

ASSIGNMENT : Analysis of Communication One

EXCEEDS

SPED 525

WRITTEN SUMMARY OF THE CHILD'S COMMUNICATION		Meets the Standard					Exceeds the Standard	
Areas of Analysis	Below the Standard	Approaches the Standard					Written summary	
Analysis of Verbal/Non-verbal Communication	0	1	2	3	4	5	6	7
	<input type="checkbox"/> Written summary is extremely limited in scope or not found. <input type="checkbox"/> No examples are included	Written summary: <input type="checkbox"/> Examples used to support the areas of verbal and non-verbal communication are defined but not taken from the communication inventory <input type="checkbox"/> No discussion of the balance of verbal and non-verbal communication is found.	Written summary: <input type="checkbox"/> includes a short definition of verbal communication and non-verbal communication <input type="checkbox"/> describes the percentage of verbal and non-verbal communication used by the child with limited or no description of whether this breakdown is typical <input type="checkbox"/> Some examples are provided directly from the matrix but both verbal and non-verbal may not be included	Written summary: <input type="checkbox"/> includes a full definition of verbal, vocal, and non-verbal communication <input type="checkbox"/> describes the percentage of verbal, vocal, and non-verbal communication used by the child with a statement describing whether this breakdown is typical. <input type="checkbox"/> Examples are provided (with the context for the communication), taken directly from the matrix on how the child uses the three types of communication				
Analysis of Pragmatic Function	0	1	2	3	4	5	6	7
	<input type="checkbox"/> Written summary is extremely limited in scope or not found. <input type="checkbox"/> No examples are included	Written summary: <input type="checkbox"/> Examples used to support the areas pragmatic functions are not correct <input type="checkbox"/> No discussion of the breadth of pragmatic functions used	Written summary: <input type="checkbox"/> includes a short definition of pragmatic function <input type="checkbox"/> describes the 5 most frequent pragmatic functions used by the child with limited information describing the breadth or limitations associated with the child's pragmatic use this breakdown is typical <input type="checkbox"/> Some examples are provided directly from the matrix in some pragmatic functions	Written summary: <input type="checkbox"/> includes a full definition of pragmatic function <input type="checkbox"/> describes the 5 most frequent pragmatic functions used by the child with a detailed statement describing the breadth or limitations associated with the child's pragmatic use <input type="checkbox"/> Examples are provided directly from the matrix (with the context for the communication) on how the child demonstrates each of the top 5 pragmatic functions.				
Analysis of Semantic Function	0	1	2	3	4	5	6	7
	<input type="checkbox"/> Written summary is extremely limited in scope or not found. <input type="checkbox"/> No examples are included	Written summary: <input type="checkbox"/> Examples used to support the areas semantic meaning are not correct <input type="checkbox"/> No discussion of the breadth of semantic meaning used	Written summary: <input type="checkbox"/> includes a short definition of semantic meaning <input type="checkbox"/> describes the 5 most frequent semantic meaning used by the child with limited information describing the breadth or limitations associated with the child's pragmatic use this breakdown is typical <input type="checkbox"/> Some examples are provided directly from the matrix in some semantic meaning	Written summary: <input type="checkbox"/> includes a full definition of semantic meaning <input type="checkbox"/> describes the 5 most frequent semantic meanings used by the child with a detailed statement describing the breadth or limitations associated with the child's semantic use <input type="checkbox"/> Examples are provided directly from the matrix (with the context for the communication) on how the child demonstrates each of the top 5 semantic meanings				

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WRITTEN SUMMARY OF THE CHILD'S COMMUNICATION - Continued

Areas of Analysis	Below the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard
Mean Length of Utterance	<input type="checkbox"/> No information on MLU is included 0	<input type="checkbox"/> The MLU has been calculated but the formula is not present <input type="checkbox"/> For students without verbal communication, this information has been briefly mentioned 2	<input type="checkbox"/> Mean length of utterance is defined, formula included <input type="checkbox"/> For students without verbal communication a description of why the MLU is not calculated has been included 4	<input type="checkbox"/> Mean length of utterance is defined, has been calculated, with the formula included <input type="checkbox"/> A description of how this MLU compares to the expected age range for this child is included <input type="checkbox"/> For students without verbal communication a description of why the MLU is not calculated has been included 6
Summary of Antecedents and Consequences	<input type="checkbox"/> Information on antecedents and consequences was found but it is extremely limited in scope. 0	<input type="checkbox"/> Antecedents and consequences are listed, with little information on how this child uses them for communication. 2	<input type="checkbox"/> Antecedents and consequences are described although limited information is provided regarding how they relate to student communication 4	<input type="checkbox"/> A description of antecedents, consequences included a definition and examples from the communication matrix. <input type="checkbox"/> A summary of the types of antecedents and consequences that result in communication have been described with examples. <input type="checkbox"/> Information on how these relate to communication are described fully (cue dependent, initiation) 6

Name Derek Gustafson

Grade 45/46 = 98

Evaluation of Communication Inventory

Unacceptable Acceptable Exemplary

Initial Submission Re-submission

Professor's Signature [Signature] date _____

Derek Gustafson

Dr. Dell

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Pragmatic Functioning and Intent

For this student, all communication is a low level of pragmatics. This is when the student uses function as opposed to word in order to communicate. With this particular student, the pragmatics and methods of communication are all up to the interpretation of the observer. Much of the assumptions of the student's communications are based on facial expressions, body language and some noises. The only noise that was observed was a loud "AHHH!" which was clearly used to express excitement and happiness.

This student was able to express comfort a considerable amount of times based on the observation. This communication was at a level one which is when the behavior is pre-intentional or reflexive. The student did not seem to purposely express their comfort, however, the calmness in their movements, and the relaxation in their face and body made this assumption obvious that this student was indeed comfortable with not only antecedent but also the aide and the teacher.

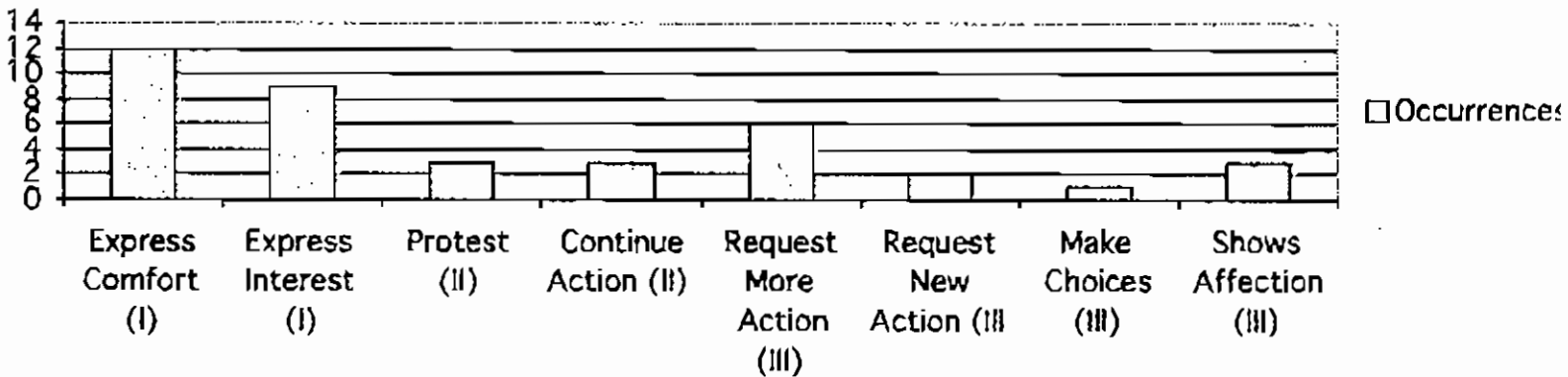
On only a few observations, there were a few situations that were difficult to distinguish between. There were times that the students seemed to be requesting more or an action or a new action or this student may just be comfortable or showing affection. In some cases the student may be doing something in the class that they very well may enjoy, whether or not they want more of it or it is just something they want the teacher to know they like can only be left up to interpretation. However, considering there were

You can have pragmatic function with words. Pragmatic function is the purpose for communication regardless of form.

more observations of the student seemingly expressing comfort, that could most likely have been the student's intent.

Pragmatic Function	Number of Observed Occurrences
Expresses Comfort (I)	12
Expresses Interest in Other People (I)	9
Protest (II)	3
Continue Action (II)	3
Request More Action (III)	6
Request New Action (III)	2
Makes Choices (III)	1
Shows Affection (III)	3

This was a very difficult student. You seem to do well analyzing the communication into discrete pragmatic intents.



Semantics

Semantics, being the relationship between word and how words have different meanings and can also have different usage, was not an issue with this student.

Considering the student does not talk or use any vocal communication except for some noises, semantics was not a consideration when observing this student.

Mean Length of Utterance

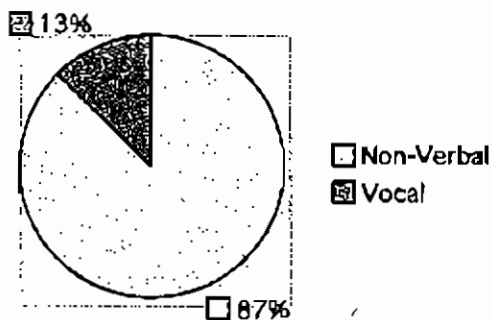
The mean length of utterance is the average number of words the students uses per communicative act. The student that was observed does not talk at all so there for this cannot be calculated. This student makes noises however none of which could be attributed to any particular word.

Non-verbal, Verbal and Vocal behaviors

This student did not have any verbal behaviors. No words or form of words were spoken throughout the two observations. As for non-verbal communication, this is the basis of all this students' communication. Head movements, where the student is looking, and body motions such as relaxed and tensed, to go along with facial expression was the major form of communication that I was able to observe.

One vocal behavior that I was able to observe was a loud, excited, scream. This only occurred when music was being played. The student smiled and moved their head and hand excitedly. Without the facial expression however, this particular vocalization may be a confusing one to interpret. It may be construed as being a happy and excited scream or an upset, scared scream.

Communicative Act	Number of Occurrences
Verbal	0 – 0%
Non-Verbal	35 – 87.5%
Vocal	5 – 12.5%



Summary

The first time I observed this student was in an adaptive physical education (APE) setting with five other students in the class. This particular student had an aide with them that helped the student do all the movements in the class. The student seemed to be very comfortable with the aide and the APE teacher. The student's expression did not show any form of objection for the stretches they did at the beginning of the class. The antecedents were not always directed only to this student alone so it was difficult to say whether or not this student alone understood the instructions of the teacher or if they were just going through the motions with the aide.

The times when this student was being talked to directly, this antecedent was usually positive reinforcement saying "good job," "very good" and also questions such as

“did you like that?” The following communicative act was most often a smile and an acknowledgment of someone talking to them. This student may understand what is being said to them, which would explain the communicative act with a smile or the student may just appreciate the sound of a positive tone in the aide’s and teacher’s voice.

The communication attempts with this student were based mainly on the student’s facial reaction and body language. When music started, the student was dancing with a big smile on their face. This along with quick head and arm movements made it clear that this student was excited for the music and loves to hear music.

The only vocalization from this student was when music came on and the student made a noise along the lines of “AHHH!” This noise was obvious that the student loved the music and hearing the music. To go along with this noise was a huge smile and looking around quickly.

Overall, this student’s communicative acts are completely left up for interpretation of the observer. The best method for this student is to observe this student and work with this student on a regular basis to better understand what this student likes, does not like, as well as what mannerisms and facial expressions mean what.

*Are you sure you can't
be convinced to transfer
to serve disabilities?
You have a great ability to
analyze complex students!
Bravo!*

#	Referent	Antecedent	Communicative Act	Pragmatic Function	Semantic Meaning	Level	# Words
1	Class	Teacher says "hi"	Slowly moves head	Express Interest	N/A	I	0
2	Class	Teacher asks about students weekend	Slowly moves head	Express Interest	N/A	I	0
3	Class	Teacher asks about students day	Moves head slowly and looks at teacher	Express Interest	N/A	I	0
4	Exercise	Teacher asks class to do exercises	Moves head slowly and looks at class	Express Interest	N/A	I	0
5	Exercise	Aide gets him from his chair	Moves head slowly	Continue Action	N/A	II	0
6	Exercise	Teacher asks class to do arm circles	Slowly moves head <i>the 3</i>	Continue Action	N/A	II	0
7	Exercise	Aide does the circles with his arms	Moves head a little quicker	Express Comfort	N/A	I	0
8	Exercise	Aide says "good job"	Slowly looks at aide	Request More Action	N/A	III	0
9	Exercise	Class does the arm circles	Head moves around looking at rest of class	Express Interest	N/A	I	0
10	Exercise	Teacher asks them to do arm stretches	Moves head slowly, looks at aide	Express Comfort	N/A	I	0
11	Exercise	Aide hold student's arm in stretch	Moves head slowly, looks at aide	Express Comfort	N/A	I	0
12	Exercise	Teachers tells students to switch arms	Looks at aide	Continue Action	N/A	II	0
13	Exercise	Aide hold student's arm in stretch	Moves head slowly	Express Comfort	N/A	I	0
13	Exercise	Teacher asks class to touch their toes	Looks at aide	Request New Action	N/A	III	0
14	Exercise	Aide holds waist, tells to bend over and guides back	Moves head slowly	Express Comfort	N/A	I	0
15	Exercise	Teacher says "Good Job"	Moves head slowly and looks at teacher	Shows Affection	N/A	III	0

You chose a complex student. He appears to have very subtle communication. Brava for analyzing this communication.

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Communication Inventory Matrix

16	Intro to activity	Teacher begins to explain the scooter activity	Moves head around slowly	Express Interest	N/A	I	0
17	Activity	Aide asks him to go to the activity spot	Looks at aide	Express Interest	N/A	I	0
18	Activity	Aide helps student walk	Looks around	Express Comfort	N/A	I	0
19	Activity	Teacher says "very good job"	Lifts head and looks at teacher	Shows Affection	N/A	III	0
20	Activity	Teacher ask is students wants to get on the scooter	Smiles and looks at teacher	Request New Action	N/A	III	0
21	Activity	Gets pushed on the scooter	Smiles and looks around quickly	Request More Action	N/A	III	0
22	Activity	Teacher ask "do you like the scooter"	Smiles, moves head quickly	Shows Affection	N/A	III	0
23	Activity	Teacher tells students its another students turn on the scooter	Moves head slowly	Protest	N/A	II	0
24	Activity	Aide takes student off the scooter	Moves head slowly, looks away from aide	Protest	N/A	II	0
25	Music	Teacher tries to find music	Students hears music "AHH" smiles, and moves hand quickly. AHH = students is very happy and excited	Expresses Comfort	N/A	I	0
26	Activity	Teacher explains the dance to the class	Student looks at teacher	Expresses Interest	N/A	I	0
27	Activity	Aide moves student to the dance steps	Smiles, quick body movements	Express Comfort	N/A	I	0
28	Activity	Teacher asks class if they are ready to dance	Smiles, looks at aide and all around	Request More Action	N/A	III	0
29	Activity	Teacher starts the music	"AHH!" and smiles	Request More Action	N/A	III	0
30	Activity	The aide starts moving student to the dance moves	"AHH" smiles, moves head quickly	Request More Action	N/A	III	0

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Communication Inventory Matrix

31	Activity	Aide still moves students to dance moves	No more noise still smiling	Express Comfort	N/A	I	0
32	Activity	Teacher says "You are doing great"	"AHHH" smiles and looks at teacher.	Affection	N/A	III	0
33	Activity	Music stops	Stops moving, smiles, looks around.	Express Interest	N/A	I	0
34	Activity	Teacher asks student if they want to do "Cha Cha Slide" Dance	Moves slowly	Protest	N/A	II	0
35	Activity	Teacher asks student is they want to do "Macerana"	Smiles, moves head around quicker	Makes Choice	N/A	III	0
36	Activity	Teacher shows the dance moves	Aide moves student to dance moves, smiles	Express Comfort	N/A	I	0
37	Activity	Teacher starts the music	"AHHH!" moves head	Request More Action	N/A	III	0
38	Activity	Aide holds student's arms and does dance	Smiles and moves quickly	Express Comfort	N/A	I	0
39	Activity	Music stops	Smiles and looks around	Express Interest	N/A	I	0
40	Activity	Teacher asks the students if they like the dance	Looks at teacher smiles and moves head quickly	Express Comfort	N/A	I	0

Derek Gustafson

Dr. Dell

SPED 525

Part II

From what I could gather from the observations of this student, the student seems to be at the differential action stage. At this stage a student will do something to get something. For this student, what they do is subtle but seems to have a purpose such looking at something or a noise and it is left up to the teacher to distinguish what exactly this student wants. This student I feel is also at this level because the level before this has to do with a person doing actions with no goal in mind, which I feel does not describe this student. The stage after differential actions describes a student who has some sort of language in which this student does not have any.

When comparing the student to their MLU with regards to the categorization of them into the differential stage, the student does not have any vocalizations other than some loud noises he makes when something he likes is going on. The differential stage makes no mention of the child talking and having any words but merely a communication level of a child at 8 to 12 months old, which is a good description of this student.

The communication matrix shows that the student has some ability to protest, continue an action, request a new action or more of an action. To do this the student will make subtle movements with their head, faster movements with their head or hands and also loud screams that considering the different situation that are presented, these do have a meaning and a purpose. In the differential stage, the child is able to do something in order to get something, which was proven true in these few movements.

*missing info included
all change grade to 85
ADD 12/1/05*

Throughout the observations I have noticed that this child has an ability to show interests in other people. To do this the child will look at a person and then pending what they are doing that is of interest the child may make a noise, or a fast movement. Other times the student may make a slower movement and sometimes this student may just stare at this person. To further this social ability, a new goal for this child is to have this student begin to make attempts to attract attention from someone in a socially acceptable manner.

From the observations, I noticed that this student can make some noises but however this may not always be socially acceptable. A goal for this student will be to attract attention in a subtle manner. A bell can be used to attract the attention. To teach this, the student will need multiple opportunities for practice. After a year I would expect this student to be able to hit the bell when they want to attract attention. The student is able to hit buttons that mean, "yes" or "no" so I feel as though this student will be able to learn this new method of attract attention.

Another goal for this student will be for this student to request more of an object. The student has shown that they are somewhat able to request a new action or more of an action so now the student will make a step to request more of an object.

To help this student be able to attract attention that will be provided much practice so they can learn to ring a bell when they want attention. This practice will take the help of two aids and something that is of interest of the child. The teachers will have to speak with a parent or guardian to get an understanding as to what is interesting to the child. For example, if picture books are of interest to child, to the point where if there is a

picture book in eyesight, this student wants to look at it then a picture book will be the tool the teachers will use to help this student learn the new method of attracting attention.

The training will have to provide much practice for this child. One teacher will have the book within eyesight of the student. Once the student takes notice of the teacher, the other teacher, positioned behind the student will wait until they notice that the student wants attention so they can see the book. Once the student begins to attempt to get attention by making noises for example, the teacher behind the student will take the student's hand and hit the bell. This is when the teacher immediately comes over to the student and asks the student "do you want to see the book?" From here the teacher will show the student the book. This will have to be done with other objects besides a book because after while the student will only think the bell represents a book when it actually represents attention. For example, if there comes a time where the student needs something, the teacher can ignore different attempts for attention until the student rings the bell. This example however is for when the student is more advanced with this new tool.

The student will also learn to request more of an object. To do this one teaching method that can be used is partial or associated objects. Using partial or associated objects, the student will point to the desired object and they will then receive it immediately. When the student keeps on pointing to the desired object that will keep on receiving so they can eventually learn that this is a method of requesting more of something. This student I observed loves music. On a piece of paper can be a CD and some musical notes on one side and a blank square on the other side. When the student touches the music the teacher will play the music. The teacher will stop the music and

then if the student starts to make some motions implying they want the music back on they will have the student or help the student to touch the CD on the paper again. From here the teacher will play the music again.

Another method to teach a student to request more of an object is to have the identical object on a paper in a square and then next to it an empty square. This identical object could be a snack food that the student likes. The teacher will place the students hand on the desired object and then immediately give the student the object. This will continue with other desired, identical objects. The teacher will have to practice with the student and the empty square as well. If the student chooses the empty square the teacher will have to get up and walk away the try again later.