIT - Susanna indicates "more" using sign*

### Participation:

- Announce to Susanna with object cue "Grocery store" plastic handle from buggy
- Give touch cue to "unbuckle seat belt"
- Give touch cue to "stand", walk
- Give touch cue to "step down"
- Adult becomes sighted guide - Give touch cue
- Walk to balloon counter - Offer choice - Susanna reaches for choice
- Walk to fruit counter - Offer choice
- Give touch cue and assist to put in basket
- Walk to deli - Offer choice

### Termination:

- Walk to check out counter
- Give sign to "wait"
- Follow behavior program
- Give touch cue to "unload basket"
- Give touch cue to open purse/give money
- Give touch cue to extend hand for change
- Assist in placing change in wallet/purse
- Give sign to "pick up" bag - carry to bus
- Adult gives cue to be sighted guide
- Give cue to step up - site - buckle up
- Give choice of fruit or cookie - small portion
- Wait for request for "more"

### Special Instructions:

* Request store to open cash register to prevent long waiting. Gradually increase waiting time.
* When tantrum occurs: Note what happened before
  - Allow it for set number of seconds
  - Give touch cue to stand - Reward when complies (vibration/food)
<table>
<thead>
<tr>
<th>Child:</th>
<th>Type of Skill</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Motor - M</td>
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<tr>
<td></td>
<td>Social behavior - S</td>
</tr>
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<td></td>
<td>Communication - C</td>
</tr>
<tr>
<td></td>
<td>Self help - S/H</td>
</tr>
</tbody>
</table>

| Domain: | |
|---------| |

| Goal: | |
|-------| |

| Activity: | |
|----------| |

| Preparation: | |
|--------------| |

| Participation: | |
|----------------| |

| Termination: | |
|--------------| |
ROLE RELEASE

"Sharing of information and skills between two or more members of a team"

Levels of Role Release

Sharing of General Information

Provide other team members with basic information

Sharing Specific Knowledge

Teach team members specific information to assist in making decisions

Sharing Performance Competencies

Train team members to implement specific program procedures
BASIC STEPS IN COACHING

1. Explain the purpose and methods

2. Demonstrate/Model the procedures

3. Observe the implementor

4. Provide feedback

5. Repeat until competence is achieved
MAINTAINING A SUCCESSFUL INTEGRATED PROGRAM

(Communication)
Maintain written communication plans in a central location
Distribute copies of written plan / suggestions
Route notebook between home and school

(Team Meetings)
Schedule Regularly
Analyze and review data
Utilize group problem solving techniques
Revise learners program

(Participation by Each Team Member)
Program implementor
Data manager
TRAINEE WORKBOOK
Overview

Integrated Team Programming

Competencies:

Each trainee will demonstrate knowledge, skills and implementation of integrated team programming for the target learner across two functional activities.

- Demonstrate knowledge of critical considerations of the various disciplines involved with the particular child.
- Demonstrate knowledge of the various team approaches.
- Demonstrate knowledge of the integrated team process.
- Demonstrate skills in participating in the team planning process.
- Demonstrate skills in role releasing by sharing general information, informational skills, and performance competencies.
- Demonstrate implementation of integrated team programming within a classroom/community trip setting.
<table>
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<th>Session Schedule</th>
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<tr>
<td><strong>Topic</strong></td>
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<td>1.0 Introduction</td>
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<tr>
<td>2.0 Legislative and Rational Basis of the Team Concept</td>
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<td>3.0 Team Structure</td>
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<td>4.0 Team Membership: Their Roles and Responsibilities</td>
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<td>5.0 Team Approaches in the Delivery of Services</td>
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<td>6.0 The Differences Between the Isolated Therapy Model and the Integrated Therapy Model</td>
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<td>7.0 Process for Developing the Integrated Therapy Model</td>
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<td>8.0 Implementing the Integrated Therapy Model</td>
</tr>
<tr>
<td>9.0 Evaluation</td>
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<tr>
<td><strong>Total time</strong></td>
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</tbody>
</table>
1.0 Introduction

Learners with hearing/vision and/or multiple disabilities have an immense number of complicated needs to be met. In order to give each learner a chance at becoming a fully participating member in his adult society, parents and professionals must come together as a team to problem solve and implement strategies to overcome these unique needs.

The focus of the module is to provide the trainee with knowledge and practice of implementing an integrated team programming process. The Trainee Workbook is divided into the following sections:

1.0 Introduction - This section provides an overview of the goals and objectives of the inservice training. There is a pretest for trainees contained in this section.

2.0 Legislative and Rational Basis of the Team Concept - This section introduces the trainees to the team idea with a background of the legislative initiative.

3.0 Team Structure - This section describes the characteristics of a team and the process used in making decisions.

4.0 Team Membership: Their Roles and Responsibilities - This section presents the various team members and a description of their expertise as it relates to learners with multiple disabilities.

5.0 Team Approaches in the Delivery of Services - This section describes several different ways that teams function when providing services.

6.0 The Differences Between the Isolated Therapy Model and the Integrated Therapy Model - This section points out the drawbacks in using the Isolated Therapy Model and the benefits of the Integrated Therapy Model.

7.0 Process for Developing the Integrated Therapy Model - This section describes the steps to be taken by the team in order to provide an Integrated Therapy Model.

8.0 Implementing the Integrated Therapy Model - This section presents strategies to role release information and skills across team membership.

9.0 Evaluation - The final section contains a posttest to measure the trainees change in knowledge in regard to Integrated Team Programming.

Activity #1 - Pretest: Turn to the following page for the Pretest.
Activity #1

Purpose: The pretest is given to determine the knowledge that the trainee gained as a result of the training.

1. Identify at least six possible members of a team providing services to a learner with severe disabilities.
   a. __________________
   b. __________________
   c. __________________
   d. __________________
   e. __________________
   f. __________________

2. List the three levels of role release.
   a. __________________
   b. __________________
   c. __________________

3. Outline the five steps necessary in a coaching technique.
   a. __________________
   b. __________________
   c. __________________
   d. __________________
   e. __________________

4. Define the following team approaches.
   a. Multidisciplinary -
   b. Interdisciplinary -
   c. Transdisciplinary -

5. List three benefits of an integrated therapy model.
   a. __________________
   b. __________________
   c. __________________
2.0 Legislative and Rational Basis of the Team Concept

The provision of related and/or supportive services to students with special needs was addressed in Public Law 94-142. The key phrase that promotes the "team concept" is that related and/or supportive services be provided in a way that enhances the student's ability to benefit from special education. This team concept was included in Public Law 99-457 as mandatory in providing services to infants and toddlers with special needs. It has been reemphasized in Public Law 102-119, Individuals with Disabilities Education Act (IDEA).

Information gained through assessment by a physical therapist, occupational therapist, speech/language pathologist and/or others must be relevant to the educational needs of the students' current educational program. Expertise contributed should reflect the following program philosophies:

- functional skills
- age-appropriate skills and materials,
- training in the home, community and vocational setting.

Giangreco (1986) defined the concept of a team as "a group of people who are striving for the attainment of the same priority goals, with each team member using his or her unique skills to assist in the realization of those common goals" (p. 205). In relating this definition to the mandates of P.L. 94-142 and IDEA, it is apparent that the common responsibility of the team is to assist the student to benefit from special education. The common goal of the team is student achievement of needed skills.

3.0 Team Structure

Utley (1992) defines team structure as the way teams are organized and managed, as well as what roles and responsibilities each member assumes.

Since a team is a group of people, it is important for the members of the team to realize that teams have critical variables that influence the
team's decision making. Group process has been studied for years in the business world (Walter, 1984; Berkowitz, 1978; Fisher, 1974). This information is very valuable for future team members providing services for students with disabilities.

3.1 Critical Variables of Team Structure

- Characteristics of team members - The most powerful determinant of a particular team decision is the composition of the team - the values, attitudes and backgrounds of the team members. Diversity in a team's membership is positive and contributes to the general outcome of a group decision.

- Nature of the Task - The problem to be addressed and the experience, knowledge and values of the group heavily influence the outcome. There should be a match between the features of the task and the capabilities of the members. A team decision can be effective if the team members are capable of meeting the group task.

- Team Cohesiveness - The tie that binds the group together. Cohesion develops when membership on the team is rewarding to the individual member. People want to feel good about team accomplishments. An interesting occurrence is that too much cohesion can have a negative effect on decision making.

- Team Size - The number of members on a team can bring about certain group behaviors.
  - Large teams - tend to be more productive and develop higher quality products. Membership on large teams tend to generate more
ideas and options and disagree more frequently. However, there is a tendency for subgroups to form within larger teams and cause less cohesion.

- Small teams - give more opportunity for leadership and more membership satisfaction. However, there are greater responsibilities for individual members due to fewer members.

• Communication - is an important determinant of a team decision. It is the basis of the team's entire organization and functioning. Communication is the most frequently identified problem within a team.

- Patterns of communication linkage form the basic structure to a team. They can be formal and informal.

- Time is essential to establish communication and adhere to the team's problem solving process.

- To be effective, all members of the team should contribute to the discussions.

- Communication requires that a person analyze the situation and be articulate with their communication.

- Commitment to the team by the individual member enhances their need to communicate. If a problem arises that a team member feels strongly about, then they will communicate.

- Communicate about problems. Once problems/ conflicts are brought out in the open, they appear less significant.
- Honesty is critical to team communication. There is a place for criticism, as well as neutrality, but neither of these used constantly is healthy for a team.

- Feedback given to team members will cause changes in their participation. Positive feedback increases communication, negative feedback decreases communication. Members who tend to be talkative generally promote their solutions to the problem.

Leadership - is a very critical aspect of a team. Leaders can be formal such as an appointed leader. An informal leader arises from the team naturally. There are many styles of leadership. Within a team, the style of leadership is critical to an effective problem solving process.

- Democratic leadership - Works with the team to make decisions.

- Authoritative leadership - Dictator of the team.

- Laissez faire leadership - No guidance, just part of the team.

- Sometimes there are two leaders - one a task leader to get things done...the other is the socioemotional leader that promotes positive relationships in the team.

3.2 Problem Solving

Teams serving children with multiple disabilities must develop strategies for solving problems and challenges. Below are steps that will help a team to problem solve.
- Identifying the Challenge. Allow time for a brief airing of everyone's view concerning the problem. Compile a list of important factors that help to define the problem.

- Idea Generation. Brainstorm ideas without any discussion as to the specific solution. Each member should present a possible solution without regard to constraints such as money, time, personnel, etc.

- Solution Evaluation and Selection. Discuss each of the ideas generated and evaluate them. This should lead to the selection of a solution. Be sure and examine all possibilities and stay away from the old cliches, "that's the way we did it last year" or "no, we've tried that before."

- Exploiting Conflict. Conflict can be positive! Positive conflict should be based on facts as they relate to the problem and not to the likes and dislikes of the personalities of team members. Try not to place blame on an individual member. Continue to look for solutions to the specific problem.

Activity #2: Role Playing as a team to problem solve. A situation will be described for your team to role play and problem solve.

4.0 Team Membership: Their Roles and Responsibilities

As stated by Downing and Bailey, (1990) students with multiple disabilities "typically have difficulties in behavioral control, communication and language skills, hearing, intellectual functioning, motoric development, and visual skills" (p 259). Due to the nature of these challenges a multitude of professionals are
necessary to meet the unique combination of problems seen in an individual child. This section will look at the various roles and responsibilities individual members possess. To begin, the following points are made to describe team membership in general.

- Team membership is based on the needs of each individual student. Some students require physical therapy, speech/language therapy, occupational therapy, etc. Students with hearing and vision problems should receive support from specialists in areas such as orientation and mobility, communication, etc.

- The parent(s) are essential to integrated team programming. Without parental membership, team effectiveness is at best limited.

- The teacher is recognized as the "educational synthesizer" (Bricker, 1976) and coordinator of the integrated programming team in a school setting. Generally, the teacher has contact with each team member, especially the parents, when a home-school communication system is established. The "educational synthesizer" is the critical member to insure follow-up and generalization.

4.1 Core Team Membership: Roles and Responsibilities

The roles and responsibilities for each team member are never cut and dry. They tend to overlap and become more unclear as individual members expand their experience. Also, specific team members might have expertise and training in a specific area such as feeding, or orientation/mobility.

In general, most school districts have a core team that is available to a student with multiple disabilities. Often physical and occupational therapists are employed as regular consultants. The following list of core team members as defined by Campbell (1987) will help to delineate

---

**Team Members**

- Based on the needs of the student
- Parents (caregivers) are essential team members
- Teacher serves as coordinator

**Core Members**

- Communication Specialist/Speech Language Pathologist
- Parent
- Occupational Therapist
- Physical Therapist
- Special Education Teacher

**Auxiliary Team Members**

- Audiologist
- Doctor
- Nurse
- Rehabilitation Engineer
- Nutritionist
- Orientation and Mobility Trainer
- Psychologist
- Special Education Administrator
- Vision Specialist
each team member’s roles & responsibilities.

- **Communication Specialist/Speech Language Pathologist:** Contributes information regarding the structure of the face, mouth, respiratory system in relating to the student’s ability to speak. This team member identifies the need for an augmentative communication systems and the receptive and expressive forms, functions and content.

- **Parents:** Provides knowledge of the child’s needs in all areas and identifies motivational techniques for their child. They are responsible for the ultimate generalization of skills and provides lifelong care.

- **Physical Therapist:** Contributes information regarding positioning and handling, adaptive equipment and motor skills. Their concerns focus on potential damage due to improper positioning, muscle tone, range of motion and functional use of movement.

- **Special Education Teacher:** Determines instructional methods for learning, task adaptations, classroom management of schedules, personnel, community based instruction, etc. Additionally, the teacher synthesizes related services into the students instructional programs and evaluates the effectiveness of programming.

- **Occupational Therapist:** Contributes insight to the functional use of movement for the students self-care, recreational/leisure and vocational skills. This specialist provides information on adaptive devices for activities of daily living such as feeding, dressing, toileting, etc.
4.2 Auxiliary Team Members and Their Expertise

Auxiliary team members serve on an as needed basis and are almost always hired as consultants. Often, they are only found in metropolitan areas and serve students quite a distance away. Specialists in the medical field (pediatric neurologist, pedodontist, etc.) can often be found in very large cities with membership on a team being served through written reports. Auxiliary team membership can change on an "as needed" basis depending on new challenges that arise.

- **Audiologist:** Determines the student's hearing capacity and recommends hearing aids if needed. This professional contributes information concerning the rehabilitation of the hearing skills necessary for communication.

- **Medical team members—Doctor/Nurse:** Provide knowledge of emergency procedures, specialized care for specific medical problems and medications such as procedures for giving medications/effects of medications. This specialist assists team members to recognize specific behavioral and/or physical changes that require medical attention.

- **Nutritionist:** Acquaints the team regarding the principles of nutrition, measurement systems and information to meet special needs.

- **Special Education Administrator:** Provides support for the individual team members as well as facilitates the team in establishing a district philosophy, curriculum and determine inservice training needs.
Trainee Workbook

- **Psychologist**: Specializes in counseling, education and/or other areas. They determine cause and effect of overt behavior, techniques for controlling behavior and therapy for individuals with special needs as well as contribute information on development and learning.

- **Rehabilitation Engineer**: Provides knowledge of computer assisted instruction and other electronic devices. This specialist determines specific adaptations of computer programs and equipment needed to meet the student's individual needs.

- **Vision Specialist**: Determines the student's visual capacity, field of vision, and recommends vision prostheses and adaptive visual aids.

---

Activity #3: Accessing additional roles and responsibilities of team members. Write any additional questions or requests for information concerning any discipline/profession on the note paper distributed.

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5.0 **Team Approaches Utilized to Deliver Services**

Due to the multiple and diverse needs of students with hearing/vision and/or severe disabilities, a number of individuals are needed to provide the necessary array of services. Isolated provision of services (speech therapy, physical therapy, etc.) can result in the student's program being fragmented. This fragmentation is not only ineffective in providing services, it is also very confusing to a family and costly to everyone involved.

Parents and professionals working together as a team may prevent the fragmentation that may occur. In forming a team, there are several

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### TEAM APPROACHES

<table>
<thead>
<tr>
<th>APPROACH</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unidisciplinary</td>
<td>- Services provided to meet specific need - Specialized training required</td>
<td>- Focus may result in sub optimal performance - Limited provision of services at a given location</td>
</tr>
<tr>
<td>Multidisciplinary</td>
<td>- Provision of a broader array of services - Roles and responsibilities are clear</td>
<td>- Services can be fragmented and appear disjointed - Limited sharing of information</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>- Speech therapy within a coordinated system - Persons involved - Information is shared</td>
<td>- Team meetings require additional time - Costs and objectives in house work individual restrictions</td>
</tr>
<tr>
<td>Transdisciplinary</td>
<td>- Combined use of procedures in service and treatment - Team members engaged in leadership roles - Individuals are involved in learner's educational program</td>
<td>- Possibility of role overlap - Limited to team members to make decisions of their discipline</td>
</tr>
</tbody>
</table>

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approaches that can be taken. A team can use a multidisciplinary approach, an interdisciplinary approach and/or a transdisciplinary approach (Hirschfeld and Linhart, 1984). A description of several different team approaches follows.

**Unidisciplinary approach**: Cannot truly be classified as a team approach. Specific services are provided by an individual for a specific problem, without the input from parents or professionals.

*Example*
Student is receiving services from the occupational therapist to correct feeding problems. There is no input regarding nutrition, communication and/or motor movements.

**Advantages:**
- Services are provided to meet specific problems.
- Used when limited funds are available.

**Disadvantages:**
- Service delivery system is extremely limited to the knowledge base of the provider.
- Focus is channeled toward the specific problem being remedied.

**Multidisciplinary approach**: Team of various professionals who provide their services independently of one another. Each professional focuses on their specific area of expertise. Each professional assesses their specific area and provides direct services to the student and/or family. Each professional determines the specific goals and objectives for the child in that particular area and may write separate IEPs.

*Example*
The student goes to physical therapy two times per week (in the PT room), speech/language therapy three times...
per week (in the speech room) in addition to the services provided in the special education classroom.

Advantages:
• Several professionals providing a broader array of services.
• Roles and responsibilities of each professional are clear.

Disadvantages:
• Services provided to the child and family may be fragmented and uncoordinated.
• There is little sharing of information across professional disciplines.

Interdisciplinary approach: Team comprised of parent(s) and professionals sharing information and planning a coordinated service delivery system. Team meetings are held to discuss assessment information and develop an IEP. Parent(s) and professional team members interact on a formal or informal basis, but professionals continue to provide direct services to the student and family. Each team member retains specific objectives for their specific discipline.

Example
Student receives physical therapy in the classroom by the PT twice per week (working on grasping a wooden peg), speech/language therapy (working on pointing to zoo animals) in the classroom by the speech pathologist three times per week in addition to the services provided by the teacher in the special education class (working on grasping objects to indicate choice of leisure activities). All team members meet on a quarterly basis to coordinate the services.
Advantages:
- Several professionals providing direct therapy within coordinated service delivery.
- Parents are directly involved in the decision-making process.
- Information is shared by parent(s) and professionals to develop a coordinated individualized educational program.

Disadvantages:
- Team meetings require additional time commitment of each member.
- Goals and objectives are focused on individual disciplines of the team members and not on the child’s educational program.

Transdisciplinary approach: A team of parents and professionals utilizing the transdisciplinary approach share information with team members across disciplines and train one another to use specialized skills in order to enhance the student’s educational program. Team members meet to develop and plan an individualized education program. The sharing of information and training of skills insures there will be consistency across the student’s program (Sears, 1981; Powell et al 1985, Downing & Brent, 1990; Utley, 1992).

Example
The student’s goal is to purchase and drink a soft drink from a fast food restaurant. The physical therapist, speech pathologist and parent accompany the student and teacher to the community training site to determine the skills necessary to accomplish this goal. This information will be shared by the team. Team members will train one another to use specific procedures to develop the motor, self-help, social and communication skills needed to meet the educational goals. Parents
and teachers will provide input regarding motivation, choice selections, behavior management and other related information. Therapists, parents, and teachers should be interchangeable as interventionists in training. Individual therapies are retained as needed for specific problems.

Advantages:
- Student benefits from consistent use of appropriate procedures from all team members across all domains and environments (home, school, community).
- Team members benefit by expanding their knowledge base.
- The educational program is focused on the student’s educational goals.

Disadvantages:
- Possibility for role conflict exists.
- Resistance by team members to train outside of their discipline.

### 6.0 The Differences Between the Isolated Therapy Model and the Integrated Therapy Model

In an Isolated Therapy Model as described by Nietupski, Scheutz & Ockwood (1980), the provision of related and/or supportive services are separate from the provision of educational services in both a physical and/or programmatic way.

Examples

**Physical Isolation:** Speech therapy provided in a separate speech therapy room.

- Physical therapy provided behind a partition in the Special Education classroom.

**Programmatic Isolation:** Teacher is training the student to use sign language and the speech

<table>
<thead>
<tr>
<th>ISOLATED THERAPY</th>
<th>VS</th>
<th>INTEGRATED THERAPY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Barriers</td>
<td>Therapists serve as consultants</td>
<td></td>
</tr>
<tr>
<td>Isolated Skills</td>
<td>Professionals welcome training</td>
<td></td>
</tr>
<tr>
<td>Instruction not in &quot;real&quot; Environment</td>
<td>Parents appreciate coordination</td>
<td></td>
</tr>
<tr>
<td>Fragmented</td>
<td>Students benefit from coordination</td>
<td></td>
</tr>
</tbody>
</table>
pathologist is working on Blissymbols with the student.

- Physical therapist is working on range of motion exercises and the teacher is having difficulty getting the student to grasp a cloth and wipe the table.

Problems associated with the isolated model:

- **Fragmentation.** Related services provided in isolation can result in programs that are confusing and/or ineffective for the learner. For example, the teacher is working on a pointing response when making a choice and the speech therapist requires the child to touch the object.

- **Communication Breakdown.** Due to the physical isolation of providing related services using the Isolation Therapy Model often there exists little communication among the professionals and parents. Lack of communication between the related service providers and the teacher and parents can result in delay of skill acquisition, loss of generalization and frustration on behalf of the learner. For example, it is crucial that positioning and handling techniques be carried over into the classroom and home in order to prevent future problems.

- **Splinter Skills.** Utilizing the Isolated Therapy Model may result in non-functional splinter skills for the learner. For example, the occupational therapist is training the learner to button using a dressing board in the therapy room, while the parents are expressing difficulty in the learner buttoning his coat.

- **Instruction in Artificial Environments.** Often therapy is conducted in the "therapy room" away from the classroom or other "learning environments". For example, the classic stairs to nowhere are used in training mobility. Other examples include plastic fruit, pictures and simulated store fronts.
Examples

**Physical Integration:** Communication goals to express "choice" and "more" are taught during a feeding routine in the school cafeteria.

**Programmatic Integration:** Physical therapy goals of extending the arm are trained during a community trip to McDonalds as the money is extended to the cashier.

Benefits of the Integrated Therapy Model:

* **Therapists Serve as Consultants** - Due to the unique needs of the learner, allowing therapists to serve in a consultant role across activities and settings increases the likelihood of successful programming. Training the primary interventionist extends time on objectives previously worked on in the therapy setting.

* **Specialized Training Shared** - Professionals and parents welcome information and/or skills that will enhance the educational programming for the learner.

* **Parent Participation** - Including parents as an integral part of the Integrated Therapy Model greatly enhances the educational program of the learner as well as increases the chances for generalization into the home setting. Emphasize that an Integrated Therapy Model without parental involvement is at best only half implemented.

* **Coordinated Efforts** - Integrated therapy enhances coordination of services with a focus on the educational goals and objectives designed for the learner. When utilized in conjunction with a community based functional curriculum generalization of skills becomes the responsibility of the team and not the learner.
7.0 Process for Developing the Integrated Therapy Model

7.1 Basic Premises of an Integrated Therapy Model

It is critical that the IEP goals and the integrated therapy model are based on a functional curriculum. In determining the major goals for an individual student utilizing a functional curriculum, a parent inventory should be completed and a future's planning meeting should be held. Through these two sources of information, the major goals for the IEP are identified. Information regarding parent inventories can be found in the literature describing functional curriculum. One resource describing future's planning is It's Never Too Early, It's Never Too Late, A Booklet About Personal Futures Planning.

Metropolitan Council
Mears Park Centre
230 East Fifth Street
St. Paul, Minnesota 55101

A very structural and systematic process for developing Integrated Programming for students with severe disabilities has been written and published by Giangreco, Cloninger and Iverson (1991). Check the reference section for an address to order the C.O.A.C.H. (Choosing Options and Accommodations for Children with Handicaps).

Administrative support of the integrated therapy model allows team members flexibility and time to interact effectively. To facilitate scheduling, therapists should be assigned to whole classes in large blocks of time. This is called Block Scheduling. This allows the therapists to assist in training during various activities during the school day instead of only coming from 9:00 - 9:30
two days per week. Large blocks of time will also allow the therapists to travel with the student(s) during community-based training. This would allow the speech pathologist to work on communication for example at McDonald's or physical therapist to train walking up stairs at the mall. Meetings should be an integral part of the schedule.

7.2 Basic Steps

According to Rainforth and York (1987), there are several basic steps in developing integrated therapy. With the basic premises of the integrated therapy model in place, the team begins to plan their integrated therapy.

The first step in planning the integrated therapy model is to prioritize the educational goals for the learner. It is critical to consider goals that are age-appropriate, needed in a number of environments, have opportunities to generalize, and benefit the learner over time. (Brown, et al, 1984). For example, based on the parental inventory, a kindergarten age child with deaf/blindness throws tantrums when taken to the grocery store. Appropriate behavior on a community based setting becomes a priority education goal.

Once goals are prioritized, the second step is to complete an inventory of the environment where the activity will be carried out to achieve these identified goals. When possible, two or more team members visit the site and determine the skills necessary to function within that environment. After completing the inventory, copies are made available to each team member to review the sequence and revise when necessary. During this step, the teacher and the speech pathologist visit the grocery store to determine the sequence of events needed to complete a
trip to the grocery store. Brown et al. (1982) suggests a simple format for recording the environmental inventory. See Appendix B.

The third step of the process is to determine what skills the student can perform to complete the activity identified in the environmental inventory. Again, two or more team members assess the child in the identified environment. Through this step, team members also determine how much assistance will be needed to complete the activity. Using an Adaptation Hypothesis/Discrepancy Analysis form suggested by Goodall (1991) will be helpful in this step. *Utilizing such a form will point out the need for adaptations, performance strategies, or the use of partial participation to assist the student to complete the activity. This should insure individualization. During this step, the teacher and Mom take the child to the grocery store to observe what the child actually does on a shopping trip to the grocery. For example, a plus is given when she pushes the door open. A minus is given when she does not make a choice between grapes and tissue.

It is important for each team member to keep the focus on the child's functional educational goals and not to look at his/her professional objectives as separate. Individual objectives obtained from prior assessments are presented by team members and then infused into the activity. High priority objectives become the initial objectives of the training program. During this team meeting each member suggests objectives for the child based on the educational goal of appropriate behavior in the community setting. For example, the speech pathologist would infuse objectives for the child's communication. This would include receptive communication cues to let her know what is happening, such as hand signs for "open", "walk", "cookie", "cookie".
"balloon" (given to all kids at this store), "wait" and "money".

Object cues: keys for bus, wallet for shopping.

Expressive communication skills: touch food items for choice, reaching out for balloon.

The orientation & mobility instructor: use of sighted guide in parking lot, trailing when walking down the aisles.

The teacher: reduction of tantrums in a store.

Following directions: time to go; put away.

Parents: holding your hand while walking in the store.

Reduction of tantrums.

The next step in the process is to develop the written instructional program. This can be done through a variety of techniques including task analysis, task sequence, scripting, and routine analysis. The written instructional program will describe the activity including target skills that have been identified as priority objectives. However, if state regulations require such, a separate IEP document may be written using the objective identified. Critical strategies to be included in the program described by Stremel (1991) are as follows:

- Prepare the learner for the activity
- Announce what will happen
- Handle and position the learner correctly
- Placement of materials
- Responsiveness
- Opportunities to communicate
- Special adaptations
- Partial participation
• Provide appropriate feedback
• Provide consistent prompts/cues
• Wait
• Encourage peer and/or sibling interaction

Examples
* Prepare the Child for the Activity - Anything done to the child to ready or prepare the learner for the upcoming routine or activity. This may include the following: putting in the hearing aides, putting on glasses, conducting exercises or relaxation and or placing a support under the head. For our example child, putting in the hearing aides would be critical.

* Announce What Will Happen - Letting the learner know what is going to happen. Due to the nature of some learners, this maybe a verbal, touch or object cues. For example give the child a wallet paired with "We are going to the store."

* Handling/Positioning - Placement of the learner in a position that creates adequate support and where the body is in correct alignment. For example, the child who is deaf-blind must be reminded with a touch cue to lift his/her head.

* Placement of Materials - Materials are placed in such a manner as to facilitate goals/objectives for that learner or to help the learner with a specific task. For example, if the child is learning a searching pattern when objects are dropped - accidentally drop a coin at the counter.

* Responsiveness - The caregiver responds to the learner's agenda through a communication interaction or a joint activity initiated by the learner. For example, the child and
teacher are playing with the balloon given to the child while riding the bus - the child pushes away the balloon & taps your leg. The teacher responds by tapping the child's leg & beginning their tickling game.

* **Opportunities to Communicate** - Set up the situation such that the learner must indicate choices, preferences, needs, wants, feelings, etc. During the visit to the grocery store, the child should have 20 or more opportunities to communicate. For example, making choices: balloon - orange, requesting more: playing tickle game - stop - wait.

* **Special Adaptations** - Anything done to the natural environment to adapt it for the learner. For example: Initially, you may use special checkout, not having to wait. Then, gradually help the child to wait to purchase his food.

* **Partial Participation** - Assisting the learner to participate in the activity to the extent to which he/she is able. For example, child unzips pouch, teacher gets money from wallet, child extends money to cashier.

* **Provide Appropriate Feedback** - Reaction to the learner's accomplishments and participation in the activity that can be positive or negative providing the learner with information to complete the activity. For example, rubbing the child's back when "waiting" for balloon.

* **Provide Consistent Prompts/Cues** - Insure that specific prompts/cues are used by each team member in relation to the specific learner as well as repairing any prompts/cues in a systematic way. For example
everyone that approaches the learner
uses the touch cue of gently squeezing
the learner's shoulder to give him/her
information someone is present.

* Wait - During any communication
interaction with the learner, wait
several seconds to give the learner
time to process the information and
respond. This is especially important
for learners with severe physical and
mental disabilities. For example when
holding two items for the learner to
make a choice, allow the child who is
deaf/blind to feel both items, then wait
3 to 7 seconds for a response. If no
response is given, repeat the sequence
and/or repair your cue.

* Encourage Peer and/or Sibling
Interaction - Set up situations so that
interactions occur between the learner
and his/her peers. Train the
interactors to use specific
prompts/cues to enhance the
interactions. For example, a child
might serve as a sighted guide.

This scripted routine or task analysis
is completed in written form and
distributed to all team members.
Revisions can be made at any time.
Utilize this script or analysis as the basis
for instruction in an integrated therapy
model. All professionals and parents will
follow the basic program adaption as
necessary to different environments.

Activity #4: Scripting a Routine. Turn to the following
page for Activity #4.
Scripting a Routine

Activity #4

Transparency #11B

Type of Skill
Motor - M
Social behavior - S
Communication - C
Self help - S/H

Child: ________________________
Domain: ________________________
Goal: ________________________
Activity: ________________________

Preparation:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Participation:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Termination:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
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W-25
8.0 Implementing the Integrated Therapy Model

The key to implementing an Integrated Therapy Model is the sharing of information and skills across disciplines. According to Lyon and Lyon (1980), this sharing is accomplished through a role release strategy.

The role release strategy is defined as the sharing of information and skills between two or more members of a team. In utilizing this approach, various roles and responsibilities are shared and accepted across team members. Role release can be accomplished at different levels according to the needs of the learner and the team members.

8.1 Levels of Role Release

- **Sharing of General Information**

  General information sharing allows team members the opportunity to acquaint each other with basic facts regarding their disciplines. Such information is helpful in increasing the awareness level of the team membership.

  **Examples**
  - The speech pathologist would describe the various augmentative communication systems available for students who are non-verbal.
  - The Mom shares a list of foods that the child enjoys eating.

  **Ways to Share General Information**

  **Written Communication** - Information containing basic knowledge can be found in a number of forms such as pamphlets, articles, fact sheets and catalogs.

  **Oral Communication** - Presentation of information orally can be done in a formal or informal setting. Formal
presentations might include conference sessions, poster sessions and lectures. Informal sharing of information may occur within a team meeting or on a one-to-one basis.

- **Sharing Informational Skills**

  This level of role release allows the receiver to make judgements or assist in making decisions. The information shared is much more in-depth knowledge regarding specific skills. Such information is helpful in making a team decision instead of an individual member making the decision.

**Examples**

The communication specialist presents a workshop to team members that provides knowledge of the levels of communication development. The physical therapist provides instructional videotapes of problems students might display when eating in order for team members to identify feeding problems.

**Ways to Share Informational Skills**

**Written Communication** - Information shared at this level of in-depth knowledge using written communication would include books, book chapters, manuals and training modules.

**Oral Communication** - To provide adequate knowledge in order to share informational skills would require such activities as workshops, in-service training seminars, and university courses.

**Audio/Visual Presentations** - The use of training videotapes with manuals
are a great method to share informational skills. Both professional and informal videotapes can be utilized to share information. Videos can be taken home for review by team members.

- Sharing Performance Competencies

This highest level of role release is to train a team member to perform a specific action/skill. For an integrated team model to be implemented, the sharing of performance competencies must be accomplished.

Examples
The teacher trains Mom and Dad to use jaw control methods to assist their child in eating. The physical therapist demonstrates the relaxation techniques to use before requiring the child to participate in sorting clothing to do the laundry.

To train another team member to carry out a performance competencies requires coaching.

Coaching - is defined as training of a team member to perform competencies that enable a student to acquire IEP goals and objectives. Coaching requires exchanges on a regular basis with the coach (role releasor) and the team member being trained (implementor).

Coaching steps

* Explain the Purpose - before a team member is trained. The trainer (role releasor) should give a detailed description and purpose for the method/ procedure. This should assist the implementor in understanding the mechanics and
allow him/her to recognize problems that might arise. Using the example of programming an electronic augmentative communication device, the trainer would describe how the device stores the information and how it is accessed.

* Demonstrates/Model the Procedures - Next the trainer should provide a demonstration or model the procedure. Explain that this step might need to be repeated a number of times or video taped for the team member to review periodically. During this step, the trainer would actually show the parents and teacher each step used to program the device. Key words or phrases might be written to serve as a reminder of each step.

* Observe the Team Member that is Being Trained - Once the person being trained feels comfortable, he/she should implement the procedure while being observed by the trainer. This step is important in preventing misuse or inappropriate techniques. Allow the parents and teacher to actually program the device while the speech pathologist is observing.

* Provide Feedback - When observing the team member being trained, it is critical to provide positive feedback. Encouragement is often necessary for the team to succeed. Remember that techniques that are second nature to one person might seem totally foreign to another. The speech pathologist might smile, nod, verbally agree with each step being completed. If
necessary, prompt the parents by pointing to the next step.

* Repeat Steps as Necessary

Activity #5: Role Play Coaching Strategies. Utilizing the script completed in activity #4, team members will role play the implementor and coach.

8.2 Ongoing Responsibilities for Maintaining Integrated Team Programming

After activities have been scripted and team members trained to carry program plans, it is important to maintain the integrated team.

Communication between team members is vital to the success of maintaining the student's program. It should be timely and efficient so that problems are addressed immediately before leading to frustration and failure. Integrated team programming is successful when communication is maintained.

Suggestions for team Communication

- Each team member writes down any questions and concerns at a designated place in the classroom. This allows for each team member to communicate with other members in a timely manner. One does not have to wait for a team meeting.

- Team members can leave copies of written plans/suggestions in a designated place. This can be easily achieved with no carbon required (NCR) paper or the use of a copying machine.

- A notebook or form sent home each day containing achievements,
problems, and concerns enhances communication with the parents. The parents return the notebook daily providing input from the home environment and also addressing their achievements, problems and concerns.

Regularly scheduled team meetings are essential in maintaining a successful program. Generally, the teacher plans and facilitates the meetings due to his/her contact with all team members. Team meetings allow the following to occur:

- Analyze and review data,
- Engage in team problem solving, and
- Revise the learner’s program.

Although team members share roles and responsibilities, each team member must act individually as a:

- Program Implementor - As the training progresses, each team member would directly work with the child implementing the scripted program. This allows the team member to suggest changes and update data. For example: Twice a month the speech pathologist might take the child into the grocery store and implement the program.

- Data Manager - Collecting data will provide the team with information to revise any program plans. For example: If the child continues to make no progress in making choices - adaptation may be necessary.

- Observer - Each team member is responsible for observing the child across the various settings in order to provide accurate and pertinent information. Direct observation is critical to the success of the program. Team members should observe what is happening before, during & after an
Trainee Workbook

activity occurs to determine possible options.

- Problem Solver - Each member is needed to provide input when new challenges arise.

9.0 Evaluation: Posttest

Activity #6: Posttest. Please turn to the following page and complete the posttest.
9.0 Posttest

Purpose: The pretest is given to determine the knowledge that the trainee gained as a result of the training.

1. Identify at least five possible members of a team providing services to a learner with severe disabilities.
   a. ____________
   b. ____________
   c. ____________
   d. ____________
   e. ____________

2. List the three levels of role release.
   a. ____________
   b. ____________
   c. ____________

3. Outline the five steps necessary in a coaching technique.
   a. ____________
   b. ____________
   c. ____________
   d. ____________
   e. ____________

4. Define the following team approaches.
   a. Unidisciplinary -
   b. Multidisciplinary -
   c. Interdisciplinary -
   d. Transdisciplinary -

5. List three benefits of an integrated therapy model.
   a. ____________
   b. ____________
   c. ____________
Bibliography


Appendix A
Pretest/Posttest
Purpose: The pretest is given to determine the knowledge that the trainee gained as a result of the training.

1. Identify at least five possible members of a team providing services to a learner with severe disabilities.
   a. parents
   b. teacher
   c. speech pathologist/communication specialist
   d. occupational therapist
   e. physical therapist

   ALSO
   a. doctor
   b. audiologist
   c. nurse
   d. nutritionist
   e. psychologist
   f. rehabilitation engineer
   g. special education administrator

2. List the three levels of role release.
   a. sharing of general information
   b. sharing specific knowledge
   c. sharing skills or performance competencies

3. Outline the five steps necessary in a coaching technique.
   a. explain the purpose
   b. demonstrate/model the procedures
   c. observe the trainee
   d. provide feedback
   e. repeat steps as necessary

4. Define the following team approaches.
   a. Unidisciplinary - not a true team. One service provider, meeting one specific need.

   b. Multidisciplinary - broad array of services and service providers. Each responsible for one particular problem. Little sharing of information.

   c. Interdisciplinary - multiple services and service providers coordinating efforts through team meetings. Specific objectives for specific disciplines.

   d. Transdisciplinary - team of parents and service providers focused on the learner’s educational program. Team members train across disciplines.

5. List three benefits of an integrated therapy model.
   a. therapists serve as consultants
   b. parents/professionals welcome information
   c. enhances coordination of services
Appendix B
Sample Forms
ECOLOGICAL INVENTORY STRATEGY GUIDE

Presented below is a guide that can be adapted and used to conduct ecological inventories for several different purposes.

Student: ____________________________________________

Domain: ____________________________________________

Environment: ________________________________________

Reasons for selecting the environment: __________________

Purpose of the Inventory: ______________________________

Subenvironment: _____________________________________

Activity 1: __________________________________________

Skills: _____________________________________________

____________

____________

Activity 2: __________________________________________

Skills: _____________________________________________

____________

____________

Subenvironment: _____________________________________

Activity 1: __________________________________________

Skills: _____________________________________________

____________

____________

Activity 2: __________________________________________

Skills: _____________________________________________

____________

____________

Taken from:  Lou Brown, Betsy Shirager, Jennifer York, Kathy Zanella, and Patty Rogan, 1984
### ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

**Student:**
**Domain:**
**Environment:**
**Subenvironment:**

<table>
<thead>
<tr>
<th>Person Without Disabilities Inventory</th>
<th>Student With Disabilities Inventory + or -</th>
<th>Discrepancy Analysis</th>
<th>Instructional Strategies/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity:</strong></td>
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<td><strong>Skills</strong></td>
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**Taken from:** Goodall 1991
Scripting a Routine

Type of Skill
Motor - M
Social behavior - S
Communication - C
Self help - S/H

Preparation:________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Participation:____________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Termination:_____________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Providing Services for Learners with Severe Disabilities

A Module for Developing Functional Curricular Content

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Kathleen Stremel
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INTRODUCTION

Students with severe handicaps should receive instruction on activities and skills that lead to maximum autonomy in a variety of environments in the real world. Because one of the goals of special education for students with severe disabilities is to reduce the discrepancies between learners with disabilities and their typical peers, it is necessary to address activities and skills that highlight existing similarities. As discrepancies are minimized, students with severe handicaps will be viewed as productive, valued members of society.

In order to reduce the discrepancies that exist between students with severe disabilities and their typical peers, it is necessary to teach activities and skills that are functional, chronologically age-appropriate, and which will be useful in both current and subsequent environments. A functional curriculum model prepares students with significant disabilities to participate in activities that occur in real world settings.

The Functional Curriculum Module was developed to be used with other modules in the series. The content of the module emphasizes the development and implementation of a functional curriculum. It is recommended that providers who have had experience in implementing a functional curriculum serve as "trainers" for the inservice session. The module was developed as an inservice training tool to assist Trainers to teach parents, professionals, and paraprofessionals.

The module contains a Trainer's Guide and a Trainee Workbook. Both are divided into the following sections:

1.0 Introduction - This section provides an overview of the goals and objectives of the inservice training.

2.0 Functional Curriculum Development - This section includes a philosophical base and strategies for developing functional curriculum content.

3.0 Differences in Curricular Content for Students With Severe Disabilities - This section provides a comparison between traditional curricular content and functional curricular content.

4.0 Parental Involvement in the IEP Process - This section provides a rationale and strategies for parental inclusion in the educational process.

5.0 Developing Ecological Inventories - This section discusses the rationale and steps necessary to develop ecological inventories.
6.0 Principle of Partial Participation - This section includes a discussion of the importance of partial participation for students with severe disabilities and the development of performance strategies and adaptations.

7.0 Managing Classroom Operations - This section includes a discussion of classroom management techniques.

8.0 Scheduling Activities - This section provides a discussion and strategies for scheduling functional activities.

9.0 Providing Community-Based Training - This section contains a discussion of the rationale and implementation of community-based training.

10.0 Posttest/Evaluation

The anticipated outcomes of training include increases in trainees' skill to develop and implement a functional curriculum. The trainer should stress that the development a functional curriculum should be governed by common sense and implemented using systematic instruction.
ACKNOWLEDGMENTS

We would like to thank Jan Holston for her patience and dedication in typing and editing the manual. She kept our confusion at a minimum. We wish to thank the many teachers who provided feedback about what was clear and what was unclear – they were our best critics. Most importantly, we offer special gratitude to the learners themselves and their families. They are responsible for letting us know what works and what doesn't work. May they accept our apologies for our wrong starts and stops...for the isolated and non-functional training efforts of the past...and for all of the times that we did not respond to their attempts to communicate with us. We want them to know that their messages are important to us. We strongly hope that more opportunities to communicate their options and choices will be available in the future.
OVERVIEW

Functional Curriculum Development

Competencies:
Each trainee will demonstrate knowledge, skills and ability to implement functional curriculum content.

Objectives:
Each trainee will:

1. Demonstrate knowledge of functional curriculum content through discussion and written activities.

2. Demonstrate skills necessary to develop an individualized functional curriculum.

3. Demonstrate the ability to implement a functional curriculum during follow-up.
Trainer Guidelines
GENERAL DIRECTIONS FOR THE SERVICE PROVIDER

Trainer Guidelines

The left side of the guidelines contain instructions and the major points to be made during the lecture format. The Trainee Workbook provides a summary of the lecture. The transparencies that the service provider uses during the lecture are reduced and placed on the right side of the page for easy reference. The service provider will conduct a number of trainee activities throughout the session. The activities have also been reduced and placed on the right side of the guideline pages for quick reference. The service provider needs to make transparencies from the pages entitled transparencies. Any portion of the module can be duplicated.

Appendix A contains the posttest answers. Appendix B contains samples of the forms used for the transparencies. A bibliography specific to functional curriculum development for learners with severe disabilities can be found prior to the Appendices. The Journal for Persons With Severe Handicaps is also an excellent resource.

Trainee Workbook

The trainee workbook contains a synopsis of the content of the lecture. The transparencies that are used to illustrate points have been reduced and placed on the right side of the workbook. The activities to be completed by each trainee are located within the workbook. Each trainee should check their answers after the activity.

The written examples of the activities may be written on notecards for trainer ease in delivery.
1.0 INTRODUCTION

1.1 Goals and Objectives

A. Display Transparency #1: Functional Curriculum Overview—Training Competencies and Objectives

B. Refer trainees to page v in the Trainee Workbook

C. Provide an overview of the objectives of the training session. Explain that the trainee will:
   - Demonstrate knowledge of functional curriculum content
   - Demonstrate skills necessary to develop an individualized functional curriculum
   - Demonstrate ability to implement a functional curriculum

1.2 Pretest

A. Handout the pretest (Activity 1#) to the trainees

B. Refer trainees to page 1 in the Trainee Workbook

C. Explain the purpose of the pre-posttest. Allow 10 minutes for completion

D. Give trainees the results of the pretest at the end of the training session (Appendix A)

2.0 FUNCTIONAL CURRICULAR CONTENT

2.1 Functional Curricular Content

A. Display Transparency #1: Explain the content of a functional curriculum for learners with severe disabilities

B. Refer trainees to page 2 in the Trainee Workbook

C. Explain the following points:
   A functional curriculum...
   - prepares learners with severe handicaps for life in the real-world
Trainer Guidelines

- reflects the belief that all learners can achieve

- is based on the demands of adult life in community settings

- enhances the dignity and worth of learners with significant disabilities

D. Discuss the ways in which the message sent to the general public through educational programs can either facilitate or hinder social interactions and public acceptance

- low educational expectations reflected in age-inappropriate materials and skills

- images of competence given through the use of functional, age-appropriate activities

E. Discuss how learners with significant handicaps need to develop long-term friendships and social support and how this is developed through integrated educational services

F. Discuss how communication/social skills instruction is integrated into all areas of a functional curriculum model

- functional activities give the learner something to communicate about

G. Discuss how a functional curriculum is divided into the four domains of everyday life

- our lives revolve around activities in these four domains

- traditional curriculum areas are embedded in the 4 domains (Give several examples of the inclusion of the following traditional curriculum areas in a functional curriculum: fine motor, gross motor, self-help.)

- range of motion can be taught as part of the activity of rolling a wheelchair into the lunchroom or dressing for physical education
Trainer Guidelines

- gross motor skills can be taught as part of activating a microswitch to turn on a toy or blender to prepare lunch

- fine motor skills can be taught as part of eating a meal, brushing teeth, or buttoning clothes

H. Discuss the instruction of functional academics within a functional curriculum and give several examples (instruction of money, time management, color identification, reading, numeral identification, etc.) of the ways in which functional academics can be embedded into functional activities

I. Discuss how a functional curriculum model provides for instruction in real settings where the activity is performed

- facilitates generalization
- give several examples of activities within each domain and where instruction would take place

J. Discuss the ways in which a functional curriculum can provide opportunities for the development of friendships and meaningful interactions with nonhandicapped peers

K. Explain the zero reject philosophy

- prevents total exclusion
- mandates services for learners who were previously excluded from school
- free, appropriate public school education for learners with significant disabilities

3.0 DIFFERENCES IN CURRICULAR CONTENT FOR LEARNERS WITH SEVERE DISABILITIES

3.1 Traditional vs Functional Models

A. Display Transparency #2

B. Discuss the major differences between traditional and functional curricular content
Trainer Guidelines

Traditional curriculum models...

- based on data from infants and youth without disabilities
- movement through a specified hierarchy of skills as developmental milestones
- bottom-up approach to curriculum development
- instruction of isolated, splinter skills
- instruction in classroom settings
- objectives formulated from tests assessments based on the normal stages of child development
- mastery of prerequisite skills

Functional curriculum model...

- top-down approach to curriculum development
- critical skills to live, work, and recreate in community settings
- allows partial participation in a variety of age-appropriate activities
- training provided in real-world environments
- facilitates generalization
- allows for performance strategies and adaptations

3.2 Activity-Based vs Skill-Based Curriculum Content

A. Display Transparencies #3 & #4

B. Discuss/explain the following:
   - Skill
   - Activity

C. Give several examples of skills which are embedded in functional activities
3.3 Converting Traditional Skills into Functional Activities

A. Instruct trainees to turn to page 10 in their Trainee Workbook

B. Display Transparency #5

C. State the following . . .
   - the purpose of this activity is to convert traditional, developmental skills into functional activities
   - please form 2-3 groups and brainstorm activities together
   - after completion of this activity we will share our responses with the group

4.0 PARENTAL INVOLVEMENT IN THE EDUCATIONAL PROCESS

4.1 Parent Involvement

A. Discuss the following points...
   - P.L. 94-142 and the impact on parent participation in the educational process
   - parents have valuable information to contribute
     - what activities are important to family and which are engaged in frequently
     - level of participation in activities
     - cultural values
   - value judgements of parents are important when designing an instructional program (Give several examples of the ways in which value judgements have influenced educational programming)

4.2 Utilizing A Parental Inventory

A. Display Transparency #6
Trainer Guidelines

Transparencies and Activities

B. Explain the following...

- purpose of a parental inventory
  - identification of activities for inclusion on the IEP
  - information regarding student performance
  - family routines
- when/how to complete a parental inventory
  - complete prior to the IEP meeting
  - information should be obtained face-to-face or over the telephone

4.3 Prioritizing Activities for Instruction

A. Display Transparency #7

B. Explain the following:

a. Activities should be prioritized using the following criteria (Brown, et al., 1980)
   - functional
   - chronologically age-appropriate
   - valued by society
   - increase in social interactions
   - critical for current and subsequent environments
   - facilitate communication
   - culturally normative

C. Discuss the following...

- when selecting activities for instruction, consider the following questions:
  - What do you intend to teach?
  - Why?
  - Why should we engage in this activity?
  - Could the student function without this activity?
  - Am I teaching what I think I am teaching?

D. Display Transparency #8

E. Discuss the following...
Trainer Guidelines

Transparencies and Activities

- activities should be prioritized before developing IEP goals and objectives

- activities should reflect a normal balance in all domains for the age of the learner

- Sailor, et al. (1986) suggest the following percentage for classroom, school, and community instruction:
  
  Ages 3-6
  10% community-based
  25% school-based
  65% classroom based

  Ages 6-9
  25% community-based
  35% school-based
  40% classroom based

  Ages 9-12
  50% community-based
  25% school-based
  25% classroom-based

  Ages 12-16
  75% community-based
  15% school-based
  10% classroom-based

4.4 Developing Normalized Instructional Options in the Four Domains

A. Instruct trainees to turn to page 13 in their Trainee Workbook

B. Display Transparency #9

C. Explain/discuss the following points:

- after prioritizing activities determine the following for each activity:
  - where instruction will occur
  - naturally occurring times for instruction
  - with whom instruction will occur (Note: Emphasize that common sense should govern instructional decisions)

- instruction should occur in normalized locations at normalized times
Trainer Guidelines

Transparencies and Activities

5.0 DEVELOPING ECOLOGICAL INVENTORIES

5.1 Ecological Inventories

A. Display Transparency #10
B. Refer trainees to page 15 in their Trainee Workbook
C. Explain the following:
   - purpose of ecological inventories
   - information obtained and impact on instructional program development
   - stages of ecological inventory
     - identify environments
     - identify subenvironments
     - identify activities
     - identify skills
D. Display Transparency #11
E. Explain the content of the ecological inventory shown on the transparency
F. Instruct trainees to turn to page 16 in their Trainee Workbook

6.0 PRINCIPLE OF PARTIAL PARTICIPATION

6.1 The Principle of Partial Participation

A. Display Transparency #13
B. Explain the following:
   - participation and inclusion in a variety of activities is crucial for education
Trainer Guidelines

Transparencies and Activities

- principle of partial participation
  - we all partially participate in some daily activities
  - learners with significant handicaps should not be denied access to environments and age-appropriate activities because they can not independently perform some activities and skills

- partial participation can include...
  - adaptation of rules (Give several examples)
  - adaptation of materials (Give several examples)
  - adaptation of skill sequences (Give several examples)

6.2 Adaptations and Performance Strategies

A. Display Transparency #14

B. Explain the following points...

- performance strategies and adaptations are modifications that simplify the physical or academic demands of an activity to facilitate performance (Wilcox & Bellamy, 1987)

- criteria to be considered when developing performance strategies and adaptations (Give an example of each):
  - effectiveness
  - durableness
  - should not compromise dignity
  - usefulness in a variety of settings
  - individualized

C. Explain the steps necessary to develop appropriate adaptations and performance strategies:

- conduct a person without disabilities inventory
  - how does a person without a disability perform the activity?

- conduct a person with disability inventory
Trainer Guidelines

- how does the person with a disability perform the activity?
- conduct a discrepancy analysis
  - identify the discrepancies in the performances of the activity
  - identify what skills can be acquired with instruction
  - identify what skills cannot possibly be acquired
- develop performance strategies/adaptations for skills/steps that cannot be acquired

D. Give several examples of performance strategies and adaptations

E. Display Transparencies #15 and #16

F. Discuss the discrepancy analyses shown on each transparency

6.3 Developing Performance Strategies and Adaptations

A. Instruct trainees to turn to page 21 in their Trainee Workbook

B. Display Transparency #17

C. Explain that the purpose of this activity is to develop a variety of performance strategies and adaptations to allow learner participation in functional activities

D. Explain that the group will share their responses after completing the activity. The trainer will write several examples on the overhead

7.0 MANAGING CLASSROOM OPERATIONS

7.1 Classroom Management

Explain the following...
- the classroom atmosphere should encourage visits by regular education students, teachers, and parents
- classroom decorations/furniture should be age-appropriate
Trainer Guidelines

- spaces for learning should be well-defined
  - community preparation area
  - leisure/recreation area
  - peer tutor areas
  - peer buddy areas

8.0 SCHEDULING ACTIVITIES

8.1 Scheduling Functional Activities

A. Explain the following points ...

- scheduling is a complex process requiring input from other teachers, staff, and related service personnel
- heterogeneous groupings
  - increases teacher/parent expectations
  - provides role models
  - increases instructional time
  - decreases number of behavior and physical challenges in one room
  - facilitates small group instruction
  - decreases teacher burn out
  - facilitates integration
  - encourages a more positive response from peers
  - encourages reduced staff ratios

B. Discuss the mechanics of scheduling

- schedule inflexible activities first
  - lunchroom, physical education, peer tutor and buddy schedules, etc.
- determine common activities
- identify naturally occurring times and locales for instruction
- schedule students in small numbers in integration activities/regular education classes
Trainer Guidelines

- schedule support when necessary
- schedule community-based training

C. Display Transparency #18

D. Explain the following...

- classroom schedule should be posted
- master schedule should be detailed
- student schedules should facilitate self-monitoring of activities (Give several examples of student schedules including those using actual-size and miniature objects, photos, line drawings, etc.)

E. Display Transparencies #19, #20, & #21

F. Discuss the differences in each schedule

G. Ask trainees what type of schedules and self-monitoring procedures would be appropriate for their students

9.0 PROVIDING COMMUNITY-BASED TRAINING

9.1 Community-Based Training

A. Display Transparency #22

B. Explain/discuss the following...

- community-based training is not a field trip
- community-based training should occur on a regular basis with a small number of students
- community-based training facilitates generalization
- community-based training is systematic and data-based
- should evolve from identified student needs for current and subsequent environments
- should be age-appropriate and reflect societal norms

BEST COPY AVAILABLE
C. Discuss the following strategies for the implementation of community-based training:

- low-ratio requirements of community training can be met by using the following strategies:
  - team teaching
  - paraprofessionals in classroom and community settings
  - related service personnel
  - integration activities for other students
  - peer tutors and peer buddies
  - heterogeneous groupings
  - university practicum students

- community instruction should evolve from identified student needs in current and subsequent environments

- community training should reflect the age-appropriate needs of the learner

- community training should capitalize on the naturally existing stimuli and natural cues and correction procedures (give examples of natural cues and correction procedures available to learners)

10.0 EVALUATION

10.1 Posttest

Ask trainees to turn to page 28 in their workbook and complete the Posttest (Activity #5).
(10 minutes)

10.2 Workshop Evaluation

Have trainees complete the Workshop Evaluation form on page 29
ACTIVITIES
Pretest

Purpose: This pretest is given to determine the knowledge that the trainee gained as a result of the training on functional curriculum development.

1. List the four major domains in the functional curriculum model.
   a. ______________________
   b. ______________________
   c. ______________________
   d. ______________________

2. List the five steps to developing an ecological inventory.
   a. ______________________
   b. ______________________
   c. ______________________
   d. ______________________
   e. ______________________

3. List four criteria which can be utilized to prioritize activities for inclusion on the IEP.
   a. ______________________
   b. ______________________
   c. ______________________
   d. ______________________

4. The principle of partial participation includes the adaptation of what three things?
   a. ______________________
   b. ______________________
   c. ______________________

5. T or F An activity is part of a skill.
## Activity #2

### CONVERTING TRADITIONAL SKILLS INTO FUNCTIONAL ACTIVITIES

<table>
<thead>
<tr>
<th>TRADITIONAL</th>
<th>FUNCTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick up 1&quot; blocks for pincer grasp development</td>
<td></td>
</tr>
<tr>
<td>Cutting on line drawn on construction paper</td>
<td></td>
</tr>
<tr>
<td>Stacking wooden rings on dowel, smallest to largest</td>
<td></td>
</tr>
<tr>
<td>Labeling all objects in classroom with their names</td>
<td></td>
</tr>
<tr>
<td>Rote numeral naming from wall chart/flash cards</td>
<td></td>
</tr>
</tbody>
</table>
ECOLOGICAL INVENTORY ACTIVITY

DOMAIN: Domestic

ENVIRONMENT: Home

SUB-ENVIRONMENT: Kitchen

ACTIVITY: Make simple snack (microwave popcorn) with non-handicapped peer

SKILLS:
Activity #4

**INSTRUCTIONAL CHALLENGE**

Can not follow written daily schedule of school or home activities

Can not carry tray in school cafeteria

Can not carry tray at fast food restaurant

Can not put clothes away in correct drawer

Can not see ball when thrown during play at recess

Can not determine when it is time to wash socks

Can not follow written recipe

**PERFORMANCE STRATEGY/ADAPTATION**
Posttest

Purpose: This posttest is given to determine the knowledge that the trainee gained as a result of the training on functional curriculum development.

1. List the four major domains in the functional curriculum model.
   a. __________________________
   b. __________________________
   c. __________________________
   d. __________________________

2. List the five steps to developing an ecological inventory.
   a. __________________________
   b. __________________________
   c. __________________________
   d. __________________________
   e. __________________________

3. List four criteria which can be utilized to prioritize activities for inclusion on the IEP.
   a. __________________________
   b. __________________________
   c. __________________________
   d. __________________________

4. The principle of partial participation includes the adaptation of what three things?
   a. __________________________
   b. __________________________
   c. __________________________

5. T or F An activity is part of a skill.
WORKSHOP EVALUATION SCALE

Workshop Names_________________________________________ Dates____________________

Presenter:______________________________________________

INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

1. The organization of the workshop was: Excellent 7 6 5 4 3 2 1

2. The objectives of the workshop were: Clearly Evident 7 6 5 4 3 2 1

3. The work of the presenters was: Excellent 7 6 5 4 3 2 1

4. The schedule of the workshop was: Excellent 7 6 5 4 3 2 1

5. The scope (coverage) was: Very Adequate 7 6 5 4 3 2 1

6. Information in the handouts were: Very Beneficial 7 6 5 4 3 2 1

7. Overall, I consider this workshop: Excellent 7 6 5 4 3 2 1

8. Do you feel a need for additional information about this topic? 1. Yes 2. No

The stronger features of the workshop were:_____________________________________

The weaker features were:_____________________________________________________

General Comments:__________________________________________________________
FUNCTIONAL CURRICULAR CONTENT FOR STUDENTS WITH SEVERE DISABILITIES

• ALL STUDENTS CAN LEARN

• CURRICULAR CONTENT SHOULD MINIMIZE DISCREPANCIES BETWEEN STUDENTS WITH HANDICAPS AND PEERS WITHOUT DISABILITIES

• CURRICULAR CONTENT SHOULD PREPARE STUDENTS TO FUNCTION IN REAL-WORLD SETTINGS

• CURRICULAR CONTENT SHOULD BE BASED ON THE DEMANDS OF REAL LIFE

• CURRICULAR CONTENT SHOULD ENHANCE DIGNITY AND WORTH

• CURRICULAR CONTENT SHOULD BE FUNCTIONAL

• CURRICULAR CONTENT SHOULD BE CHRONOLOGICALLY AGE-APPROPRIATE

• CURRICULAR CONTENT SHOULD BE DEVELOPED WITH CURRENT AND SUBSEQUENT ENVIRONMENTS IN MIND

• CURRICULAR CONTENT SHOULD PROVIDE OPPORTUNITIES FOR INTERACTIONS WITH PEERS WITHOUT DISABILITIES
<table>
<thead>
<tr>
<th>TRADITIONAL</th>
<th>FUNCTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relies on movement through a specific hierarchy of skills</td>
<td>Does not rely on &quot;readiness&quot; or prerequisites</td>
</tr>
<tr>
<td>Skill-Centered - Results in acquisition of splinter skills</td>
<td>Activity-Centered instruction with normalized requirements for performance</td>
</tr>
<tr>
<td>Instruction takes place in classroom with simulated materials</td>
<td>Instruction takes place in environments where activity is performed with real materials</td>
</tr>
<tr>
<td>Artificial cues and consequences provided by teacher</td>
<td>Natural cues and consequences available to the student</td>
</tr>
<tr>
<td>Considers mental age of student to be more important than chronological age</td>
<td>Considers chronological age of student to be more important than mental age</td>
</tr>
<tr>
<td>Results in few skills which are valuable in real-world settings</td>
<td>Results in competencies which can be utilized to live, work, and recreate in community settings</td>
</tr>
<tr>
<td>Does not allow for performance strategies, adaptations and partial participation</td>
<td>Allows for performance strategies, adaptations, and partial participation</td>
</tr>
<tr>
<td>&quot;Bottom Up&quot; Approach</td>
<td>&quot;Top Down&quot; Approach</td>
</tr>
</tbody>
</table>
ACTIVITIES VS SKILLS

SKILL: Lacing shoes
ACTIVITY: Getting dressed for school (lacing shoes)

SKILL: Use pincer grasp to eat
ACTIVITY: Make and eat snack after school

SKILL: Sort laundry
ACTIVITY: Do laundry

SKILL: Hold spoon appropriately
ACTIVITY: Eat dinner

SKILL: Identify dollar bill
ACTIVITY: Select and pay for purchase in snack shop

SKILL: Identify the color green
ACTIVITY: Cross streets controlled by street lights
# COMPARISON OF TRADITIONAL AND FUNCTIONAL SKILLS AND ACTIVITIES

**Age:** Elementary

<table>
<thead>
<tr>
<th><strong>TRADITIONAL</strong></th>
<th><strong>FUNCTIONAL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lace/button cards</td>
<td>Dressing for PE (lace tennis shoes)</td>
</tr>
<tr>
<td>Zipping on large pillow/form</td>
<td>Dressing for school (button shirt)</td>
</tr>
<tr>
<td>Pour sand from pitcher</td>
<td>Zipping jacket for recess</td>
</tr>
<tr>
<td>Sort colored chips</td>
<td>Pour milk from carton at lunch into glass/cup</td>
</tr>
<tr>
<td>Put pegs in pegboard</td>
<td>Help Mom sort laundry for washing clothes</td>
</tr>
<tr>
<td></td>
<td>Put money in video game machine</td>
</tr>
</tbody>
</table>
CONVERTING TRADITIONAL SKILLS INTO FUNCTIONAL ACTIVITIES

TRADITIONAL

Pick up 1" blocks for pincer grasp

Cutting on line drawn on construction paper

Stacking wooden rings on dowel, smallest to largest

Labeling all objects in classroom with their names

FUNCTIONAL

Rote numeral naming from wall chart/flash cards
Your son/daughter's program will be designed to facilitate the development of critical life skills. Instruction will be centered in the four domains of life; Domestic, Community, Leisure/Recreation and Vocational. The information you provide will be used to develop functional activities that reflect your child's needs. We will also include goals and objectives for integration activities. Functional academics will be included in appropriate activities.

Please help us decide what is most important for your son/daughter to learn. Please choose several areas in the 4 domains for instruction. Rank your choices 1-4.

Key:
- Performs Independently - No assistance or supervision is necessary
- Performs with Assistance - Some assistance is necessary.
- No Participation - Does not participate due to opportunity or age-appropriateness.
- Prioritize 1, 2, 3, 4

### Domestic Domain

<table>
<thead>
<tr>
<th>Activity</th>
<th>Performs Independently</th>
<th>Performs with assistance</th>
<th>No Participation</th>
<th>Priority Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare simple snack</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help clean kitchen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help wash dishes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help clear table</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feed self</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drink</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Domestic Domain Continued

<table>
<thead>
<tr>
<th>Activity</th>
<th>Performs Independently</th>
<th>Performs with assistance</th>
<th>No Participation</th>
<th>Priority Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wash/dry face</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wash/dry hair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bathe/shower</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comb/brush hair</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Tooth brushing</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Toileting</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Dressing</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Undressing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laundry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select Clothes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pick up room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothing care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care for plants</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Community Domain

<table>
<thead>
<tr>
<th>Activity</th>
<th>Performs Independently</th>
<th>Performs with assistance</th>
<th>No Participation</th>
<th>Priority Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pour liquids</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help prepare meal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fast food restaurant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menu restaurant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department store</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grocery store</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Mall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Street crossing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barber shop/salon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leisure/Recreation Domain</td>
<td>Performs Independently</td>
<td>Performs with Assistance</td>
<td>No Participation</td>
<td>Priority Choice 1, 2, 3, 4</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------</td>
<td>--------------------------</td>
<td>-----------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Card games</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Board games</td>
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</tr>
<tr>
<td>Puzzles</td>
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</tr>
<tr>
<td>Electronics</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Video games</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Video rentals</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Movies</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Walkman</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Records</td>
<td></td>
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</tr>
<tr>
<td>Crafts</td>
<td></td>
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</tr>
<tr>
<td>Bowling</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Radio</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Stereo</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Exercise</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Spectator sports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zoo/park</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocational Domain</th>
<th>Performs Independently</th>
<th>Performs with Assistance</th>
<th>No Participation</th>
<th>Priority Choice 1, 2, 3, 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver messages to school office</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water plants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand out milk in cafeteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**How does your son/daughter communicate his/her needs?**

**How do you communicate with your son/daughter?**

**Can your son/daughter answer yes/no questions in a reliable manner? How?**

**List some of his/her favorite activities, toys, and foods.**

**What stores do you shop in on a regular basis?**

**What leisure activities does your family enjoy?**
CRITERIA FOR PRIORITIZING ACTIVITIES

- FUNCTIONAL

- CHRONOLOGICALLY AGE-APPROPRIATE

- VALUED BY SOCIETY

- ACTIVITIES FOR CURRENT AND SUBSEQUENT ENVIRONMENTS

- ACTIVITIES THAT INCREASE INTERACTIONS WITH PEERS AND COMMUNITY MEMBERS WITHOUT DISABILITIES

- ACTIVITIES THAT FACILITATE COMMUNICATION ACROSS ENVIRONMENTS, ACTIVITIES AND PEOPLE

- ACTIVITIES THAT ARE CULTURALLY NORMATIVE
**Student:** Adam Stevens  
**School:** Emerson Elementary  
**DOB:** 8/14/82  
**Date:** 10/9/90  
**Team Members:** Mr. & Mrs. Stevens (parents); Ms. Evans (speech therapist); Mr. Riley (physical therapist); Ms. Loui (teacher); Adam Stevens (student); Mrs. Williams (regular education curriculum coordinator)

**Domain: Domestic**  
Current: Parent's home  
Subsequent: Group home

- help prepare snacks
- help mom pick up room
- partially participate in dressing/undressing

**Domain: Leisure/recreation**  
Current: Home/community  
Subsequent: Home/community

- watch video with a friend
- select leisure activity and play appropriately
- attend regular education art class
- attend "free time" in Mrs. Jones 3rd grade classroom
- attend YMCA art class after school with non-handicapped peers

**Domain: Community**  
Current: Community  
Subsequent: Community

- help non-handicapped peer raise/lower flag 2x week
- help water plants in library
- take messages to office with non-handicapped peer
- select/pay for video with friend

**Domain: Vocational**  
Current: School/home  
Subsequent: Community-based

**Additional Activities (Regular Education Class Placement, Clubs, etc.):**
- Adam will attend regular education library class 3x per week with peer buddy.
- Adam will attend regular education art class (see leisure/recreation) 4x per week.
- Adam will attend "free time" in the 3rd grade classroom.
- Adam will participate in the Emerson Elementary Student Association.

**Performance Strategies & Adaptations**
- Picture recipe cards
- Predetermined amount of money for purchase
- Self-monitoring picture chart for school jobs

**Related Services Needed:**
- Speech
- PT

**Comments:** Communication goals and objectives are included in each domain.
<table>
<thead>
<tr>
<th>Leisure/recreation Domain</th>
<th>Activity</th>
<th>Typical locations/naturally occurring times for instruction</th>
<th>Person(s) responsible for instruction/support</th>
<th>Non-Normalized Instructional options/locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tape player use with friend</td>
<td></td>
<td>- home (after school/on weekends)</td>
<td>parents</td>
<td>segregated, isolated activity (without non-handicapped peer)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- school (recess, leisure/recreation period in regular education classroom)</td>
<td>teacher</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>paraprofessional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>peer tutor/buddy</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>physical therapist</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>people normally in the instructional environment</td>
<td></td>
</tr>
<tr>
<td>YMCA exercise class</td>
<td></td>
<td>- Local &quot;Y&quot;, Monday and Wednesday at 3:30 p.m.</td>
<td>YMCA staff</td>
<td>segregated exercise class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>peer/buddy</td>
<td></td>
</tr>
<tr>
<td>Regular education art class</td>
<td></td>
<td>- Regular education art class (1:00 p.m.)</td>
<td>art teacher</td>
<td>segregated art class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monday, Wednesday, and Friday in the art room</td>
<td>teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>physical therapist</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>speech therapist</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>peer buddy</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>paraprofessional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>people normally in the instructional environment</td>
<td></td>
</tr>
<tr>
<td>Vocational Domain</td>
<td></td>
<td>- school (classroom, office, library)</td>
<td>parents</td>
<td>segregated activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- home</td>
<td>teacher</td>
<td>(without non-handicapped peer)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>paraprofessional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>peer/tutor</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>physical therapist</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>speech therapist</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>people normally in the instructional environment</td>
<td></td>
</tr>
</tbody>
</table>

Domestic Domain

Activity
dressing/undressing
toileting
comb/brush hair

Community Domain

Activity
grocery shopping

Typical locations/ naturally occurring times for instruction

- home (before school/at bedtime)
- school (before and after PE in locker room, arrival/dismissal)
- community YMCA (before/after exercise class after school)

- home
- school rest rooms
- community rest rooms (as need arises)

- home (before school, before leaving home)
- school rest rooms (after PE, after lunch)
- community rest rooms (as needed)

- grocery store(s) utilized by parents
- before meal/snack preparation
- during or after school hours

Person(s) responsible for instruction/support

teacher
paraprofessional
YMCA staff
parents
peer tutor/buddy
people normally in the instructional environment

teacher
paraprofessional
parents
physical therapist
peer buddy/tutor
people normally in the instructional environment

teacher
paraprofessional
parents
physical therapist
peer buddy/tutor
people normally in the instructional environment

teacher
paraprofessional
parents
peer/tutor
speech therapist
physical therapist
people normally in the instructional environment

Non-Normalized Instructional options/locations

dressing/undressing at inappropriate times
in special education classroom

special education classroom, bathroom/ changing area

special education classroom

any simulated community environment (classroom grocery store)
ECOLOGICAL INVENTORY SAMPLE

DOMAIN: Community
ENVIRONMENT: McRae's Department Store
SUB-ENVIRONMENT: Children's Shoe Department
ACTIVITY: Purchase Tennis Shoes
SKILLS: Scan for Tennis Shoes, Make Selection, Ask for Assistance, Give Size, Scan for Empty Seat, Select Seat, Try on Shoes, Make Selection, Pay

* AGE-APPROPRIATE FOR A 16 YEAR OLD
ECOLOGICAL INVENTORY SAMPLE

DOMAIN: Community
ENVIRONMENT: McRae’s Department Store
SUB-ENVIRONMENT: Children’s Shoe Department
ACTIVITY: Purchase Tennis Shoes with Parent
SKILLS:
- Scan for Tennis Shoe section with parent
- Make choice between two styles of tennis shoes
- Wait appropriately while Mom/Dad obtains assistance and gives shoe size
- Assist Mom/Dad in removing shoes
  - Extend leg/foot appropriately
  - Help remove shoes
- Assist in trying on tennis shoes
  - Extend leg/foot appropriately
- Wait appropriately while Mom/Dad pays for Tennis shoes
- Show shoes to sibling/peer after activity is complete

* AGE-APPROPRIATE FOR A 4-6 YEAR OLD
ECOLOGICAL INVENTORY ACTIVITY

DOMAIN: Domestic

ENVIRONMENT: Home

SUB-ENVIRONMENT: Kitchen

ACTIVITY: Make simple snack (microwave popcorn) with non-handicapped peer

SKILLS:
PRINCIPLE OF PARTIAL PARTICIPATION

- Allows students with severe disabilities access to and inclusion in age-appropriate activities and environments

- Adapt rules, materials, skill sequences and develop individualized performance strategies

- Students with multiple disabilities can operate toys using a microswitch

- Rules of games can be altered to allow participation of students with severe disabilities

- Students can partially participate in a variety of activities with peers without disabilities
### PERFORMANCE STRATEGIES AND ADAPTATIONS

#### SKILLS

<table>
<thead>
<tr>
<th>Order food in restaurant (menu restaurant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write name</td>
</tr>
<tr>
<td>Use grocery list</td>
</tr>
</tbody>
</table>

#### PERFORMANCE STRATEGIES & ADAPTATIONS

<table>
<thead>
<tr>
<th>Picture order cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer assistance</td>
</tr>
<tr>
<td>Written order card</td>
</tr>
<tr>
<td>Rubber stamp</td>
</tr>
<tr>
<td>Picture list</td>
</tr>
</tbody>
</table>
ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

Student: Adam  
Domain: Community/Recreation/Leisure  
Environment: Ray's Video  
Subenvironment: Aisles/counter areas

Date: 10/12/90

<table>
<thead>
<tr>
<th>Person Without Disabilities Inventory</th>
<th>Student With Disabilities Inventory + or -</th>
<th>Discrepancy Analysis</th>
<th>Instructional Strategies/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity: Rent video</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Open door</td>
<td>-</td>
<td>Requires assistance</td>
<td>Teach to grasp handle/pull open door or have peer without disability open door</td>
</tr>
<tr>
<td>2. Locate correct section</td>
<td>-</td>
<td>Could not locate</td>
<td>Verbal prompt</td>
</tr>
<tr>
<td>3. Select video</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Locate counter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Show membership card</td>
<td>-</td>
<td>Did not get card</td>
<td>Verbal prompt</td>
</tr>
<tr>
<td>6. Pay</td>
<td>-</td>
<td>Could not pay</td>
<td>Predetermined amount of money</td>
</tr>
<tr>
<td>7. Put away change</td>
<td>-</td>
<td>Forgot</td>
<td>Verbal + model</td>
</tr>
<tr>
<td>8. Obtain video</td>
<td>-</td>
<td>Forgot</td>
<td>Verbal prompt</td>
</tr>
</tbody>
</table>
ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

Student: Ann  
Domain: Domestic  
Environment: Parent's home  
Subenvironment: Bedroom  
Date: 10/10/90

<table>
<thead>
<tr>
<th>Activity: Tape player use</th>
<th>Student With Disabilities Inventory + or -</th>
<th>Discrepancy Analysis</th>
<th>Instructional Strategies/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Select tape</td>
<td>-</td>
<td>Requires assistance</td>
<td>Parent or peer helps select tape</td>
</tr>
<tr>
<td>2. Insert in player</td>
<td>-</td>
<td>Requires assistance</td>
<td>Use edge of cassette &amp; player as guide</td>
</tr>
<tr>
<td>3. Press &quot;Play&quot;</td>
<td>-</td>
<td>Requires assistance</td>
<td>Color code button</td>
</tr>
<tr>
<td>4. Adjust volume</td>
<td>-</td>
<td>Requires assistance</td>
<td>Color code dial</td>
</tr>
<tr>
<td>5. Determine end of tape</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Press &quot;Eject&quot;</td>
<td>-</td>
<td>Requires assistance</td>
<td>Color code button</td>
</tr>
<tr>
<td>7. Remove tape</td>
<td>-</td>
<td>Requires assistance</td>
<td>Use edge of cassette &amp; player as guide</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL CHALLENGE

Can not follow written daily schedule of school or home activities

Can not carry tray in school cafeteria

Can not carry tray at fast food restaurant

Can not put clothes away in correct drawer

Can not see ball when thrown during play at recess

Can not determine when it is time to wash socks

Can not follow written recipe

PERFORMANCE STRATEGY/ADAPTATION
SCHEDULING FUNCTIONAL ACTIVITIES

1. HETEROGENEOUS GROUPING OF STUDENTS
2. SCHEDULE INFLEXIBLE ACTIVITIES
3. DETERMINE COMMON ACTIVITIES
4. IDENTIFY NATURALLY OCCURRING TIMES FOR INSTRUCTION
5. SCHEDULE INTEGRATION ACTIVITIES
6. SCHEDULE COMMUNITY-BASED ACTIVITIES
7. REVISE AS NEEDED
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7:45</strong></td>
<td><strong>Arrival</strong></td>
<td><strong>8:00</strong></td>
<td><strong>Regular class</strong></td>
<td><strong>Regular class</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>8:30</strong></td>
<td><strong>Functional Reading PL, RT T</strong></td>
<td><strong>Library</strong></td>
</tr>
<tr>
<td><strong>8:45</strong></td>
<td><strong>Regular PE KW, WA, ST P</strong></td>
<td><strong>9:15</strong></td>
<td><strong>Library KW, WA, ST T, NHP (B)</strong></td>
<td><strong>School Jobs PL, WA, ST P, NHP (A)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Regular Art PL, RT P</strong></td>
<td></td>
<td><strong>Math RT, KW P, NHP (B)</strong></td>
<td><strong>Regular Art PL, WA, ST P, NHP (C)</strong></td>
</tr>
<tr>
<td><strong>10:00</strong></td>
<td><strong>School Jobs KW, WA, ST P</strong></td>
<td><strong>10:15</strong></td>
<td><strong>School Jobs PL, WA, ST T, PT, NHP (B)</strong></td>
<td><strong>School Jobs KW, RT T A,B</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Regular PE NHP (A,C) PL, RT, PT, T</strong></td>
<td><strong>10:30</strong></td>
<td></td>
<td><strong>Library RT, KW P</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Lunch-Community KW, WA, ST RT, PL</strong></td>
<td><strong>10:45</strong></td>
<td></td>
<td><strong>Regular PE PL, WA, ST T</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Street Crossing KW, WA, ST T, ST</strong></td>
<td><strong>11:00</strong></td>
<td></td>
<td><strong>Recess RT, KW T</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Lunch KW, WA, ST RT, PL</strong></td>
<td><strong>11:15</strong></td>
<td><strong>Recess RT, KW T</strong></td>
<td><strong>Snack Purchase Library PL, WA, ST P, NHP (C)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>12:15</strong></td>
<td></td>
<td></td>
<td><strong>Music KW, RT T</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Music Class RT, PL, P</strong></td>
<td></td>
<td></td>
<td><strong>Lunch KW, WA, ST All Students</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Functional Math KW, WA, ST T</strong></td>
<td><strong>1:00</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Recess KW, WA, ST P, NHP (B)</strong></td>
<td><strong>Music KW, WA, ST RT, PL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1:15</strong></td>
<td><strong>1:30</strong></td>
<td><strong>Recess RT, PL T</strong></td>
<td><strong>School Assembly KW, RT P A,C</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Snack Purchase RT, PL P, PT</strong></td>
<td><strong>Music KW, WA, ST RT, PL T</strong></td>
<td><strong>Leisure/Rec KW, WA, ST T</strong></td>
<td><strong>Special Projects Weekly</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Library RT, PL P</strong></td>
<td><strong>1:45</strong></td>
<td><strong>Music KW, WA, ST RT, PL T</strong></td>
<td><strong>School Assembly All Students</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Library KW, WA, ST RT, PL T</strong></td>
<td><strong>2:25</strong></td>
<td><strong>Special Projects NHP (A)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Dismissal or Extracurricular Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>8:00</td>
<td>SNACK SHOP TRAINING</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8:45</td>
<td>P. E.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9:45</td>
<td>BREAK</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10:00</td>
<td>GROCERY SHOPPING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:55</td>
<td>VOC TRAINING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:45</td>
<td>LUNCH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:25</td>
<td>BOWLING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:20</td>
<td>CREW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:15</td>
<td>CHOICE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample daily student schedule

From: Sprague, J., Mix, M., Wilcox, B., Styer, C., & Biber, B.
**WHAT NEEDS TO BE DONE THIS WEEK?**

1. Buy hearing aid battery
2. Pep Assembly on Thursday
3. Fast food lunch on Friday

**Judy:**
Bill needs $3.00 for fast food lunch on Friday

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>WEEK-END</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Activity" /></td>
<td><img src="image2" alt="Activity" /></td>
<td><img src="image3" alt="Activity" /></td>
<td><img src="image4" alt="Activity" /></td>
<td><img src="image5" alt="Activity" /></td>
<td><img src="image6" alt="Activity" /></td>
</tr>
</tbody>
</table>

**PEP ASSEMBLY**
(easy dismissal)

Sample weekly calendar for after school activities.
COMMUNITY-BASED INSTRUCTION

- COMMUNITY-BASED INSTRUCTION IS NOT A FIELD TRIP

- COMMUNITY-BASED INSTRUCTION IS SYSTEMATIC AND DATA-BASED

  &

- COMMUNITY-BASED INSTRUCTION SHOULD INCLUDE NO MORE THAN 2-4 STUDENTS

- COMMUNITY-BASED INSTRUCTION SHOULD BE CHRONOLOGICALLY AGE-APPROPRIATE, FUNCTIONAL, AND REFLECT SOCIETAL NORMS

- COMMUNITY-BASED INSTRUCTION SHOULD CAPITALIZE ON EXISTING NATURAL CUES AND CONSEQUENCES
Providing Services for Learners with Severe Disabilities

A Module for Developing Functional Curricular Content

deVergne Goodall
Kathleen Stremel
Becky Wilson

Department of Special Education
University of Southern Mississippi
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Appendix A - Posttest Answers
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INTRODUCTION

Students with severe handicaps should receive instruction on activities and skills that lead to maximum autonomy in a variety of environments in the real world. Because one of the goals of special education for students with severe disabilities is to reduce the discrepancies between learners with disabilities and their typical peers, it is necessary to address activities and skills that highlight existing similarities. As discrepancies are minimized, students with severe handicaps will be viewed as productive, valued members of society.

In order to reduce the discrepancies that exist between students with severe disabilities and their typical peers, it is necessary to teach activities and skills that are functional, chronologically age-appropriate, and which will be useful in both current and subsequent environments. A functional curriculum model prepares students with significant disabilities to participate in activities that occur in real world settings.

The Functional Curriculum Module was developed to be used with other modules in the series. The content of the module emphasizes the development and implementation of a functional curriculum. It is recommended that providers who have had experience in implementing a functional curriculum serve as "trainers" for the inservice session. The module was developed as an inservice training tool to assist Trainers to teach parents, professionals, and paraprofessionals.

The module contains a Trainer's Guide and a Trainee Workbook. Both are divided into the following sections:

1.0 Introduction - This section provides an overview of the goals and objectives of the inservice training.

2.0 Functional Curriculum Development - This section includes a philosophical base and strategies for developing functional curriculum content.

3.0 Differences in Curricular Content for Students With Severe Disabilities - This section provides a comparison between traditional curricular content and functional curricular content.

4.0 Parental Involvement in the IEP Process - This section provides a rationale and strategies for parental inclusion in the educational process.

5.0 Developing Ecological Inventories - This section discusses the rationale and steps necessary to develop ecological inventories.
6.0 Principle of Partial Participation - This section includes a discussion of the importance of partial participation for students with severe disabilities and the development of performance strategies and adaptations.

7.0 Managing Classroom Operations - This section includes a discussion of classroom management techniques.

8.0 Scheduling Activities - This section provides a discussion and strategies for scheduling functional activities.

9.0 Providing Community-Based Training - This section contains a discussion of the rationale and implementation of community-based training.

10.0 Posttest/Evaluation

The anticipated outcomes of training include increases in trainees' skill to develop and implement a functional curriculum. The trainer should stress that the development of a functional curriculum should be governed by common sense and implemented using systematic instruction.
ACKNOWLEDGMENTS

We would like to thank Jan Holston for her patience and dedication in typing and editing the manual. She kept our confusion at a minimum. We wish to thank the many teachers who provided feedback about what was clear and what was unclear—they were our best critics. Most importantly, we offer special gratitude to the learners themselves and their families. They are responsible for letting us know what works and what doesn't work. May they accept our apologies for our wrong starts and stops...for the isolated and non-functional training efforts of the past...and for all of the times that we did not respond to their attempts to communicate with us. We want them to know that their messages are important to us. We strongly hope that more opportunities to communicate their options and choices will be available in the future.
OVERVIEW

Functional Curriculum Development

Competencies:

Each trainee will demonstrate knowledge, skills and implementation of functional curriculum content.

Objectives:

Each trainee will:

1. Demonstrate knowledge of functional curriculum content through discussion and written activities.
2. Demonstrate skills necessary to develop an individualized functional curriculum.
3. Demonstrate the ability to implement a functional curriculum during follow-up.
Trainee Workbook
Pretest

Purpose: This pretest is given to determine the knowledge that the trainee gained as a result of the training on functional curriculum development.

1. List the four major domains in the functional curriculum model.
   a. ______________________
   b. ______________________
   c. ______________________
   d. ______________________

2. List the five steps to developing an ecological inventory.
   a. ______________________
   b. ______________________
   c. ______________________
   d. ______________________
   e. ______________________

3. List four criteria which can be utilized to prioritize activities for inclusion on the IEP.
   a. ______________________
   b. ______________________
   c. ______________________
   d. ______________________

4. The principle of partial participation includes the adaptation of what three things?
   a. ______________________
   b. ______________________
   c. ______________________

5. T or F An activity is part of a skill.
Trainee Workbook

The pretest (Activity #1) is on the previous page. Remove it from your workbook. The pretest is given to determine your knowledge prior to the training session. A posttest will be given to you at the end of the session. You will be given 10 minutes to complete the pretest.

2.0 FUNCTIONAL CURRICULUM DEVELOPMENT

2.1 Functional Curricular Content

Functional Curricular Content...

- reflects the belief that all learners can achieve
- minimizes the discrepancies between learners with severe handicaps and their peers without disabilities
- prepares learners with severe handicaps to function in real-world environments
- is based on the demands of life in the community
  - The availability of new community-based residential and educational options for learners with significant disabilities has altered traditional curricular content
  - Activities and skills such as bead stringing, button sorting, and peg board use do not reflect the demands and skill requirements of life in community settings
- enhances the dignity and worth of students with severe disabilities
- sends a positive message to peers and the general public concerning the abilities and strengths of students with significant disabilities
  - The message a program sends to the public can influence acceptance and social outcomes for learners with severe disabilities
Low educational expectations for students with severe disabilities are often reflected in age-inappropriate and nonfunctional activities.

Selection of functional, age-appropriate activities can promote images of competence and potential for success for students with severe handicaps (Bates, Morrow, Panscofar, & Sedlack, 1984).

What image would a ten year-old learner with severe handicaps project if he/she is seen playing with a "busy box" intended for a one year-old?

What image would the same ten year-old student project if seen attending regular education music or library class or while listening to age-appropriate music on a Walkman?

- **is functional and chronologically age-appropriate**
  
- Functional activities are those that are required across the life-span of an individual and are valued by society.

- Age-appropriate activities are important for social acceptance and survival in real-world settings and are performed by typical peers.

- **provides learners with opportunities to develop meaningful, long-term friendships with peers without disabilities and to develop an extensive social network**

  Because we live in an integrated, heterogeneous society, it is important that learners with significant disabilities learn to interact with and make lasting friendships with peers and community members.

- Systematic social interactions in school and community settings should be a part of the educational plan.
Acceptance of individuals with significant disabilities will develop only through integrated educational options and the development of friendships with non-handicapped peers.

- **addresses individualized communication requirements across environments, activities, and people**

  - Communication instruction should be integrated into functional, age-appropriate activities and environments for learners with severe disabilities.

  - Functional activities give learners something to communicate about.

- **focuses on activities in the four domains of everyday life (community, leisure/recreation, vocational and domestic domains)**

  - Our lives revolve around activities that take place at home, at work, in community settings and during leisure.

  - Learners with severe disabilities should have educational programs that are developed from age-appropriate requirements in the four domains of life.

  - Traditional curriculum areas such as fine and gross motor, communication, and self-help are embedded in activities that take place in the four domains.

  - Range of motion can be taught as part of learning to manipulate a wheelchair onto the playground or lunchroom or while learning to kick a ball as part of the regular physical education class, or while dressing for school.

  - Gross motor skills can be taught as part of learning to activate a switch to turn on the radio or toy or while doing movements to a song in regular music class.
Trainee Workbook

- Fine motor skills can be taught as part of eating a meal, brushing teeth, using a napkin appropriately while eating in a restaurant, holding a marker during art class, or getting a bag of cookies from the shelf in a grocery store

- addresses the development of social skills across environments and activities

- includes the instruction of functional academics embedded in activities in all domains

- The use of money can be taught as part of a shopping activity

- Color identification can be taught as part of learning to cross controlled intersections or choosing a red apple at the market

- Time management can be taught as part of a self-monitoring procedure using environmental cues or picture-symbol schedules

- Reading can be taught as part of identifying community safety/vocabulary words, looking at magazines or choosing books during regular library class, or while interpreting pictures, objects or line drawings that occur in natural settings

- Numeral identification can be taught as part of a card game such as "UNO" or paint-by-numbers

- provides instruction in settings where activities actually occur...

- Because learners with severe disabilities do not generalize skills easily, it is important that instruction is provided in the actual settings where the activity/skill will be utilized

- Domestic activities should be taught in real domestic settings (the learner's own home when possible) rather than in a simulated domestic environment in the classroom
- Grocery shopping should be taught in real grocery stores (not in a simulated classroom grocery)

- Vocational activities should be taught where they actually occur (wiping tables in the school cafeteria)

- is developed with input from caregivers, educators, related service personnel and the student

- has a zero reject philosophy

- all learners with disabilities are provided a free, appropriate, public education; no learner may be rejected by the public education system

- prevents total exclusion (learner denied right to attend school due to a disability) and functional exclusion (when a learner receives services which are not appropriate to his/her needs)

- mandates services to learners who were previously excluded from school

- promotes educational services in the least restrictive environment

- recognizes the fact that there is limited time for instruction

3.0 DIFFERENCES IN CURRICULAR CONTENT FOR STUDENTS WITH SEVERE DISABILITIES

3.1 Traditional vs Functional Models

- Traditional models are based on data from infants and youth without disabilities

- Traditional models rely on movement through a specified hierarchy of skills identified as developmental milestones

- Traditional models assume there is unlimited time available for instruction

<table>
<thead>
<tr>
<th>TRADITIONAL</th>
<th>FUNCTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill-Centered - Results in acquisition of specific skills</td>
<td></td>
</tr>
<tr>
<td>Instruction takes place in classroom with structured materials</td>
<td></td>
</tr>
<tr>
<td>Artificial cues and consequences provided by teacher</td>
<td></td>
</tr>
<tr>
<td>Considers mental age of student to be more important than chronological age</td>
<td></td>
</tr>
<tr>
<td>Results in skills which are valuable in real-world settings</td>
<td></td>
</tr>
<tr>
<td>Does not allow for performance across, adaptation and partial participation</td>
<td></td>
</tr>
<tr>
<td>“Bottom Up” Approach</td>
<td></td>
</tr>
</tbody>
</table>

- Does not rely on “readiness” or prerequisites |
- Activity-Centered instruction with minimal requirements for performance |
- Instruction takes place in environments where activity is performed with real materials |
- Natural cues and consequences available in the student |
- Considers chronological age of student to be more important than mental age |
- Results in competencies which can be utilized in life, work, and natural or community settings |
- Allows for performance across, adaptation, and partial participation |
- “Top Down” Approach
• Traditional models have a "bottom-up" approach to curricular content

• Traditional models have led to the instruction of isolated, splinter skills
  - Instruction on buttoning rather than instruction for getting dressed for school
  - Pointing to the color red rather than choosing four red apples at the market as part of a grocery shopping activity

• Traditional models provide for instruction in classroom settings with simulated materials and performance requirements
  - "shopping" for groceries in a simulated classroom grocery store rather than in a real grocery store
  - learning to zip on a large pillow/form rather than learning to zip your own clothes

• Traditional models result in IEP objectives formulated from tests and assessments based on the normal stages of child development
  - Learners with severe disabilities generally do not move through normal developmental sequences in the same manner as students without disabilities

• Traditional models rely on the mastery of prerequisite skills before moving to the "next" level
  - identifying and combining coins and bills before being allowed to purchase items
  - walking up "stairs to nowhere" before walking up real stairs

FUNCTIONAL CURRICULUM MODEL

The functional curriculum model...

• is a "top-down" approach to curriculum development (looks at what a person needs & moves downward)
- If a learner needs to learn to dress him/herself appropriately, then instruction is begun with that activity rather than moving through a hierarchy of skills.

- A "top-down" approach to curriculum development looks at the activities that are critical now and in the future.

- Prepares learners to live, work and recreate in real-world environments.

- Is designed to facilitate interactions with all peers and community members.

- Is functional and chronologically age-appropriate.

- Does not rely on the mastery of prerequisite skills.

- Allows for the development of adaptations and performance strategies.

- Allows for partial participation.

- Minimizes critical performance differences between learners with severe disabilities and their peers without disabilities.

- Develops goals and objectives with parents, teachers and related service personnel.

- Allows for training in environments where the activity takes place.

- Facilitates generalization of skills across people, places, cues, and materials in real environments.

3.2 Activity-Based vs Skill-Based Curriculum Content

- An activity is a set of skills that have a specific outcome (Horner, Sprague & Wilcox, 1982).

- A skill is a part of an activity.

- Because our lives are activity-centered, learners with severe disabilities should receive instruction that is activity-based rather than skill-based.

ACTIVITIES VS SKILLS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacing shoes</td>
<td>Getting dressed for school (lacing shoes)</td>
</tr>
<tr>
<td>Use pincer grasp to eat</td>
<td>Make and eat snack after school</td>
</tr>
<tr>
<td>Sort laundry</td>
<td>Do laundry</td>
</tr>
<tr>
<td>Hold spoon appropriately</td>
<td>Eat dinner</td>
</tr>
<tr>
<td>Identify dollar bill</td>
<td>Select and pay for purchase in snack shop</td>
</tr>
<tr>
<td>Identify the color green</td>
<td>Cross streets controlled by street lights</td>
</tr>
</tbody>
</table>
Teaching whole activities makes more sense to the student rather than teaching isolated skills.

Activities are part of our normal home, school, community and work routines.

Skills embedded in each activity are taught in a functional context.
- zipping clothing is taught as part of the activity of dressing
- pouring liquid from a container is taught as part of a mealtime activity
- putting on and pulling off socks is taught as part of dressing/undressing

Activities require adequate preparation, implementation, and closure for students with severe handicaps.

Activity #2: Converting Traditional Activities and Skills into Functional Activities and Skills

Turn to the following page for Activity #2

3.3 Converting Traditional Activities and Skills into Functional Activities and Skills

The purpose of this activity is to convert traditional, developmental skills into functional, age-appropriate activities.

Turn to page 10 in your workbook to complete this exercise.

After completion, you will share responses with the group.

4.0 PARENTAL INVOLVEMENT IN THE EDUCATIONAL PROCESS

4.1 Parent Involvement

P.L. 94-142 guarantees parents the right to be involved in the educational process.
## CONVERTING TRADITIONAL SKILLS INTO FUNCTIONAL ACTIVITIES

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Functional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick up 1&quot; blocks for pincer grasp development</td>
<td></td>
</tr>
<tr>
<td>Cutting on line drawn on construction paper</td>
<td></td>
</tr>
<tr>
<td>Stacking wooden rings on dowel, smallest to largest</td>
<td></td>
</tr>
<tr>
<td>Labeling all objects in classroom with their names</td>
<td></td>
</tr>
<tr>
<td>Rote numeral naming from wall chart/flash cards</td>
<td></td>
</tr>
</tbody>
</table>
Parents have valuable information regarding learner competencies and family routines that are crucial to development of the IEP - especially for students with severe disabilities.

Parents need assistance from teachers regarding the selection of appropriate activities, performance strategies, adaptations, and instructional strategies.

The value judgements of parents are critical for the selection of activities and environments for instruction.

4.2 Utilizing a Parental Inventory for Activity Selection

The parental inventory is a valuable tool to determine critical activities and environments for instruction.

Parental inventories can yield valuable information regarding levels of independence and degree of student participation.

Parental inventories should be completed with parents prior to the IEP meeting.

Activities selected for instruction on the parental inventory should be prioritized by parents and teachers for IEP development.

4.3 Prioritizing Activities

Activities should be prioritized using the following criteria suggested by Brown, et al. (1980):

- Activities should be functional (if the learner does not learn to perform the activity will someone have to do it for him/her?)

- Activities should be chronologically age-appropriate (do non-handicapped peers participate in the same activity?)

CRITERIA FOR PRIORITIZING ACTIVITIES

- Functional
- Chronologically age-appropriate
- Valued by society
- Activities for current and subsequent environments
- Activities that increase interactions with peers and community members without disabilities
- Activities that facilitate communication across environments, activities and people
- Activities that are culturally normative
Trainee Workbook

- activities should be valued by society and give a positive, competent image of the learner

- activities should increase social interactions with non-handicapped peers and community members

- activities should be critical for functioning in current and subsequent environments

- activities should facilitate communication in a variety of environments with a variety of people

- activities should be culturally normative

- environments selected for instruction should be available during school hours and should be utilized by family members and peers

• When selecting activities for instruction, ask yourself these questions:
  - what do you intend to teach?
  - why do you want to teach it?
  - why should we engage in this activity?
  - could the student function in the adult world if he/she did not have the skill/activity?
  - where will my students be in 10-20 years?
  - am I teaching what I think I'm teaching?

• Activities should be prioritized before developing IEP goals and objectives

• Activities should reflect a normal balance in all domains appropriate for the age of the student (elementary-age students will have more time spent in integrated, classroom and school-based activities; older students (middle school and high school-age) will have more time scheduled in community-based training). As the age of the student increases, the time scheduled in community-based activities will increase.
Trainee Workbook

- Sailor, et al. (1986) suggest the following percentages for optimal time in classroom, school, and community settings

Ages 3-6:
- 10% community-based
- 25% school-based
- 65% classroom-based

Ages 6-9:
- 25% community-based
- 35% school-based
- 40% classroom-based

Ages 9-12:
- 50% community-based
- 25% school-based
- 25% classroom-based

Ages 12-16:
- 75% community-based
- 15% school-based
- 10% classroom-based

4.4 Developing Normalized Instructional Options in the Four Domains

- After prioritizing activities, it is important to determine the following for each activity:
  - where instruction will occur
  - naturally occurring times for instruction
  - with whom instruction will occur

- Instruction on functional skills should occur where and when the activity/skill will actually be utilized (in normalized locations at normalized times)

  - Domestic activities such as preparing a simple snack or helping with the laundry should occur in the student's home (it is impossible to duplicate the student's domestic environment in the school setting (teachers can videotape instruction of domestic activities or show photographic slides to parents explaining instructional strategies)

  - Community domain activities should occur in the real settings (shopping in a real grocery store as apposed to shopping in a simulated classroom grocery)
- Domestic/self-help activities such as brushing/combing hair can occur at home before leaving for school, before and after PE class in the locker room, or after lunch in the school rest room with peers without disabilities.

- Leisure/recreation activities should be instructed when and where they naturally occur (at home, during recess, at the community park/zoo, etc.) with peers and community members without disabilities.

- Vocational activities should be instructed when and where they naturally occur (instruction given on wiping a classroom table probably will not generalize to a cafeteria setting).

- Instruction can be provided by a variety of school staff and non-handicapped peers:
  - Teachers, paraprofessionals, physical therapists, speech therapists, and occupational therapist can be assigned instructional responsibilities on a regular basis.
  - Parents can also provide training in a variety of settings.
  - Peers without disabilities can be recruited as peer tutors or peer buddies to provide instruction or support in different environments.
    - Peer buddies can be utilized for support in regular education classes, extra curricular activities and for inclusion in school activities (pep rallies, assemblies, etc.)
    - Peer tutors can be utilized to provide instruction in the cafeteria, during functional academics, in community settings, etc. (peer tutors should not be used for feeding or bathroom procedures or for any activities that may require specialized training).
5.0 DEVELOPING ECOLOGICAL INVENTORIES

5.1 Ecological Inventories

- Ecological inventories are essential to the development of a functional educational program (Brown at al., 1979).

- Ecological inventories yield information regarding specific activities and skills required for participation in different environments.

- Stages of an ecological inventory include the following:
  1. identify domain
  2. identify environment in the domain
  3. identify sub-environment
  4. identify activities in the sub-environment
  5. identify skills in the activities

- Identification of these components allows the teacher to develop an instructional program for the individual student.

---

Activity #3: Ecological Inventory

Turn to the following page for Activity #3

---

The purpose of this activity is to develop a locally-referenced ecological inventory.

- Turn to page 16 in your workbook and complete an ecological inventory.

6.0 PRINCIPLE OF PARTIAL PARTICIPATION

6.1 Partial Participation

- Participation and inclusion in a variety of age-appropriate activities and environments is crucial to the educational process for individuals with severe handicaps.
ECOLOGICAL INVENTORY ACTIVITY

DOMAIN: Domestic

ENVIRONMENT: Home

SUB-ENVIRONMENT: Kitchen

ACTIVITY: Make simple snack (microwave popcorn) with non-handicapped peer

SKILLS:

Notes

Activity #3
Although individuals with severe handicaps will probably not learn to participate independently in all age-appropriate activities, they can partially participate in most activities (Baumgart et al., 1982).

We all partially participate in activities on a day-to-day basis; we need support in many areas of life.

Partial participation allows students with severe handicaps access to and inclusion in a variety of age-appropriate activities and environments.

Partial participation includes the adaptation of rules, materials, skill sequences and the development of individualized performance strategies.

Adaptation of rules
- the rules of a ball game can be altered to allow participation.
- the rules of a card game can be changed to allow learners with severe disabilities to engage in the activity (change the number of cards given to players or reduce the number of face cards).
- a learner can stand closer to a target when throwing a bean bag during a game.

Adaptation of materials/prosthetic aids
- section dividers are added to a drawer to assist the learner in placing materials in the correct section.
- a "beeper ball" is utilized to assist a learner without vision to play ball.
- a measuring cup is color-coded with bright plastic tape to enable the learner to measure the correct amount of detergent to utilize when doing laundry.
- a velcro fastener is utilized to assist the learner in putting on and taking off his/her shoes for physical education.
Adaptation of skill sequences

- the typical order of the steps normally required for activity completion can be altered
- steps can be rearranged to compensate for deficits
- for instance, learners who have difficulty removing money from their wallets can have the money made available prior to checking out at the toy store

Other performance strategies and adaptations can include the following:

- a student may be able to participate in a leisure activity by utilizing a microswitch to operate a toy
- a student with challenging physical disabilities can partially participate in making his/her breakfast by using a microswitch attached to a blender
- a child with multiple handicaps can partially participate in a dressing activity by helping put on his/her socks
- different performance strategies, such as using a predetermined amount of money for the vending machine, may assist students in participating in a variety of age-appropriate activities

6.2 Adaptations and Performance Strategies for Students with Severe Disabilities

Performance strategies and adaptations are modifications that simplify the physical or academic demands of an activity to facilitate performance (Wilcox & Bellamy, 1987)

The following criteria should be considered when developing adaptations and performance strategies:

- should be effective
- should not compromise the dignity of the student
Trainee Workbook

- should be individualized
- should be durable
- should be useful in a variety of settings

When developing adaptations and performance strategies, inventory the way in which a typical individual would perform the activity and list these steps (persons without disabilities inventory) (Brown et al., 1979; Gee, 1988)

- Next, list the way in which the student with severe disabilities performs the steps (handicapped person inventory) and compare with the list from the non-handicapped person (conduct an analysis of the discrepancies)

What skills will the person with severe disabilities acquire with instruction?

What skills can not possibly be acquired by the student with severe disabilities?

Develop adaptations and performance strategies for the individual with disabilities to allow for participation in the activity

Allow the individual to utilize the adaptation to determine effectiveness

Decide when or if the adaptation can be faded after adequate instruction

Adaptations and performance strategies can include the following:

- adapting a variety of eating utensils

- a head-switch, which is connected to a tape player, allows the student to give the desired head-lifting response while initiating a leisure/recreation activity

- a picture sequence book that allows the student opportunity to perform steps of an activity independently
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- tagging clothes that match with color-coded labels
- using a grocery cart as a "walker" for balance while grocery shopping

6.3 Developing Performance Strategies and Adaptations

Activity #4: Developing Performance Strategies and Adaptations

Turn to the following page for Activity #4

- The purpose of this activity is to develop a variety of performance strategies and adaptations to allow successful completion of functional, age-appropriate activities
- Turn to page 21 in your workbook and develop generic adaptations and performance strategies for Activity #4.
- We will share our responses after completion

7.0 MANAGING CLASSROOM OPERATIONS

7.1 Classroom Management

- Classroom atmosphere should encourage visits by regular education students, teachers and parents
- Spaces for learning should be well-defined
  - Consider specific areas for leisure/recreation activities, functional academics, peer tutor centers, community preparation, etc.
  - Areas should accommodate different group sizes
  - Areas and materials should be accessible to students, (however, requests for some materials and activities can be facilitated by placement which is slightly out of reach of the student)
INSTRUCTIONAL CHALLENGE

Can not follow written daily schedule of school or home activities

Can not carry tray in school cafeteria

Can not carry tray at fast food restaurant

Can not put clothes away in correct drawer

Can not see ball when thrown during play at recess

Can not determine when it is time to wash socks

Can not follow written recipe
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- Decorations should be age-appropriate and reflect what is currently popular with the general student population (a quick survey of same-age non-handicapped peers can yield this information)

8.0 SCHEDULING ACTIVITIES

8.1 Scheduling Functional Activities

- Scheduling activities is a complex process requiring input from other teachers, related service personnel, and paraprofessionals
- Group students heterogeneously for instruction
  - learners with significant disabilities are typically grouped together in one classroom according to their disability (all learners with severe physical disabilities in one room; all learners with autism in one room)
  - heterogeneous groupings allow various levels of disabilities in one classroom (one classroom is not over loaded with challenging physical disabilities or behavior challenges)

Heterogeneous groupings...
- increases teacher and parent expectations of student performance (individualized expectations rather than group expectations)
- provides role models for students with the more severe disabilities
- increases instructional time (instead of spending the majority of the day intervening on behavior challenges or "toileting" and "feeding", the teacher has the opportunity to provide more instruction to his/her students)
- decreases the number of behavioral and physical challenges in one room
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- facilitates small group instruction (rather than 1:1 instruction which can result in down-time)

- encourages a more positive response from regular education students and staff (rather than encouraging exaggerated perceptions of student inabilities)

- decreases teacher burn-out

- facilitates integration (facilitates being seen as individuals first and disability second)

- encourages reduced staff ratios (not all students will need constant, intense support and attention) (Bieler, Hall, Hall, Kidd, Kirkpatrick, Laura & Natale, 1988)

• Schedule absolute, or inflexible activities, first (related service personnel schedules, peer tutor and buddy availability, regular education PE, music, art, library, lunch, recess, and arrival and dismissal times)

• Schedule students with disabilities to eat lunch, participate in recess and free-time, at the same time as peers without disabilities

  - isolation from the general school population will not foster understanding and acceptance

• After determining inflexible activities, determine which activities students have in common

• Identify naturally occurring times for instruction of designated activities (if taking off and putting on outdoor clothing is designated for instruction, scheduling this before and after PE or during arrival and dismissal from school would be ideal)

• Schedule students in small numbers into regular education classes
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- Elementary-age students can attend "story-time" or "show and tell" in regular education classrooms
- Inclusion in regular education music, PE, library and art is also recommended

- Schedule support for students who are integrated into regular education classes (use peer tutors, peer buddies, school staff) when necessary

- Schedule school-based integration activities

- Schedule community-based training (allow adequate time for instruction and for transit to and from sites)

- Revise schedule as needed

- Post a classroom schedule in a visible location

- Develop a master schedule detailing information regarding student activity schedules, peer tutor and buddy assignments, staff assignments, and location of instruction for all activities (color code for staff and students, use self-adhesive "te sheets, photographs, etc.

- Allow learners to access individual schedules for self-monitoring of activities (consider using line drawings, miniature objects, actual-size objects, etc. for students)

9.0 PROVIDING COMMUNITY-BASED INSTRUCTION

9.1 Community-Based Instruction

- Because learners with severe disabilities do not easily generalize skills, instruction should occur in natural settings where the skills are utilized

- Traditional classroom environments can be artificially controlled and arranged to assure the desired outcome

- Community settings do not allow such manipulation of stimuli
- learners are confronted with real demands rather than the hypothetical demands which exist in classroom settings

- Traditional classroom settings offer little opportunity for self-initiation of activities and skills or generalization of skills

- Community settings promote greater generalization of skills across people, places, materials and cues and require a high degree of self-initiation of activities and skills across environments

- Classroom environments offer few opportunities for developing appropriate error correction procedures; the teacher typically prevents errors from occurring

- Community environments mandate the identification of errors and the development of normalized error correction procedures by learners with severe disabilities

- Community-based training is not a field trip

- Community-based training should be systematic and data-based

- Community-based training should occur on a regular basis with a small group of learners

- No more than 2-4 students should be taken into the community at one time for instruction (Hamre-Nietupski, et al., 1982)

- Inclusion of more than four students with disabilities in community training increases liability, places an unnecessary burden on community businesses, and results in minimal instructional outcomes for students

- In order to meet the low ratio requirements of community training, schools should consider the following strategies:
  - team teaching
  - use of paraprofessionals in community settings
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- use of paraprofessionals in school-based activities
- use of related service personnel in community settings
- enlisting the assistance of university practicum students for training
- heterogeneous grouping of students
- use of peer tutors and buddies in community settings
- innovative scheduling strategies (schedule some students for integrated music, art, library, or PE classes, etc. while the teacher is providing community training)

- Community-based instruction should evolve from identified student needs in current and subsequent environments

- Community-based activities should reflect the age-appropriate needs of the learner (Do peers without disabilities participate in the same activities as the identified student? Do activities reflect societal norms?)

- most 7-year olds do not shop independently at the grocery store but can learn to accompany "Mom" to the store and help pick out cereal for breakfast

- it would be appropriate for younger students to make a choice concerning what toy/food item they would like to purchase at the mall

- Community training should capitalize on the naturally existing stimuli and natural cues and correction procedures available to learners in community settings (Falvey, Brown, Lyon, Baumgart, & Schroeder, 1980)

- an auditory cue given by a cashier in a community setting ("$4.98 please.") is a natural occurrence that prompts individuals to pay for items
- the incorrect us of an automatic door opener offers an opportunity for the learner to develop a natural correction procedure in order to enter/leave a business

- street lights/traffic flow offer natural cues to learners concerning when to cross streets safely

- A pictorial cue (amount of purchase shown on the cash register) provides information to a learner to pay for his/her purchase

10.0 Evaluation

10.1 Posttest

A. Please turn to page 28 in your workbook and complete the posttest (Activity #5). (10 minutes)

10.2 Workshop Evaluation

A. Please complete the McCallon Scale on page 29

B. When you have finished, please return to the trainer(s)
Posttest

Purpose: This posttest is given to determine the knowledge that the trainee gained as a result of the training on functional curriculum development.

1. List the four major domains in the functional curriculum model.
   a. 
   b. 
   c. 
   d. 

2. List the five steps to developing an ecological inventory.
   a. 
   b. 
   c. 
   d. 
   e. 

3. List four criteria which can be utilized to prioritize activities for inclusion on the IEP.
   a. 
   b. 
   c. 
   d. 

4. The principle of partial participation includes the adaptation of what three things?
   a. 
   b. 
   c. 

5. T or F An activity is part of a skill. 

   F
Trainee Workbook

WORKSHOP EVALUATION SCALE

Workshop Names

Presentor:

INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>1. The organization of the workshop was</th>
<th>Excellent</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The objectives of the workshop were:</td>
<td>Clearly Evident</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>Vague</td>
</tr>
<tr>
<td>3. The work of the presenters was:</td>
<td>Excellent</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>Poor</td>
</tr>
<tr>
<td>4. The schedule of the workshop was:</td>
<td>Excellent</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>Poor</td>
</tr>
<tr>
<td>5. The scope (coverage) was:</td>
<td>Very Adequate</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>Inadequate</td>
</tr>
<tr>
<td>6. Information in the handouts were:</td>
<td>Very Beneficial</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>No Benefit</td>
</tr>
<tr>
<td>7. Overall, I consider this workshop:</td>
<td>Excellent</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>Poor</td>
</tr>
<tr>
<td>8. Do you feel a need for additional information about this topic?</td>
<td>1. Yes</td>
<td>2. No</td>
<td></td>
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</table>

The stronger features of the workshop were:

The weaker features were:

General Comments:
Bibliography


APPENDIX A
Posttest Answers
Posttest

Purpose: This posttest is given to determine the knowledge that the trainee gained as a result of the training on functional curriculum development.

1. List the four major domains in the functional curriculum model.
   a. Domestic
   b. Community
   c. Leisure/Recreation
   d. Vocational

2. List the five steps to developing an ecological inventory.
   a. Identify domain
   b. Identify environment
   c. Identify subenvironment
   d. Identify activitive
   e. Identify skills

3. List four criteria which can be utilized to prioritize activities for inclusion on the IEP.
   a. Functional
   b. Chronologically age-appropriate
   c. Valued by society
   d. Increase in social interactions

Additional Correct Answers
- Critical for current & subsequent environments
- Facilitates communication
- Culturally normative

4. The principle of partial participation includes the adaptation of what three things?
   a. Rules
   b. Materials
   c. Skill sequences

5. T or F An activity is part of a skill.
APPENDIX B
Sample Forms
Your son/daughter's program will be designed to facilitate the development of critical life skills. Instruction will be centered in the four domains of life; Domestic, Community, Leisure/Recreation and Vocational. The information you provide will be used to develop functional activities that reflect your child's needs. We will also include goals and objectives for integration activities. Functional academics will be included in appropriate activities.

Please help us decide what is most important for your son/daughter to learn. Please choose several areas in the 4 domains for instruction. Rank your choices 1-4.

Key:
- Performs Independently - No assistance or supervision is necessary
- Performs with Assistance - Some assistance is necessary.
- No Participation - Does not participate due to opportunity or age-appropriateness.
- Prioritize 1, 2, 3, 4

<table>
<thead>
<tr>
<th>Domestic Domain</th>
<th>Performs Independently</th>
<th>Performs with Assistance</th>
<th>No Participation</th>
<th>Priority Choice 1, 2, 3, 4</th>
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<tr>
<td>Prepare simple snack</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help clean Kitchen</td>
<td></td>
<td></td>
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<tr>
<td>Help wash dishes</td>
<td></td>
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<tr>
<td>Help clear table</td>
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<tr>
<td>Feed self</td>
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<tr>
<td>drink</td>
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<tr>
<td>Wash/dry face</td>
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<tr>
<td>Wash/dry hair</td>
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<tr>
<td>Bathe/shower</td>
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<tr>
<td>Comb/brush hair</td>
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<tr>
<td>Tooth brushing</td>
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<tr>
<td>Toileting</td>
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<tr>
<td>Dressing</td>
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<tr>
<td>Undressing</td>
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<tr>
<td>Laundry</td>
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<tr>
<td>Select Clothes</td>
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<tr>
<td>Pick up room</td>
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<tr>
<td>Clothing care</td>
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<td>Care for plants</td>
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<table>
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<td>Grocery store</td>
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<tr>
<td>Mall</td>
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<tr>
<td>Street crossing</td>
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<tr>
<td>Barber shop/salon</td>
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<td>Other:</td>
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</table>

How does your son/daughter communicate his/her needs?  
How do you communicate with your son/daughter?  
Can your son/daughter answer yes/no questions in a reliable manner? How?  
List some of his/her favorite activities, toys, and foods.  
What stores do you shop in on a regular basis?  
What leisure activities does your family enjoy?  

Best Copy Available
# IEP Priorities

## Domain: Domestic
- Current: Parent’s home
- Subsequent: Group home
- Help prepare snack
- Help mom pick up room
- Partially participate in dressing/undressing

## Domain: Leisure/recreation
- Current: Home/community
- Subsequent: Home/community
- Watch video with a friend
- Select leisure activity and play appropriately
- Attend regular education art class
- Attend "free time" in Mrs. Jones 3rd grade classroom
- Attend YMCA art class after school with non-handicapped peers

## Domain: Community
- Current: Community
- Subsequent: Community
- Attend regular education art class (see leisure/recreation) 4x per week.
- Attend "free time" in the 3rd grade classroom.
- Attend YMCA art class after school with non-handicapped peers

## Domain: Vocational
- Current: School/home
- Subsequent: Community-based
- Help non-handicapped peer raise/lower flag 2x week
- Help water plants in library
- Take messages to office with non-handicapped peer

## Additional Activities (Regular Education Class Placement, Clubs, etc.):
- Adam will attend regular education library class 3x per week with peer buddy.
- Adam will attend regular education art class (see leisure/recreation) 4x per week.
- Adam will attend "free time" in the 3rd grade classroom.
- Adam will participate in the Emerson Elementary Student Association.

## Performance Strategies & Adaptations
- Picture recipe cards
- Predetermined amount of money for purchase
- Self-monitoring picture chart for school jobs

## Related Services Needed:
- Speech
- PT

## Comments:
Communication goals and objectives are included in each domain.
### IEP PRIORITIES

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<td>HOME</td>
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#### Additional Activities (Regular Education Class Placement, Clubs, etc.):
- 
- 
- 

#### Performance Strategies & Adaptations
- 
- 
- 

#### Related Services Needed:
- 
- 

#### Comments:
<table>
<thead>
<tr>
<th>Leisure/recreation Domain</th>
<th>Typical locations/naturally occurring times for instruction</th>
<th>Person(s) responsible for instruction/support</th>
<th>Non-Normalized Instructional options/locations</th>
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<tbody>
<tr>
<td>Activity</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Tape player use with friend</td>
<td>- home (after school/on weekends)</td>
<td>parents</td>
<td>segregated, isolated activity (without non-handicapped peer)</td>
</tr>
<tr>
<td></td>
<td>- school (recess, leisure/recreation period in regular education classroom)</td>
<td>teacher, paraprofessional, peer tutor/buddy, physical therapist, people normally in the instructional environment</td>
<td></td>
</tr>
<tr>
<td>YMCA exercise class</td>
<td>- Local &quot;Y&quot;, Monday and Wednesday at 3:30 p.m.</td>
<td>YMCA staff, peer/buddy</td>
<td>segregated exercise class</td>
</tr>
<tr>
<td>Regular education art class</td>
<td>- Regular education art class (1:00 p.m.) Monday, Wednesday, and Friday in the art room</td>
<td>art teacher, teacher, physical therapist, speech therapist, peer buddy, paraprofessional, people normally in the instructional environment</td>
<td>segregated art class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Domain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water/care for plants with non-handicapped peer</td>
<td>- school (classroom, office, library)</td>
<td>parents, teacher, paraprofessional, peer/tutor, physical therapist, speech therapist, people normally in the instructional environment</td>
<td>segregated activity (without non-handicapped peer)</td>
</tr>
<tr>
<td></td>
<td>- home</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Domestic Domain

#### Activity
- **dressing/undressing**
  - home (before school/at bedtime)
  - school (before and after PE in locker room, arrival/dismissal)
  - community YMCA (before/after exercise class after school)
- **toileting**
  - home
  - school rest rooms
  - community rest rooms (as need arises)
- **comb/brush hair**
  - home (before school, before leaving home)
  - school rest rooms (after PE, after lunch)
  - community rest rooms (as needed)

#### Typical locations/naturally occurring times for instruction

<table>
<thead>
<tr>
<th>Activity</th>
<th>Location/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>dressing/undressing</td>
<td>home (before school/at bedtime)</td>
</tr>
<tr>
<td></td>
<td>school (before and after PE in locker room, arrival/dismissal)</td>
</tr>
<tr>
<td></td>
<td>community YMCA (before/after exercise class after school)</td>
</tr>
<tr>
<td>toileting</td>
<td>home</td>
</tr>
<tr>
<td></td>
<td>school rest rooms</td>
</tr>
<tr>
<td></td>
<td>community rest rooms (as need arises)</td>
</tr>
<tr>
<td>comb/brush hair</td>
<td>home (before school, before leaving home)</td>
</tr>
<tr>
<td></td>
<td>school rest rooms (after PE, after lunch)</td>
</tr>
<tr>
<td></td>
<td>community rest rooms (as needed)</td>
</tr>
</tbody>
</table>

#### Person(s) responsible for instruction/support
- teacher
- paraprofessional
- YMCA staff
- parents
- peer tutor/buddy
- people normally in the instructional environment

#### Non-Normalized Instructional options/locations
- dressing/undressing at inappropriate times in special education classroom
- school, bathroom/changing area
- special education classroom
- any simulated community environment (classroom grocery store)

### Community Domain

#### Activity
- **grocery shopping**
  - grocery store(s) utilized by parents
  - before meal/snack preparation
  - during or after school hours

#### Typical locations/naturally occurring times for instruction

<table>
<thead>
<tr>
<th>Activity</th>
<th>Location/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>grocery shopping</td>
<td>grocery store(s) utilized by parents</td>
</tr>
<tr>
<td></td>
<td>before meal/snack preparation</td>
</tr>
<tr>
<td></td>
<td>during or after school hours</td>
</tr>
</tbody>
</table>

#### Person(s) responsible for instruction/support
- teacher
- paraprofessional
- parents
- peer/tutor
- speech therapist
- physical therapist
- people normally in the instructional environment
<table>
<thead>
<tr>
<th>Domestic Domain</th>
<th>Community Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Typical locations/naturally occurring times for instruction</th>
<th>Person(s) responsible for instruction/support</th>
<th>Non-Normalized Instructional options/locations</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leisure/recreation Domain</td>
<td>Vocational Domain</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Activity</td>
<td></td>
</tr>
</tbody>
</table>

- **Typical locations/naturally occurring times for instruction**
- **Person(s) responsible for instruction/support**
- **Non-Normalized Instructional options/locations**

ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

Student: Ann  
Domain: Domestic  
Environment: Parent's home  
Subenvironment: Bedroom  

<table>
<thead>
<tr>
<th>Activity: Tape player use</th>
<th>Person Without Disabilities Inventory</th>
<th>Student With Disabilities Inventory + or -</th>
<th>Discrepancy Analysis</th>
<th>Instructional Strategies/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Select tape</td>
<td>-</td>
<td>Requires assistance</td>
<td>Parent or peer helps select tape</td>
<td></td>
</tr>
<tr>
<td>2. Insert in player</td>
<td>-</td>
<td>Requires assistance</td>
<td>Use edge of cassette &amp; player as guide</td>
<td></td>
</tr>
<tr>
<td>3. Press &quot;Play&quot;</td>
<td>-</td>
<td>Requires assistance</td>
<td>Color code button</td>
<td></td>
</tr>
<tr>
<td>4. Adjust volume</td>
<td>-</td>
<td>Requires assistance</td>
<td>Color code dial</td>
<td></td>
</tr>
<tr>
<td>5. Determine end of tape</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Press &quot;Eject&quot;</td>
<td>-</td>
<td>Requires assistance</td>
<td>Color code button</td>
<td></td>
</tr>
<tr>
<td>7. Remove tape</td>
<td>-</td>
<td>Requires assistance</td>
<td>Use edge of cassette &amp; player as guide</td>
<td></td>
</tr>
</tbody>
</table>
ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

Student: Adam
Domain: Community/Recreation/Leisure
Environment: Ray's Video
Subenvironment: Aisles/counter areas
Date: 10/12/90

<table>
<thead>
<tr>
<th>Activity: Rent video</th>
<th>Person Without Disabilities Inventory</th>
<th>Student With Disabilities Inventory + or -</th>
<th>Discrepancy Analysis</th>
<th>Instructional Strategies/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Open door</td>
<td></td>
<td>-</td>
<td>Requires assistance</td>
<td>Teach to grasp handle/pull open door or have peer without disability open door</td>
</tr>
<tr>
<td>2. Locate correct section</td>
<td></td>
<td>-</td>
<td>Could not locate</td>
<td>Verbal prompt</td>
</tr>
<tr>
<td>3. Select video</td>
<td></td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Locate counter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Show membership card</td>
<td></td>
<td>-</td>
<td>Did not get card</td>
<td>Verbal prompt</td>
</tr>
<tr>
<td>6. Pay</td>
<td></td>
<td>-</td>
<td>Could not pay</td>
<td>Predetermined amount of money</td>
</tr>
<tr>
<td>7. Put away change</td>
<td></td>
<td>-</td>
<td>Forgot</td>
<td>Verbal + model</td>
</tr>
<tr>
<td>8. Obtain video</td>
<td></td>
<td>-</td>
<td>Forgot</td>
<td>Verbal prompt</td>
</tr>
</tbody>
</table>
ADAPTATION HYPOTHESIS/DISCREPANCY ANALYSIS

<table>
<thead>
<tr>
<th>Person Without Disabilities Inventory</th>
<th>Student With Disabilities Inventory + or -</th>
<th>Discrepancy Analysis</th>
<th>Instructional Strategies/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
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</tr>
<tr>
<td>5.</td>
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<td></td>
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</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Schedule for Elementary School Class

Students listed by initials
(All music, math, library leisure/recreation/recess periods and art classes are integrated)

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7:45</strong></td>
<td>Arrival</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8:00</strong></td>
<td>Regular class</td>
<td>Functional time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8:30</strong></td>
<td>Regular PE RT, KW, WA, ST P</td>
<td>Functional Reading PL, RT T</td>
<td>Regular PE RT, KW P</td>
<td>Library RT, KW P, NHP (A) T</td>
<td>Music KW, RT P</td>
</tr>
<tr>
<td><strong>9:15</strong></td>
<td>Regular Art RT P</td>
<td>Library KW, WA, ST T, NHP (B)</td>
<td>Functional Reading KW, PL, RT</td>
<td>Library RT, KW P</td>
<td>Functional Reading KW, P, NHP (C)</td>
</tr>
<tr>
<td><strong>10:00</strong></td>
<td>School Jobs RT P</td>
<td>Regular PE RT, KW, WA, ST P, NHP (A, C)</td>
<td>Library RT, KW P, NHP (B)</td>
<td>Math RT, KW P, NHP (B)</td>
<td>School Jobs RT P, NHP (C)</td>
</tr>
<tr>
<td><strong>10:45</strong></td>
<td>Lunch Community KW, WA, ST P</td>
<td>Lunch Community KW, WA, ST P</td>
<td>Leisure/Rec Reading RT, PL, NHP (A)</td>
<td>Recess RT, PL P</td>
<td>Regular PE RT, KW P, NHP (C)</td>
</tr>
<tr>
<td><strong>11:30</strong></td>
<td>Lunch KW, WA, ST P</td>
<td>Street Crossing T, ST P</td>
<td>Lunch RT, PL P</td>
<td>Lunch RT, KW P</td>
<td>Snack Purchase RT, PL P</td>
</tr>
<tr>
<td><strong>12:15</strong></td>
<td>Music Class RT, PL P</td>
<td>Functional Math KW, WA, ST T NHP (C)</td>
<td>Recess RT, PL P</td>
<td>Regular Art RT, KW P, NHP (C)</td>
<td>School Jobs RT P, NHP (C)</td>
</tr>
<tr>
<td><strong>1:00</strong></td>
<td>Snack Purchase RT, PL P, RT</td>
<td>Recess RT, PL P</td>
<td>Music RT, PL P, NHP (C)</td>
<td>Library RT, KW P</td>
<td>Recess RT, KW P, NHP (C)</td>
</tr>
<tr>
<td><strong>1:45</strong></td>
<td>Library RT, PL P</td>
<td>Leisure/Rec Reading RT, PL P</td>
<td>School Jobs RT, KW P, NHP (A)</td>
<td>Leisure/Rec Reading RT, PL P</td>
<td>Music RT, KW P, NHP (C)</td>
</tr>
<tr>
<td><strong>2:25</strong></td>
<td>Dismissal or Extracurricular Activities</td>
<td></td>
<td>Snack Purchase RT, PL T</td>
<td>Special Changes Weekly Projects</td>
<td>School Assembly All Students</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Image</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------------</td>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td>SNACK SHOP TRAINING</td>
<td><img src="snackshop.png" alt="Image" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:45</td>
<td>P. E.</td>
<td><img src="sports.png" alt="Image" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45</td>
<td>BREAK</td>
<td><img src="breakfast.png" alt="Image" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>GROCERY SHOPPING</td>
<td><img src="shopping.png" alt="Image" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:55</td>
<td>VOC TRAINING</td>
<td><img src="voc.png" alt="Image" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:45</td>
<td>LUNCH</td>
<td><img src="lunch.png" alt="Image" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:25</td>
<td>BOWLING</td>
<td><img src="bowling.png" alt="Image" /></td>
<td></td>
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</tr>
<tr>
<td>1:20</td>
<td>CREW</td>
<td><img src="crew.png" alt="Image" /></td>
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</tr>
<tr>
<td>2:15</td>
<td>CHOICE</td>
<td><img src="choice.png" alt="Image" /></td>
<td></td>
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</tr>
</tbody>
</table>

Sample daily student schedule

From: Sprague, J., Mix, M., Wilcox, B., Styer, C., & Biber, B.
**WHAT NEEDS TO BE DONE THIS WEEK?**

1. Buy hearing aid battery.
2. Pep Assembly on Thursday.
3. Fast food lunch on Friday.

**Judy:**
Bill needs 3:00 for fast food lunch on Friday.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>9/26</th>
<th>TUESDAY</th>
<th>9/27</th>
<th>WEDNESDAY</th>
<th>9/28</th>
<th>THURSDAY</th>
<th>9/29</th>
<th>FRIDAY</th>
<th>9/30</th>
<th>WEEK-END</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PEP ASSEMBLY (early dismissal)</td>
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<td></td>
</tr>
</tbody>
</table>

**COMMENTS AFTER DINNER**

- Monday: None recorded.
- Tuesday: None recorded.
- Wednesday: None recorded.
- Thursday: None recorded.
- Friday: None recorded.
- Week-End: None recorded.
Providing Services
for
Learners with Severe
Disabilities

A Module for Developing
Futures Planning

Betty Busbea

Department of Special Education
University of Southern Mississippi
Competencies

Each trainee will demonstrate knowledge, skills and implementation of a futures plan that results in each learner having an opportunity to develop personal relationships, have positive roles in community life, increase control of their life, and develop the skills and abilities to achieve these goals.

Objectives

Each trainee will:

1. Demonstrate an understanding of the process for developing futures planning.

2. Demonstrate skills in determining capacities and talents of the learner.

3. Demonstrate the ability to utilize the personal profile and develop a plan to create long and short term goals and opportunities for the learner.

Session Schedule

1.0 Identify the steps in the futures planning process
   Lecture

2.0 Identify capacities and talents
   Lecture and Activities

3.0 Determine Strategies for Implementation
   Lecture and Activities
AN INTRODUCTION TO PERSONAL FUTURES PLANNING

Personal futures planning is not about a place!
It is not about how you get there!
IT IS WHAT YOU WANT!

When a family has a child with a disability, many times, even thinking about his future is "put on hold". There are immediate crises and many adjustments to make. Dealing with the challenges surrounding the handicapping condition takes precedence. Time passes and the child turns six years old, twelve years old, or even older before the family realizes they haven’t looked far enough into the future to plan the day-to-day objectives. They realize the future goals should determine those day-to-day activities if time and effort is to be maximized.

IF YOU DO NOT KNOW WHERE YOU WANT TO GO -
YOU CANNOT EFFECTIVELY PLAN ON HOW TO GET THERE!!

Personal futures planning should be the basis for every teaching strategy, every behavioral goal, all participation in the community, and every other aspect of an individual’s life. Everything we do daily is a part of what we become. People with disabilities are many times dependent on others to assist them in planning for their future. Parents, teachers, friends, and other professionals are the people that can, and do, provide that assistance. The problem is we get so involved in assisting, we do not ask the person with a disability and/or their family what they want in their future! What they want and what is available at the present time may be completely different. Giving assistance may get complicated but their future still should be what they want! When we find out their dreams and visions, we can then determine if the day-to-day activities will enable them to reach those dreams and visions. If those activities are not necessary, don’t ask them to waste time on them. Find activities that will enable them to reach their dreams. Four important keys to remember are:

1. Ask the individual and/or family what they want,
2. Focus on capacities and talents,
3. Set short and long-term goals, and
4. Develop a plan to achieve those goals.

IFSP, IEP, and Habilitation Plan objectives and other goals will be developed throughout a person’s life. Many of these will result in wasted time and effort, if long-range goals, based on the visions and dreams of the individual with a disability, are not primary. Personal futures planning goes on throughout a person’s life. People grow older, make progress, accomplish goals, and change their life styles. Problem solving and developing new and different strategies and goals are on-going and critical components of personal futures planning. Listening
to the individual with a disability and/or his family, good planning, and a commitment to follow through will enable that person to reach his goals and have a meaningful future.

When you leave, I want you to be able to:

1. IDENTIFY THE STEPS IN THE FUTURES PLANNING PROCESS,
2. IDENTIFY CAPACITIES AND TALENTS,
3. DEVELOP STRATEGIES TO CARRY OUT THE PLAN.

The key to success is to identify your images and visions and make certain you work on the things necessary to make them happen.
IDENTIFYING THE STEPS IN THE FUTURES PLANNING PROCESS

1.0

1.1 Build a Network of Family, Friends, and/or Service Providers: They will Provide the Circle of Support for the Learner.

Circles of support are critical to the successful implementation of a futures plan. These people are committed to meeting regularly to plan strategies, solve problems and follow-through with action.

Existing relationships usually provide the basis for a circle of support for the learner. Family members, friends, neighbors and others who know the person well are often part of this network.

SEVEN PRINCIPLES OF NETWORKS

1. Networks often form when parents are the advocates for their child with a disability. As that child moves into adulthood, however, it may become necessary to build a double network—one around the parents and the child, and one around the child and others. This allows the child to develop independence from the family.

2. Strong, successful networks form around a person who really wants to change. The parents and their child should have goals. If they are content with their lives or afraid to change, forcing them to be a part of the network is useless.
3. The person who is the focus of the network will grow in direct relationship to the honesty and commitment of the network members. A combination of deep listening, caring, challenge, and committed effort on the part of each network member helps the focus person develop his or her capacities as the individual strives to realize the vision of the future.

4. The purpose and direction of the network is defined by the focus person's dream. The network must constantly ask the focus person and their family: "What do you want? What do you really want?" When the network loses touch with the dream of the person and/or family, the process breaks down.

5. The size of the network depends on how much the focus person wants to change and how fast. If a network is too small, everyone will feel too much pressure. If the network is too large, people will not participate actively because they do not have enough to do.

6. Networks often come into being during a crisis. A crisis sometimes occurs when a person with a disability or their family realizes what is needed immediately and for future independent development. They may realize what has been happening to and for the person with disabilities is not functional and therefore does not enable the focus person to reach their greatest potential.
7. **Facilitators are needed to assist the person with the disability and/or their family.** Family members are often placed in this role but it works best with a facilitator. They can be objective and challenge the network to work toward what is needed. They can also assist when problems arise. They need to be clear and committed about the amount of time they can spend on developing this plan.

2.0 **IDENTIFY CAPACITIES AND TALENTS**

2.1 **Conduct a Personal Profile Meeting - Look for Clues to Opportunities On Which a Futures Plan Can Be Built.**

- **Basic information - Background/History Map**

  These maps should include information about the person's background, including positive and negative experiences, major moves, critical events, family issues, general health and ethnic and community ties.

- **Accomplishments - Relationships Map**

  Places Map

  Choices Map

  Respect Map

  These maps should include information about the person's accomplishments, routines and lifestyle patterns. There are five areas to be considered when developing these maps:

---

**Notes**

### Transparency 1

**Creating the Personal Profile**

**Background/History Map**

AMANDA ELIZABETH BUSBEA 'Mandy'

**Dom.** January 2, 1973

**Height/Weight/Meeting**

7 Months

Mother concerned about slow motor; doctor reported '1st and last.'

9 Months

Returned to doctor with concerns of not sitting down or crawling and rolling over; doctor said possible cerebral palsy with no diagnosis at the time. Speech improved, began to respond to people around her. Doctor advised that if she didn't start to develop faster, she would recommend brain testing and an MRI to rule out a tumor.

1 Year

Constant treatment for seizures, continued delayed motor and other development, no progress on speech control and no verbal responses. The family was ready to quit and was told she had one year to work with her.

2 Years

Started in community program for Developmentally Delayed, began physical therapy and speech in the community. Continued seizure activity; medication changes aren't enough.

3 Years

Began home reading program with words and non-speech words.

4 Years

Continued in DD program at ES. Seizure partially improved. As seizure improved, weakness and slight and right trunk coordination also improved. Working on self-help skills.

5 Years

Continued in DD program at ES; seizure gradually improved. Speech improved, began to respond to people around her. Speech improved, began to respond to people around her.

6 Years

Continued in DD program at ES; seizure gradually improved. Speech improved, began to respond to people around her.

7 Years

Continued in DD program at ES; seizure gradually improved. Speech improved, began to respond to people around her.

8 Years

Continued in DD program at ES; seizure gradually improved. Speech improved, began to respond to people around her.

9 Years

Continued in DD program at ES; seizure gradually improved. Speech improved, began to respond to people around her.

### Transparency 2

**Concurrent**

### Transparency 3

**Creating the Personal Profile**

**Background/History Map**

AMANDA ELIZABETH BUSBEA 'Mandy'

**Dom.** January 2, 1973

**Height/Weight/Meeting**

7 Months

Mother concerned about slow motor; doctor reported '1st and last.'

9 Months

Returned to doctor with concerns of not sitting down or crawling and rolling over; doctor said possible cerebral palsy with no diagnosis at the time. Speech improved, began to respond to people around her. Doctor advised that if she didn't start to develop faster, she would recommend brain testing and an MRI to rule out a tumor.

1 Year

Constant treatment for seizures, continued delayed motor and other development, no progress on speech control and no verbal responses. The family was ready to quit and was told she had one year to work with her.

2 Years

Started in community program for Developmentally Delayed, began physical therapy and speech in the community. Continued seizure activity; medication changes aren't enough.

3 Years

Began home reading program with words and non-speech words.

4 Years

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9 Years

Continued in DD program at ES; seizure gradually improved. Speech improved, began to respond to people around her. Speech improved, began to respond to people around her.

### Transparency 4

**Concurrent**

### Transparency 5

**Creating the Personal Profile**

**Background/History Map**

AMANDA ELIZABETH BUSBEA 'Mandy'

**Dom.** January 2, 1973

**Height/Weight/Meeting**

7 Months

Mother concerned about slow motor; doctor reported '1st and last.'

9 Months

Returned to doctor with concerns of not sitting down or crawling and rolling over; doctor said possible cerebral palsy with no diagnosis at the time. Speech improved, began to respond to people around her. Doctor advised that if she didn't start to develop faster, she would recommend brain testing and an MRI to rule out a tumor.

1 Year

Constant treatment for seizures, continued delayed motor and other development, no progress on speech control and no verbal responses. The family was ready to quit and was told she had one year to work with her.

2 Years

Started in community program for Developmentally Delayed, began physical therapy and speech in the community. Continued seizure activity; medication changes aren't enough.

3 Years

Began home reading program with words and non-speech words.

4 Years

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9 Years

Continued in DD program at ES; seizure gradually improved. Speech improved, began to respond to people around her. Speech improved, began to respond to people around her. Speech improved, began to respond to people around her.
Community Participation:
People with severe disabilities usually have small social networks consisting primarily of family members and friends of the family. To increase participation in the community they must interact with nonhandicapped community members. Strive to increase activities and opportunities with nonhandicapped community members to form relationships.

Community Presence:
What community environments are frequented on a regular basis? A focused effort to participate in valued activities will increase the number and variety of places the individual can know and use.

Choices/Rights:
What decisions does the person make independently and what decisions are made for the person by others? Even people with the most severe handicaps can be taught to make choices.

Respect:
Respect comes from having a valued place among people and valued roles in community life. Many people with severe handicaps develop childish or aggressive behaviors or remain helpless and dependent in reaction to the way old ideas have caused them to be treated. This reinforces as less valued or devalued role as a citizen.

Competence:
What skills does the person have? Which of them are needed or wanted by others? What contributions does the person make to other people’s lives?
Competence means having the skills to take care of oneself to whatever extent possible with whatever assistance is required.

- Preferences/Desires - Preferences Map

This map should include information about the things that motivate and interest the person. Things that are boring, frustrating or undesirable should also be included.

3.0 DETERMINE STRATEGIES FOR IMPLEMENTATION

3.1 Set Up the Planning Meeting.

- Who should attend?
  Case manager
  Focus person
  Family
  Friends
  Neighbors
  Teachers
  Community resources
  Other professionals

- Where should it be held?
  Informal environment.

- Who should be the facilitator?
  Neutral, unbiased person familiar in personal futures planning.

- How can the person with disabilities best participate?
  Ideally, with direct input but a family member, advocate or spokesperson can speak for the person with disabilities and keep the focus on that person.
3.2 Seven Basic Steps to Develop a Plan.

Step 1: Review the personal profile,
Step 2: Review the trends in the environment,
Step 3: Find desirable images or dreams for the future,
Step 4: Identify obstacles and opportunities,
Step 5: Identify strategies,
Step 6: Identify need for system change,
Step 7: Get started.

3.3 Ensuring a Successful Plan

- The people forming the plan focus on the gifts and capacities of the individual with disabilities. They look for opportunities not obstacles.
- The plan needs to be individualized for the focus person and his/her family and community.
- Regular meetings will be held to review activities, brainstorm new strategies and make plans and commitments to act. The focus person and his/her family will always be included.
- The group must include a strong advocate or family member who takes a leadership role in supporting group activities and continually keeps the focus on the interests of the focus person.
- The group should include a "community bridge-builder" - or possibly a case manager who works at building connections to the local community.

Notes

A Capacity Description

<table>
<thead>
<tr>
<th>Transparencies</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#12</td>
<td>Conduct a capacity description: Who is Mandy?</td>
</tr>
<tr>
<td>#12</td>
<td>- An 18 year old woman who lives in the community with her family.</td>
</tr>
<tr>
<td>#13</td>
<td>Identifying Dream/Strategies/Obstacles</td>
</tr>
<tr>
<td>#14</td>
<td>Ensuring A Successful Plan</td>
</tr>
</tbody>
</table>

Ensuring A Successful Plan

- It's not about a plan - it's about what you get there!
- Mandy cannot verbally tell us her personal dreams. We have tried to determine what other sixteen-year-old dream about, customized it with Mandy's own needs, and have developed a dream for Mandy. She will let us know when it begins to happen. If not, we have to be flexible and adapt.
- Mandy has been in a home with one or two other people near her same age. Some may be similar, some may not. We also want a dream that focuses on her living expenses. We believe Mandy needs and wants the community to form the support necessary to implement the person-centered plan.
- Network must:
  1. Be willing to find capautics and resources to an individual plan.
  2. Be prepared for change.
  3. Have the time necessary to continue with the focus person.
  4. Network must include a strong advocate or family member.
  5. Network must include a case manager who works at building connections to the local community.
• At least one key agency involved is committed to organizational change. The management from this key agency should be willing to make or advocate for significant organizational changes when necessary.

3.4 Ten Commandments for People Developing a Futures Plan.

I. SET DEFINITE GOALS - SHORT AND LONG TERM
II. FOCUS ON CAPACITIES AND TALENTS
III. BE COMMITTED TO A CONTINUOUS PROCESS
IV. BE PREPARED FOR CHANGE
V. BE A TEAM PLAYER
VI. TAKE THE INITIATIVE
VII. BE INFORMED
VIII. BE PERSISTENT
IX. BE HONEST
X. COMMUNICATE
AN INTRODUCTION TO PERSONAL FUTURES PLANNING

Personal futures planning is not about a place!
It is not about how you get there!
IT IS WHAT YOU WANT!

When a family has a child with a disability, many times, even thinking about his future is "put on hold". There are immediate crises and many adjustments to make. Dealing with the challenges surrounding the handicapping condition takes precedence. Time passes and the child turns six years old, twelve years old, or even older before the family realizes they haven’t looked far enough into the future to plan the day-to-day objectives. They realize the future goals should determine those day-to-day activities if time and effort is to be maximized.

IF YOU DO NOT KNOW WHERE YOU WANT TO GO -
YOU CANNOT EFFECTIVELY PLAN ON HOW TO GET THERE!!

Personal futures planning should be the basis for every teaching strategy, every behavioral goal, all participation in the community, and every other aspect of an individual’s life. Everything we do daily is a part of what we become. People with disabilities are many times dependent on others to assist them in planning for their future. Parents, teachers, friends, and other professionals are the people that can, and do, provide that assistance. The problem is we get so involved in assisting, we do not ask the person with a disability and/or their family what they want in their future! What they want and what is available at the present time may be completely different. Giving assistance may get complicated but their future still should be what they want! When we find out their dreams and visions, we can then determine if the day-to-day activities will enable them to reach those dreams and visions. If those activities are not necessary, don’t ask them to waste time on them. Find activities that will enable them to reach their dreams. Four important keys to remember are:

1. Ask the individual and/or family what they want,
2. Focus on capacities and talents,
3. Set short and long-term goals, and
4. Develop a plan to achieve those goals.

IFSP, IEP, and Habilitation Plan objectives and other goals will be developed throughout a person’s life. Many of these will result in wasted time and effort, if long-range goals, based on the visions and dreams of the individual with a disability, are not primary. Personal futures planning goes on throughout a person’s life. People grow older, make progress, accomplish goals, and change their life styles. Problem solving and developing new and different strategies and goals are on-going and critical components of personal futures planning. Listening to the individual with a disability and/or his family, good planning, and commitment to follow through will enable that person to reach his goals and have a meaningful future.
When you leave, I want you to be able to:

1. IDENTIFY THE STEPS IN THE FUTURES PLANNING PROCESS,
2. IDENTIFY CAPACITIES AND TALENTS,
3. DEVELOP STRATEGIES TO CARRY OUT THE PLAN.

The key to success is to identify your images and visions and make certain you work on the things necessary to make them happen.
Futures Planning:

...... A means of identifying an on-going goal.
...... A systematic method for families and friends to focus on strengths and capacities rather than exerting energy on trying to "fix" a disability.

"We can't fix our own lives much less anybody else's, but we can be together, be with each other, be faithful to each other while we are going through the changes."

David Wetherow

"The future is not designed by great events, but by the small things people do wherever they are. No contribution is too small."

Beth Mount

"Community is the sense that one is part of a readily available, mutually supportive network of relationships."

John O'Brien

"Care is the consent of one person to live in the life of another."

John McKnight
Steps in the Futures Planning Process

1. Build a Network

2. Create a Personal Profile

3. Develop a Person-Centered Plan

4. Ensuring a Successful Plan
Seven Principles of a Successful Network

1. Networks form from parent advocacy.
2. The parents and/or individual have to really want change. They cannot be content or afraid of change. Forcing someone is useless.
3. If the network is honest and committed, the focus person will grow and realize their vision of the future.
4. The purpose and direction is the dream of/for the focus person.
5. The size of the network is dependent on how much work is to be done and how quickly.
6. Networks often form during a crisis or out of frustration.
7. A facilitator assists greatly in the process.
Creating the Personal Profile

Background/History Map

AMANDA ELIZABETH BUSBEA "Mandy"

Born: January 3, 1973 (Happy, healthy, fat, good baby and only child)

7 Months  Mother concerned about slow motor; doctor responded "fat and lazy."

9 Months  Returned to doctor with concerns of not sitting alone or crawling and rolling eyes; doctor said possible cerebral palsy with no diagnosis on vision. Referred to pediatric neurologist; diagnosed petit mal seizures. Placed on medication (dilantin and phenobarbital) in hopes that if seizures could be controlled development would follow.

1 Year  Constant treatment for seizures, continued delayed motor and other development, no progress on seizure control and no visual responses. Very sound sensitive.

2 Years  Started in community program for Developmentally Delayed, began physical therapy and speech in the community. Continued seizure activity; medication changes almost weekly with no success. Took almost one year to adjust to school (cried all day). Finally, we realized if they came to the car and got her she was fine, but if I carried her in and left her, she cried. She also began a home-based program called MATCH at this time.

3 Years  Moved to Deaf-Blind Program as a day student at Ellisville State School. Seizures still uncontrolled with much weakness and lack of head and trunk control. Adjusted well to school. Hip surgery was performed on left hip to prevent dislocation.

4-8 Years  Continued in DB program at ESS. Seizures gradually improved. As seizures improved, weakness and head and trunk control also improved. Working on self-help skills and 2 hour toilet schedule. (P.T. worked on parallel bars, standing in stand-box, crawling and sitting alone;) continued speech therapy but not a lot of progress in any area. Very thin and tall and began to have acne and complexion problems. (Hysterectomy performed, more hip surgery and body brace for scoliosis.)

9 Years  Repetitious speech much improved but not much initiation. Seizure activity seemed to be controlled; good head and upper extremity control. Not much progress with self-help skills. Very nervous in strange places and didn’t like strange noises.
10 Years
Moved to class for students with physical handicaps in public school on elementary campus. Speech improved, began to initiate requests (not always appropriate). Loved school, great integration on campus, met her best friend Beverly. Not much progress in self-help skills. Hip surgery again, new wheelchair and back brace. Continued to work on same things without much progress but difficult to find alternatives.

13 Years
Programming concerns—difficult to find age-appropriate vocational and leisure activities. Moved to another elementary campus. Loved school, but not much community integration at school. Extreme nervousness and yelling-out behaviors which limited community outings with family—just too strenuous. Limited availability of physical therapy, speech at school, not much progress with self-help skills. Back brace was removed due to maturity of bone structure.

16 Years
Moved to high school campus but not in home community. Self-contained classroom, loved school and rode bus. Some successful community integration but still much nervousness; yelling-out behaviors and serious difficulty in programming. Family began to address functional curriculum—received much resistance from the system.

18 Years
Seemed to tolerate community integration which involved more field trips than functional integration. This did not carry over to family going out in community with Mandy. She seemed to continue to think any time Mom and Dad carry her anywhere, it is to the doctor and she is very apprehensive. Assistance was requested from the system and was told that it wasn’t their problem. No speech and only recreational therapist carrying out program given by Mother. Programming assistance was given to the district but was not utilized.

19 Years
Changed to high school campus in home district. Got programming suggestions in P.T., O.T., Education and Speech at MCRC in the Summer before school started. Also got an Introtalker to assist with intelligible speech and enjoys using it (not always appropriate but she can use it appropriately if she chooses). Transitional IEP formulated in the Summer before school began to utilize all the information from MCRC, but the district did not utilize the information. Parents filed an OCR complaint against the district but this was a lengthy process and by April no real changes had been made. Teacher was cooperative but inexperienced and assisted the parents in requesting consultants for job placement ideas in the community. Teacher also began more functional community integration. Progress for the first time in the system. Much better behavior with family, and appropriate behaviors from the previous year continued.
Creating the Personal Profile - Relationships Map

**Family**
- Granny
- Father - Terry
- Mother - Betty

**Friends**
- Doug, Timmy, Kellie, Sterling
- William, Domica (classmates)
- Jackie, Helen, J.R. & Marge (neighbors)
- Beverly (best friend)
- Gloria
- Shirley & Willie (sitters)
- Mickell, Earline (church friends)
- Angie
- Mrs. Winship (teacher)
- Mrs. Parker (aide & bus driver)
- Miss Celita (Recreational Therapist)

**Community**
- Beauty shop (Windy)
- Church
- Bowling & Parties (ARC mostly)

**Service Providers**
- Dr. Evans (MD)
- Dr. Evans (MD)
- Dr. Sumrall (DDS)
- Dr. Lindstrom
- Dr. Purvis
Creating the Personal Profile - Places Map

- Beverly's house (parents & bus) (one time per week)
- Beauty Shop (once a month) (parents)
- School (bus) (5 days a week)
- Mall (teacher & mother) (occasionally)
- Doctor/Dentist (parents) (no more than necessary)

- Granny's & Family (parents) (occasionally)
- Parties (parents)
- Grocery shopping (teacher & parents)
- Restaurants (parents & teacher)
- Church (parents)
- Bowling (mother) (once a month)

Home
Creating the Personal Profile -- Choices Map

<table>
<thead>
<tr>
<th>She Makes</th>
<th>We Make</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>What she wears</td>
</tr>
<tr>
<td>Drink</td>
<td>Grooming and hygiene</td>
</tr>
<tr>
<td>Tapes</td>
<td>Medication</td>
</tr>
<tr>
<td>Where she wants to be (bed, chair, etc.)</td>
<td>Most places she goes</td>
</tr>
<tr>
<td>Toys or activities (not many to choose from, very few are age-appropriate)</td>
<td>Friends (because of limited interaction)</td>
</tr>
<tr>
<td>Who she likes/dislikes</td>
<td></td>
</tr>
<tr>
<td>When she wants to discontinue an activity</td>
<td></td>
</tr>
<tr>
<td>When she wants to be left alone</td>
<td></td>
</tr>
<tr>
<td>When she wants to go somewhere (not a lot of initiation, but improving)</td>
<td></td>
</tr>
</tbody>
</table>
Creating the Personal Profile -- Respect Map

Mandy at 19 years

**Odd/Unusual Behavior**
- Wheelchair
- No eye contact
- Doesn’t initiate interaction with others
- We have to take her everywhere she goes
- Feed her or assist her
- Toilet her or ask her
- Screams out when upset
- We have to answer or interpret for her
- Separate classroom
- Not many age-appropriate activities

**Age-Appropriate Typical Behaviors**
- Likes attention
- Likes junk food
- Talking on phone (for short times)
- Mexican food
- Music/Rap
- Likes to be teased
- Impatient

**Positives**
- Some community interaction
- Introtalker
- Public school
- Good memory
- Loves home
- Loves church
- Strong family commitment
- Happy
- Distinct personality
- Good personality
- Likes to tease and be teased
- Knows what she likes and dislikes
Creating the Personal Profile -- Preferences Map

+ (Things that "work")

Home
School
Church
Beverly and visiting Beverly
Granny and visiting Granny
Soft things
Loves praise
Teasing (blow, pull her hair)
Eat/drink (finger foods/squeeze bottle)
Hugs
Tape recorder
Gum
To be busy
Smell things
Bowling alley (not bowling)
Music/singing
Ride outside in her chair
Organ
Someone to sit close to her
Hold books
Listen to certain sounds (birds, cars, planes dogs)
Water
Family involvement
Parties
Set the table
Tells us finished on pot
Loves to clap and Laugh
Sleeps well and late
Pays close attention when you speak to her
and understands very well
Recliner
Bus
Shirley & Willie
To be left alone
Attention
Rough-housing
Standing table

- (Things that "don't work")

Strange places/strange voices
Doctor/dentist
Strange noises (electric knife, babies crying, dustbuster)
Bored
Tired of her toys
To be held down
To take her hand to show her
Doesn't like to share parents attention
Puppy
Parents reading to her
To let go of bowling ball
Wait
Change in routine
Wind in her face
Short attention
Commanding, irritable voices
Feed herself with spoon or fork
Pushes away things she doesn't like
Won't ask for "pee" consistently (2 hour schedule)
Lots of voices or activity close around her
Elevators
Vibrators
Anything visual
Planning Meeting

Who should attend?

1. Focus person
2. Family
3. Friends, neighbors
4. Teacher, professionals working with child
5. Case manager
6. Service providers (preferably those committed to "systems change")

Where should it be held?

Home of focus person or informal environment

Who should facilitate?

Neutral, unbiased person familiar with Personal Future's Planning (preferably case manager)

How can a person with disabilities best participate?

1. Direct input if possible
2. Family member or advocate can speak for him/her and keep focus on the person with disabilities
A Deficiency Description

Who is Mandy?

- A person with a mental age of 1 year, 11 months old.
- A person with an IQ of 11
- A person who is severely retarded, blind, and physically handicapped
- A person with yelling and screaming behaviors
- A person with over protective parents

What does she need?

- Protection
- An environment to teach simple tasks
- An environment to control behaviors
- Time away from parents
A Capacity Description

Review personal profile, accomplishments and preferences. Conduct a capacity description.

Who is Mandy?

- An 19 year-old young woman who lives in the community with her family and goes to public school
- Receives SSI and Medicaid and has private insurance
- Restricted community integration (not many relationships/contacts/friends in the community)
- No real opportunities for making her own friends
- Has little control over her life or future
- Has more difficulty than most people with learning
- Strong family commitment
- Enjoys working and receiving money and praise
- Has many physical and mental challenges

What does she need?

- A lot of experiences
- Better integration and inclusion into the community
- Better integration into school activities
- Friends
- Future options now and after 21
- Job
- A lot of support for her/family
- Leisure activities
- Case manager to find the support and assist her/family
Identifying Images/Strategies/Obstacles

It's not about a place!
It's not about how you get there!
It's what we want for Mandy!

Mandy cannot verbally tell us her personal dreams. We have tried to determine what other nineteen-year-olds dream about, customize it with the dreams of our family for Mandy, and have developed a dream for Mandy. She will let us know, through her reactions, if it is acceptable and, if not, we have to be ready to try something different. Our dream for Mandy is a home with one or two other people near her same age. Some may be disabled, some may not. We also want a job for her she enjoys doing that will either partially, or fully pay her living expenses. We believe if she lives and works in the community with friends and whatever support is necessary, she will be happy.

<table>
<thead>
<tr>
<th>Image/Strategy</th>
<th>+ Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Term</strong></td>
<td>More functional opportunities at school and home</td>
</tr>
<tr>
<td></td>
<td>More functional opportunities in community</td>
</tr>
<tr>
<td></td>
<td>More systematic methods of teaching functional skills</td>
</tr>
<tr>
<td></td>
<td>More peer interaction</td>
</tr>
<tr>
<td></td>
<td>More school and community involvement</td>
</tr>
<tr>
<td></td>
<td>Assistance from Psychologist</td>
</tr>
<tr>
<td><strong>Long Term</strong></td>
<td>Group Home Options</td>
</tr>
<tr>
<td></td>
<td>Attendant Care services (assistance for family)</td>
</tr>
<tr>
<td></td>
<td>Case Manager</td>
</tr>
<tr>
<td></td>
<td>More functional activities at school and home</td>
</tr>
<tr>
<td></td>
<td>More community integration adaptation &amp; assistive devices</td>
</tr>
</tbody>
</table>

| - Obstacles      |                                                                                   |
|------------------|                                                                                    |
| Limited family time |                                                                                 |
| Limited school time/ knowledge or experience |                                              |
| Blaming student for lack of ability            |                                                                                 |
| Limited integration at school                   |                                                                                 |
| Limited community interaction - lives in rural community |                                   |
| Hard to identify age-appropriate activities that interest her |                                   |
| Limited school time/ knowledge or experience     |                                                                                 |
| Limited professional assistance with persistent problems with no follow-through |                           |
| Not available for individuals that are multihandicapped |                     |
| Not available now                                |                                                                                 |
| No follow through                                |                                                                                 |
| Not enough time/expertise                        |                                                                                 |
| No experience or follow-through                  |                                                                                 |
| Limited knowledge/commitment                     |                                                                                 |
| Behavior problems                                |                                                                                 |
| "Mindset" of service providers                   |                                                                                 |
| Eligibility requirements for adult services       |                                                                                 |
| No trained personnel for assessment or supported employment services |                         |
| No transition programs from school to work       |                                                                                 |
| No collaboration among agencies and/or agencies and families |                               |
Ensuring A Successful Plan

Commitment of the Network to form the support necessary to implement the person-centered plan.

Network must:
…… be willing to find capacities
…… be dedicated--this is an on-going process
…… be prepared for change
…… have the time necessary to continue into the future with the focus person

1. Network must focus on gifts and capacities--look for opportunities, not obstacles. Look at abilities not disabilities.

2. Network must personalize or individualize a future for the focus person and his or her family and community.

3. Network must hold regular meetings including the focus person and his or her family. Network must be aware of and prepared for on-going change.

4. The network must include a strong advocate or family member and be willing to keep the interests of the focus person primary.

5. Network should include some one to help with accessing and identifying community options.

6. Network should include one key agency that is committed to serving the needs and vision of the focus person, even if significant organizational changes are needed.
Ten Commandments for People Developing a Futures Plan

1. Set Definite Goals - Short and Long Term
2. Focus on Capacities and Talents
3. Be Committed to a Continuous Process
4. Be Prepared for Change
5. Be a Team Player
6. Take the Initiative
7. Be Informed
8. Be Persistent
9. Be Honest
10. Communicate
Creating the Personal Profile

Background/History Map
Creating the Personal Profile - Relationships Map

Family

Friends

Community

Service Providers
Creating the Personal Profile - Places Map
Creating the Personal Profile -- Choices Map

He/She Makes

We Make
Creating the Personal Profile -- Respect Map

<table>
<thead>
<tr>
<th>Odd/Unusual Behavior</th>
<th>Age-Appropriate Typical Behaviors</th>
<th>Positives</th>
</tr>
</thead>
</table>

...
Creating the Personal Profile -- Preferences Map

+ (Things that "work")

- (Things that "don't work")
A Deficiency Description

Who is ____________?

What does ____________ need?
A Capacity Description

Review personal profile, accomplishments and preferences. Conduct a capacity description.

Who is ____________?

What does ____________ need?
## Identifying Images/Strategies/Obstacles

<table>
<thead>
<tr>
<th>Image/Strategy</th>
<th>+ Opportunities</th>
<th>- Obstacles</th>
</tr>
</thead>
</table>

### Short Term

### Long Term