

Analysis of Communication

Part 1

Exemplary

SPED 525

Fall 2010

A- Communication Matrix Table

	Referent	Antecedent	Communicative Act	Consequence	Pragmatic Intent	Semantic Meaning	# Words
1	Sorting tasks at Sally's desk	teacher takes sorting work out	"done"	Teacher says "not yet"	Level 6 (refuse reject)	N/A	1
2	Sally continues working at desk	Teacher states "good job"	"good jobs"	Teacher says "yes, good job"	Level 7 (confirm negate)	Attributive	2
3	Sally working at desk	Sally working on sorting task	"wan chips" (want chips)	None	Level 7 (Req. new object)	Recurrence	2
4	Working at desk	Teacher corrects mistake	"no"	None	Level 6 (refuse reject)	N/A	1
5	Working at desk	Sally made a mistake	"wan move please"	Teacher says "keep working"	Level 7 (req. new action)	Action object locative	3
6	Working at desk	Sally working at desk	"good jobs"	None	Level 7 (confirm negate)	Attributive	2
7	Working at desk	Sally begins to body rock	"wan chips" (want chips)	Teacher says "no more chips, we just had snack"	Level 7 (Req. new object)	Recurrence	2
8	Working at desk	Sally goes back to working	"good jobs"	None	Level 7 (confirm negate)	Attributive	2
9	Working at desk	Sally begins to get tense	"Brandonnnns" (her brother's	Teacher says "Brandon is	Level 6 (Req.	N/A	1

		again	name)	not here"	absent object)		
10	Working at desk	Teacher redirects Sally to her work	"Brandonnns"	None	Level 6 (req. attention)	N/A	1
11	Working at desk	Sally looks tense	"no"	Teacher says "good job with your work"	Level 6 (req. attention)	N/A	1
12	Working at desk	Teacher directs Sally to her work	"Chips"	None	Level 6 (Req. absent object)	N/A	1
13	Working at desk	Teacher smiles at Sally	"good jobs"	Teacher says "Yes, good job"	Level 7 (confirm negate)	Attributive	2
14	Working at desk	Teacher looks at Sally's work	"I dones"	Teacher smiles at student	Level 7 (req. new action)	Agent Action	2
15	Sally begins to stand up	Teacher says "Is your work finished"	Sally laughs "Ha, Ha, Ha"	None	Level 2 (Protest)	N/A	0
16	Sally begins to walk away from desk	Sally walks over to snack cabinet	"wan chips"	Teacher says "Sally we need to finish our work"	Level 7 (req. new object)	Recurrence	2
17	Sally walks back to desk area	Teacher redirects Sally to work at her desk	"done"	Teacher says "almost, then break"	Level 6 (refuse reject)	N/A	1
18	Sally sits at desk begins to finish	Teacher smiles at Sally	Sally smiles	None	Level 2 (continue action)	N/A	0

	work						
19	Working at desk	Sally finishes work task	"done"	Teacher says "Yes, now you are done"	Level 6 (confirm negate)	N/A	1
20	Sally walks to break area	Teacher asks "What do you want to do for break"	"wan blocks"	Teacher says "Okay get blocks out"	Level 7 (Req. new action)	Recurrence	2
21	Sally gets blocks	Teacher says "good job"	"good jobs"	None	Level 7 (confirm negate)	Attributive	2
22	Sally returns to desk with blocks	Teacher smiles at Sally	Sally laughs "Ha, Ha, Ha"	None	Level 1 (express comfort)	N/A	0
23	Sally begins playing with blocks	Teacher smiles at Sally	"wan go home"	Teacher asks "what time do you go home?"	Level 7 (req. new action)	Agent action object	3
24	Sally looks at teacher	Teacher says "we go home at 2:30"	Sally laughs "Ha, Ha, Ha"	None	Level 2 (continue action)	N/A	0
25	Sally finishes blocks	Teacher asks "are you done with blocks"	"dones"	Teacher tells Sally to put blocks away	Level 6 (confirm negate)	N/A	1
26	Sally walks to break area and puts blocks away	Teacher says "good job"	"good jobs"	Teacher directs Sally back to desk	Level 7 (confirm negate)	Attributive	2
27	Teacher	Teacher	"Wan go	Teacher says	Level 7	Agent	3

	directs Sally to her schedule	says "now it is time for clean up and bus"	home"	"yes it is time to get ready to go home"	(refuse, reject)	action object	
28	Sally walks to locker area	Teacher says "Time to get your stuff"	"Stuff"	Teacher looks at Sally's lock	Level 6 (confirm negate)	N/A	1
29	Sally gets backpack from locker	Teacher directs her back to desk	"go home"	None	Level 7 (req. new action)	Action locative	2
30	Sally gets up from desk	Teacher says "It is time for clean up"	"dones"	Teacher looks at Sally's box on floor next to desk	Level 6 (req. new action)	N/A	1
31	Sally picks her box up	Teacher looks at cabinet where Sally needs to put it	Sally laughs "Ha, Ha, Ha"	Teacher says "lets put it in cabinet"	Level 2 (Protest)	N/A	0
32	Sally walks to cabinet	Teacher says "good job, Sally"	"good jobs"	None	Level 7 (confirm negate)	Attributive	2
33	Teacher stands next to Sally	Teacher looks in direction of where Sally's box goes	"dones"	Teacher says "first we need to put your box in here"	Level 6 (refuse reject)	N/A	1
34	Sally places box in cabinet	Teacher says "good job"	"good jobs"	None	Level 7 (confirm negate)	Attributive	2
35	Sally walks to classroom	Student looks at door	"buz" (bus)	Teacher says "we need to wait for our	Level 6 (req. new action)	N/A	1

	door			friends"			
36	Sally stands at door	Teacher looks at Sally	"waitings"	Teacher says "Nice job waiting"	Level 6 (confirm negate)	N/A	1
37	Teacher directs Sally to begin walking	Teacher moves into hallway	Sally laughs "Ha, Ha, Ha"	None	Level 1 (express comfort)	N/A	0
38	Sally walks down hallway	Teacher is walking next to Sally	"wan go home"	Teacher smiles at Sally	Level 7 (req. new action)	Agent action object	3
39	Sally continues to walk with her class	Teacher says "good job"	"good jobs"	None	Level 7 (confirm negate)	Attributive	2
40	Sally smiles at teacher	Teacher smiles back	Sally laughs "Ha, Ha, Ha"	None	Level 1 (express comfort)	N/A	0

A-Communication Matrix Profile (See chart on hard copy)

B-Analysis of Verbal/Non-Verbal/Vocal Communication

Verbal Communication- Words used or word approximations used in order to convey a message or communicative act.

Non-verbal Communication-Any gestures, signs or symbols used to convey a message or communicative act from one person to another.

Vocal Communication-Any sounds or sound made to convey a message or communicative act from one person to another.

Example used by student in sample:

Verbal-When asked to choose a break activity Sally says "Wan blocks"

Non-verbal-When teacher smiles at Sally, Sally smiles back.

Vocal Communication- When Sally is asked if her work is finished she laughs "Ha Ha Ha" in teacher's direction.

C-Analysis of Pragmatic Function

Pragmatic Function is the reasons why people communicate and the function for which communication serves.

Most frequently used Pragmatic Function		
Pragmatic Function	Frequency	Context/Example
Level 7: Confirm, Negate	11	Teacher says "good job" then Sally says "good job"
Level 6: Request New Action	8	Teacher smiles at Sally after so returned to her desk with her break choice (blocks) and says "Wan go home"
Level 6: Refuse, Reject	7	Teacher takes sorting work out for Sally to work on and just as Sally begins she says "dones"
Level 7: Request New Object	3	Sally is working on sorting task and says "Wan chips"
Level 1: Express comfort	3	Teacher smiles at Sally and Sally laughs

D-Analysis of Semantic Meaning

Semantic Meaning is the meaning of different words/symbols as they relate to language.

Most frequently used Semantic Meanings		
Semantic Meaning	Frequency	Context/Example
Attributive	9	When teacher said to Sally "good job", Sally would reply with "Good jobs"
Recurrence	4	When Sally gets directed back to her work task and appears to be in a tense state, she says "Wan chips"
Agent Action Object	3	When Sally is asked to do a task like cleaning up, she will say "Wan go home"
Action Object Locative	1	Sally's teacher reminds her that she made a mistake with her work and needs to correct it and Sally says "Wan move please"

Agent Action	1	While Sally is working on her sorting task she says "I dones" despite not completing the task at that point
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Semantic Functions Used

E-Mean Length of Utterance (MLU)

Mean Length of Utterance is defined as the mean number of morphemes produced per sentence and is used to measure a child's language development.

# of words	Frequency
1	14
2	15
3	4

$$1 \times 14 + 2 \times 15 + 3 \times 4 = 56$$

$$14 + 30 + 12 = 56$$

$$56 / 33 = 1.69$$

$$MLU = 1.69 \text{ (12-26 months)}$$

The MLU of 12-26 months is not even comparable to the expected MLU for Sally. She is a 21 year old student who I expected her MLU to be up in the 41-46 month range. Based on my language sample (40 utterances) of her and additional observations, Sally communicates for various reasons. She likes to get attention from those around her and also likes to express some of her emotions such as happiness and laughter. She also tries to avoid her work tasks by asking to go home and requests snacks. Based on my findings thus far, Sally is not always able to express them at the appropriate time and needs better ways to obtain teachers attention and become social with her language skills.

F-Description of Antecedents and Consequences

Antecedents that Facilitate Communication

When children begin to develop their communication skills at an early stage, typically the antecedents are based on their needs and wants. For example, babies cry when they are hungry to get food or scream for their "mama" or "dada" when they want their diapers changed. If they are getting what they want from the screaming or crying behavior then they are getting reinforced for their communication skills. As children begin to grown up they develop other communications skills and along with those skills come the antecedents that facilitate it. Some children have a need to be social and get attention from those around them. Depending on how they seek others attention, will they get the

response they are looking for? For example, if a teenager screams because they want to say "Hi", most likely the person they are saying "hi" to is not going to respond back. We would need to teach this young adult a better way to socialize!

Sally-

Touch cues-She looks at her teacher and smiles

Verbal questions- She will typically respond with a one word answer or she will repeat part of the question she was asked

Physical Prompts- She will ask the teacher to move when she is given a physical prompt

Sally will communicate on her own but struggles for things to talk about. She will repeat similar phrases and "wants" throughout most of her day at school. When asked questions by peers and teachers, Sally will often just say what she wants and not answer the question she was asked. For example, a teacher will say "Sally, how are you doing today" and she will answer "wan candy".

I feel that Sally has trouble communicating with those around her with the exception of the communication skill of getting her needs met. She has figured out how to get people's attention but has not much to say when she does but ask for candy or to go home. Sally is not dependent on cues to communicate but needs some verbal prompting when asked an unfamiliar question by an unfamiliar person. Sally will initiate communication when she is seeking attention or has a request. Sometimes Sally will laugh really loud and that will get the attention for those around her but Sally would benefit from a softer approach.

Attributive

see comment on rubric

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Susan Dell (2010-10-29 09:27:29)

Wan blocks

Are blocks age appropriate for a 21 year old? NO

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Analysis of Communication: Part 2

Sped 525

Fall 2010

Description of the Student

Academic Learning Needs:

Sally is a 21 year old young woman who currently attends The Groden Center. Due to her age and her upcoming transitional move to an adult vocational program, her academic programs focus on the development of functional academics rather than traditional academics such as reading, writing and math. Recent educational evaluations completed on Sally in the domains of readiness, speech and money skills showed that she has isolated skills at a Pre-k to K level. She is able to match both upper and lower case letters and can recite the alphabet from letters A-D. Sally has a limited understanding of the concept of money in the way that she knows that if she wants to purchase an item, she needs money. She can identify bills and coins as being money but is unable to name the value or denomination of money. Over the past several years of Sally's schooling at The Groden Center, her academic goals have been focused primarily on identifying colors, matching and naming upper case letters, recognizing her name, naming numbers 1-10 and counting to 20 by rote.

In the areas of functional academics, Sally would benefit from working towards increasing her picture vocabulary, sequencing skills and developing quantitative and qualitative concepts for future vocational planning. Additionally, Sally continues to benefit from using a daily picture schedule to assist her to organize her day and to anticipate upcoming changes. She should also work towards improving her general cognitive skills through listening to stories and participating in a wide variety of group activities.

Functional Needs:

Sally's gross motor skills are widely scattered between the 1-4 year levels. She is able to walk up and down stairs alternating her feet while holding onto the railing and runs leaning forward with most of her weight on the balls of her feet. She does not jump, hop or kick a stationary ball. She is able to walk on a balance beam with assistance holding both hands for stability. She can catch a ball that is thrown to her by scooping it and trapping it to her chest and is able to throw a tennis ball a distance of ten feet. Currently she participates in adaptive physical education classes which she enjoys fully. Other opportunities for gross motor movement are incorporated into her daily schedule, which include frequent walks around her school as well as participating in a variety of vocational activities such as Meals on Wheels and a recycling program which assist her in walking and moving around.

In the area of fine motor, Sally's skills are widely scattered at the 3-6 year level. She is able to grasp and release objects easily and automatically. She can hold a container with one hand and releases objects into it with the other hand. She is able to turn small knobs such as television and radio on/off buttons. She can hold a pencil and crayon with her fingers but not in the correct position for writing or drawing skills. Sally benefits from participating in weekly art, cooking and vocational classes which all provide opportunities for her to enhance her fine motor skills through the use of holding cooking utensils and art tools.

Sally's self help skills are at 2-4 years of age. She is able to eat independently, undress fully with little verbal assistance and can get dressed with minimal assistance for buttoning shirts and pants and putting on socks. She is independent in using the bathroom but needs assistance with wiping. Provided with verbal prompts Sally will wash and dry her hands. She is able to help with chores such as stacking chairs and throwing away items and putting possessions in their designated spot when asked. Sally can help set a table for meal time and assist in preparing food items such as making a sandwich or a bowl of cereal. Her community skills are at the 2-3 year level. She demonstrates an understanding of the function of money and orders single items at restaurants and purchases items with assistance at stores and markets.

Description of medical, physical and social challenges:

Sally is diagnosed with Pervasive Developmental Delay, Attention Deficit Hyperactivity Disorder, left hemiplegia and microcephaly. She is a delightful and energetic person who enjoys interacting with peers and those around her. Often, Sally's social interactions will lead to an over arousal which can include hand flapping, rocking her body, slapping her hands across each other, repeating phrases and increasing the volume of her voice. She has trouble responding to verbal cues to relax her body when she is excited or anxious. Her preferred mode for learning is using a combination of visual, auditory and tactile teaching tools. Sally learns new skills best when presented in daily routines with clear beginnings and endings. She continues to display inappropriate behaviors such as off task behaviors and aggressive and disruptive behaviors that hinder her ability to learn.

Description of Additional Influences:

Currently, Sally resides with her father and three brothers. Her parents were recently separated and her mother lives close by. She has limited visitation with Sally and has not been a significant advocate in Sally's schooling needs. In reviewing Sally's history, it was noted that she has made attachments to close people in her life and two of which have left. One being her maternal grandmother who passed away five years ago and the other was a respite worker who moved away. Sally's father believes that the absence of these two important role models in Sally's life have made a significant impact on her behaviors and overall being.

Sally's family history includes a brother with ADHD and possible ODD and OCD. ADHD may be present in Sally's father but has not been formally diagnosed at this point. Sally's father has also reported in past evaluations that a number of relatives on his side of the family have mental retardation but no autism is known.

Communication Age

Comparison of MLU & Communication Matrix:

Based on my previous calculations from Sally's communication analysis of 40 utterances, her Mean Length of Utterance came out in the 12- 26 month range or a 1.69 on the MLU chart. In comparison with her communication matrix where most of the "dots" fall in the 18-24 month and the 24 month + range, the findings are off by one level. The 12-24 month range is at a level five on the communication matrix and Sally's matrix dots are mostly in the six and seventh level of the phases of

communication. Her dots show that she is using both concrete and abstract symbols often combined into two and three word phrases like "go home" and "want candy please" as her main source of speech and communication. Typically, most of her speech is either to make a request or refuse and reject something as well as answer yes and no questions. For Sally, these types of communication are not always used appropriately and can be observed as an attention seeking method. This finding can be closely linked to her mean length of utterance which was at the 12- 24 month range. A child at this age often uses similar attention seeking methods to be social much like Sally. Additionally, a child at 12-24 months uses communication primarily to get need their needs meet in the form of requesting and rejecting various things such as toys and food similar to where most of Sally's dots were on the communication matrix.

In looking at Sally's dots on the communication matrix, although her MLU came out in the 12-24 month range there were no dots on the matrix in the 12-24 month range which is level five. It has been noted in past findings that most individuals may skip this stage and go directly on to stage six. This finding is directly linked to the theory that typically developing children use concrete symbols in conjunction with gestures and words between 12-24 months of age, but not as a separate stage. This may be true for Sally despite her non typical diagnosis and cognitive ability. Additionally, the communication matrix shows that a child at 12-24 months should not only be using speech to refuse and obtain things but also for social and informational purposes. For Sally, there was a significant lack of dots in the social area on her communication matrix.

Short Term Expectations:

Based on Sally's communication matrix profile, the first objective I chose for Sally is to assist her in making choices throughout her day. This objective falls in the area of "obtaining" on the matrix. Based on my findings, Sally already has the ability to make request and does so often also in the obtaining area on the matrix. With this in mind, presenting her with more choices will not only help to expand her communication skills and add to her overall quality of life but also a very obtainable goal for Sally. My plan is to incorporate more choice throughout Sally's day by providing her with the opportunity to make 4 different choices when she is planning out her daily picture schedule. This will occur for five consecutive days in the morning during her "schedule time". Additionally, she will also make choices during her break time of what she would like to do on her break. This will happen each time Sally has successfully worked on a given task for a 20 minute time period which I estimate will happen about five times per day. Data will also be taken for five consecutive days. This will bring the total to nine "choice making" opportunities per day over a five consecutive day time period.

My rationale for picking this objective is based on the fact that Sally is being to make a transition to an adult program due to her current age of 21. With this in mind, Sally will be presented with upcoming choices about what she would like to do for a career choice and also she will be making choices about her various leisure and hobbies decisions. By providing her with choice making skills will help her to be prepared when she is presented with choice opportunities in her adult programming. Additionally, most people in their twenties are beginning to start their independent lives and with this presents the opportunities to make their own choices about what they want to do with their lives. For example, young adults often make the choice of whether they want to go to college or begin to start working to make money. Helping Sally to begin to make choices and include her in on making her own choices independently will help contribute to her overall quality of her adult life.

The second objective I choose for Sally is in the area of requesting attention under the social category on the communication matrix. Based on my observations and my recent communication analysis, Sally enjoys attention from others but is not able to appropriately request the offer to get their attention. Sally will either yell loudly or begin to body rock closely to another person as one way to show that she would like to get their attention. She will also repeat in a loud tone that she "wan cookies" or "wan go home" when asked a question or given a direction. This could be her way of

simply wanting to talk with someone or even feeling the need for someone to pay attention to her by asking her a question which would in turn foster her communication skills.

For this objective, my plan for Sally would be to assist her by providing her with adequate opportunities to get others attention appropriately in a social or group setting throughout her daily programming. By providing her with five opportunities to get her peers or teacher attention in both snack and lunch time for five consecutive school days would help to improve her skills and make for a quieter learning environment. My rationale for improving Sally's requesting attention skills also follow in line with the fact that Sally is entering into her adult programming and will be a contributing member of her community. She will need to appropriately understand and have the communication skills that will help her to adjust and "fit" in to a community work type setting. Additionally, by teaching her the appropriate ways to request others attention will lead to her making better decisions about her behaviors by effectively communicating what she wants. This skill could be a positive contributing factor to Sally's overall adult quality of life.

Next Steps:

Currently, Sally does not use assistive technology throughout her day to communicate with the exception of a daily picture schedule composed of familiar Mayer Johnson symbols with words to describe the pictures at the bottom. Sally has previous but limited knowledge of Mayer Johnson symbols for communication due to her expressive and receptive communication challenges. Sally is able to understand how to use the pictures to assist her with her communication and can benefit from helping her to learn new techniques with a goal in mind to fade the pictures away once the desired skill is obtained.

The first proposed communication instruction would be to provide Sally with options of directions cards to various places that she visits throughout her day. She will be provided with opportunities to make the choice of which direction cards she wants to use to navigate her way to various places she goes on her daily routes throughout the school building. These direction cards will be placed on a key ring and will be designed so that Sally can independently read the direction cards to help her navigate through the school using familiar Mayer Johnson symbol cards. This communication tool will not only allow Sally the opportunity to make a choice but also help to assist her in independently navigating her way to the places she needs to go during her daily routine.

The second proposed communication strategy will focus on allowing her to make choices when she is setting up her daily schedule which occurs in the morning time during her seated "morning routine" work. She will be given choices of her programs which will be presented on cards using actual pictures that represent her various programs per her individual education plan. For example, during designated "work periods" on her schedule she will have the option of choosing is he wants to work on money or sorting tasks. Sally will then choose the card representing the activity she wants for that given time period and place it on to her daily schedule. Additionally, she will be provided will representation cards that she will use to make a choice for her "break time" activities. She will place the activity card that she has chosen each time she has a break on her designated activity board. This communication tool will assist Sally in helping her to understand that she is in control of her daily schedule and can make choices about what wants to accomplish during her school day. This tool could also help in assisting with Sally's negative behavioral choices that she is making during her day.

The third proposed communication strategy would be to provide opportunities for Sally to get the attention of her teachers during snack and lunch time by using representation picture cards of various people appropriately getting the attention of others. For example, one of the picture cards will be a picture of her brother Brandon (he is very reinforcing for Sally), smiling and calling someone's name and at the bottom of the card it will say, "Heidi, I need you". I chose to work on this communication

skill with Sally during both of these daily routines because they are Sally's preferred activities. She will need to appropriately ask for her snack and lunch items by using a chosen picture card that will remind her how she needs to ask for something and get the attention of others that have something that she wants. Sally will need to use the card with the appropriate request to obtain her snack or lunch item. If she does not use the appropriate card correctly, she will not receive the items that she wants.

The fourth proposed communication strategy will be for Sally to use a "fun button". The "fun button" will make a funny but appropriate noise when Sally presses it. Based on her observations during her communication analysis, Sally has the adequate fundamentals for use of assistive communication device such as a "Big Mack" or "I Talk" button which will be used for the proposed "fun button" strategy. Sally will be involved in the process of deciding on what noise she wants to use for the "fun button" provided with choices of cool sounds that can be programmed into the button. She will learn to press the button when she wants to make a request for others attention. She will be reinforced by others complementing her on her chosen "fun button" noise in given settings. She will be encouraged to use her "fun button" during small group and social times throughout her day in her classroom and around her school setting.

Part_#2-Analysis_of_Comm

She will learn to press the button when she wants to make a request for others attention.

This is an interesting way to teach getting attention. I am suspicious as to whether she will touch the buttons just to get the weird noise rather than to get attention.

EditDelete



Susan Dell (2010-11-27 16:17:33)

fade the pictures away once the desired skill is obtained.

it is good that a plan includes an exit from MJ pictures as a possible strategy for the future

EditDelete



Susan Dell (2010-11-27 16:15:00)

My plan is to incorporate more choice throughout Sallys day by providing her with the opportunity to make 4 different choices

How many choices does she currently consider?

EditDelete



Susan Dell (2010-11-27 16:06:43)

Often, Sallys social interactions will lead to an over arousal which can include hand flapping, rocking her body, slapping her hands across each other, repeating phrases and increasing the volume of her voice

You have presented this sentence in a very nice way. You give her credit for desiring social interactions, but then describe the personal management of the excitement in a very detailed way. Very strength based writing.

EditDelete



Susan Dell (2010-11-27 16:02:04)

She is able to walk on a balance beam with assistance

And walking on a balance beam is functional in what way? Is she preparing for a career that uses this skill?

EditDelete



Susan Dell (2010-11-27 16:00:13)

Sally would benefit from working towards increasing her picture vocabulary, sequencing skills and developing quantitative and qualitative concepts for future vocational planning.

Agreed

EditDelete



Susan Dell (2010-11-27 15:58:44)

Sally has a limited understanding of the concept of money in the way that she knows that if she wants to purchase an item, she needs money

This sentence is confusing: does she know that money = purchase or not?

EditDelete



Susan Dell (2010-11-27 15:57:58)

her academic programs focus on the development of functional academics

Functional academics are far superior for older students with significant needs. This is a positive thing for this student and it is a strong program that provides this focus.

EditDelete



Susan Dell (2010-11-27 15:56:27)

Assessment Result

Criterion	Rating	Criterion Comments
Communication Table	3.0	7- Everything looks great on the table. All areas are accurately categorized and complete. The dot matrix shows a student with some breadth of how communication is used, with some evident areas of lack of use (social)
Analysis of Verbal/Non-verbal Communication	3.0	7- All definitions are concise and accurate and the examples convey how this student uses each type of communication. Blocks are not appropriate for a 21 year old. An alternative should be identified.
Analysis of Pragmatic Function	3.0	7- All information is correct as presented.
Analysis of Semantic Meaning	3.0	7- All information is correct and graph clearly demonstrates the information using technology. Although, semantic meaning is correctly described, the reader questions the validity of "good jobs" as truly attributive (did the student just repeat the string of words rather than independently select "good" then "jobs"). It is calculated correctly but this area of anlysis may be less considered due to the repeating situation.
Mean Length of Utterance	3.0	7- formula, calculation and analysis is accurate with an excellent description of the meaning of the MLU in relation to this student's age
Antecedents/Consequences	3.0	7- Your breakdown of the kinds of prompts that facilitate communication is EXCELLENT. This technique will be suggested for next year.
Professional Language	3.0	4 OVERALL SCORE: 46/46 Excellent paper

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PROFESSIONALISM OF PAPER		UNACCEPTABLE		ACCEPTABLE		EXCEEDS						
		1	2	3	4							
Grammar/ Mechanics And Presentation of Paper	Below the Standard: <input type="checkbox"/> Information is extremely difficult to read based on errors <input type="checkbox"/> Poor sentence structure used <input type="checkbox"/> Acronyms are not defined <input type="checkbox"/> Margins are irregular <input type="checkbox"/> Line spacing is irregular	Approaches the Standard <input type="checkbox"/> Writing skills convey information but has errors noted below detract from clarity of expression <input type="checkbox"/> 3-4 errors of spelling <input type="checkbox"/> Run-on sentences <input type="checkbox"/> Sentence Fragments <input type="checkbox"/> Font size is too small or too large for professional look	Meets the Standard <input type="checkbox"/> Good writing skills <input type="checkbox"/> Some errors are noted below	Exceeds the Standard <input type="checkbox"/> Excellent writing skills <input type="checkbox"/> Paper is organized and looks professional								
	<input type="checkbox"/> Information was not found in these areas <input type="checkbox"/> Information was incorrect or did not conform with project guidelines	<input type="checkbox"/> The matrix provides an overview of the child's diversity of communication. <input type="checkbox"/> Entries provide a cursory level of analysis; Entries were often incorrect or missing	<input type="checkbox"/> The matrix provides a detailed diversity of communication <input type="checkbox"/> All sections are completed <input type="checkbox"/> Entries indicating an adequate understanding of each area, although some errors are noted <input type="checkbox"/> A few entries are unclear and would benefit from further information	<input type="checkbox"/> The matrix provides a detailed "snapshot" of the child's diversity of communication <input type="checkbox"/> All sections are complete. <input type="checkbox"/> Entries indicate an excellent understanding of all areas of analysis <input type="checkbox"/> Additional information has been included for Communication Acts that are unclear.								
DESCRIPTION OF THE STUDENT'S COMMUNICATION MATRIX TABLE												
Areas of Analysis Communication Matrix has analysis of: <input type="checkbox"/> Referent <input type="checkbox"/> Antecedents <input type="checkbox"/> Communication Act <input type="checkbox"/> Consequences <input type="checkbox"/> Pragmatic Function <input type="checkbox"/> Semantic Meaning Confidentiality <i>MUST</i> be maintained in describing the student IIC884- Adapt/modify assessment based on student need	Below the Standard Information was not found in these areas Information was incorrect or did not conform with project guidelines	Approaches the Standard The matrix provides an overview of the child's diversity of communication. Entries provide a cursory level of analysis; Entries were often incorrect or missing	Meets the Standard The matrix provides a detailed diversity of communication All sections are completed Entries indicating an adequate understanding of each area, although some errors are noted A few entries are unclear and would benefit from further information	Exceeds the Standard The matrix provides a detailed "snapshot" of the child's diversity of communication All sections are complete. Entries indicate an excellent understanding of all areas of analysis Additional information has been included for Communication Acts that are unclear.	0	1	2	3	4	5	6	7

Areas of Analysis	Below the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard
<p>Analysis of Student's Verbal/Non-verbal Communication <i>ICC857- create report to share</i> <i>IIC852- use assessment</i></p>	<p>Written summary is extremely limited in scope or not found. No examples are included</p> <p>0 1</p>	<p>Written summary: Examples used to support the areas of verbal and non-verbal communication are defined but not taken from the communication inventory No discussion of the balance of verbal and non-verbal communication is found.</p> <p>2 3</p>	<p>Written summary: includes a short definition of verbal communication and non-verbal communication used by the child with limited or no description of whether this breakdown is typical Some examples are provided directly from the matrix but both verbal and non-verbal may not be included</p> <p>4 5 6</p>	<p>Written summary includes a full definition of verbal, vocal, and non-verbal communication describes the student's percentage of verbal, vocal, and non-verbal communication used by the child with a statement describing whether this breakdown is typical. Examples are provided (with the context for the communication), taken directly from the matrix on how the child uses the three types of communication</p> <p>7</p>
<p>Analysis of Student's Pragmatic Function <i>ICC857- create report to share</i> <i>IIC852- use assessment</i></p>	<p>Written summary is extremely limited in scope or not found. No examples are included</p> <p>0 1</p>	<p>Written summary: Examples used to support the areas of pragmatic functions are not correct No discussion of the breadth of pragmatic functions used</p> <p>2 3</p>	<p>Written summary: includes a short definition of pragmatic function 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 Some examples are provided directly from the matrix in some pragmatic functions</p> <p>4 5 6</p>	<p>Written summary includes a full definition of pragmatic function 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 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.</p> <p>7</p>
<p>Analysis of Student's Semantic Function <i>ICC857- create report to share</i> <i>IIC852- use assessment</i></p>	<p>Written summary is extremely limited in scope or not found. No examples are included</p> <p>0 1</p>	<p>Written summary: Examples used to support the areas of semantic meaning are not correct No discussion of the breadth of semantic meaning used</p> <p>2 3</p>	<p>Written summary: includes a short definition of semantic meaning 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 Some examples are provided directly from the matrix in some semantic meaning</p> <p>4 5 6</p>	<p>Written summary includes a full definition of semantic meaning describes the student's 5 most frequent semantic meaning used by the child with a detailed statement describing the breadth or limitations associated with the child's semantic use Examples are provided directly from the matrix (with the context for the communication) on how the child demonstrates each of the top 5 semantic meaning</p> <p>7</p>

WRITTEN SUMMARY OF THE CHILD'S COMMUNICATION - Continued				
Areas of Analysis	Below the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard
Student's Mean Length of Utterance <i>ICC8KI-specialized term. ICC8SS-interpr. Inform from assessment</i>	<input type="checkbox"/> No information on MLU is included	<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	<input type="checkbox"/> Mean length of utterance is defined, is calculated, with the formula included <input type="checkbox"/> For students without verbal communication) a description of why the MLU is not calculated has been included	<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
Summary of Antecedents and Consequences that Facilitate Communication <i>ICC6KI-impact of understanding</i>	<input type="checkbox"/> Information on antecedents and consequences was found but it is extremely limited in scope.	<input type="checkbox"/> Antecedents and consequences are listed, with little information on how this child uses them for communication.	<input type="checkbox"/> Antecedents and consequences are described although limited information is provided regarding how they relate to student communication	<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)

Name C

Grade: 4/4/46

Evaluation of Communication Inventory

Unacceptable
 Acceptable
 Exemplary

Initial Submission _____ Re-submission _____

Professor's Signature [Signature] date 10/29/2010

SPED 525

Analysis of Communication

Exemplary

SPED 525
 October 24, 2009

Analysis of Communication Part One

The communication matrices below were completed after observing the language experience of "Tom," a friendly, energetic and jovial 14-year old freshman in high school. Tom enjoys music, sports and spending time with family and friends. Tom's family is incredibly supportive of him and involves him in many extracurricular activities. Tom is able to communicate in a number of ways; through conventional speech, gestures, some picture symbols and some simple sign language. Tom's oral speech is sometimes difficult for people unfamiliar with him to understand, but his family is in favor of continued development of speech and language skills and would rather not have Tom use an augmentative communication device. The communication sample below was taken from 7:30- 8:00AM as Tom completed his morning routines and participated with two other students in a Speech and Language game focusing on turn taking and social skills.

#	Referent	Antecedent	Communicative Act	Pragmatic Meaning	Level	Semantic Meaning	# Words
1	Arrival in classroom	Teacher looks expectantly	"Good Morning T-t-tanski"	Greets People	VII	Notice (Hi + N)	3
2	Schedule	Teacher asks "What class is first?"	Looking at picture schedule... "Life Skills"	Names Things/People	VI	NA (title of a class, can be considered one word)	1
3	Morning Meeting	Speech Therapist asks "What did you do after school yesterday?"	"hmm, hmm" (smiling, looking at SLP)	Expresses interest in other people	I	NA	0
4		SLP "Did you do riding?"	"yeah"	Answering Yes/No Questions	VI	NA	1
5		SLP "What horse did you ride?"	"hmm, hmm" (smiling looking at SLP and around the room)	Expresses interest in other people	I	NA	0

11/10 This is an excellent revision. I'll give the max points (85).

6		SLP "Did you ride Brownie?"	"yeah"		Answering Yes/No Questions	VI	NA	1
7		SLP "What horse did you ride?"	"Brownie"		Names Things/People	VI	NA	1
8		SLP prompts /n/	"Brownie"		Names Things/People	VI	NA	1
9		SLP "What do you say to Brownie?"	"hmm, hmm" (smiling looking at SLP)		Expresses interest in other people	I	NA	0
10		SLP "Do you give Brownie commands?"	"yeah"		Answering Yes/No Questions	VI	NA	1
11		SLP "What do you say to make Brownie go?"	"Whoa"		Offers, Shares	VI	NA	1
12		SLP repeats previous question with intonation on "go"	Tom taps his leg		Offers, Shares	IV	NA	0
13		How did Brownie move?	"hmm, hmm" (looking around the room)		Expresses comfort	I	NA	0
14		Did Brownie move fast or slow?	"fast"		Offers, Shares	VI	NA	1
15	SLP reviews rules for a game	SLP "We will practice taking turns."	"turns"		Makes comments	VI	NA	1
16	Game is being set up	Watching game set up	"mmm, mmm, uh, uh, ooh" (self stimulatory vocalizations with stereotypical movements)		Expresses comfort	I	NA	0
17		SLP "Which player do you want to be?"	"Wee" (Lee) All playing pieces have names and pictures of people		Makes Choices	VI	NA	1
18	Game play begins	Student (Chris) speaks out of turn	"Chris"		Directs another's attention	VI	NA	0

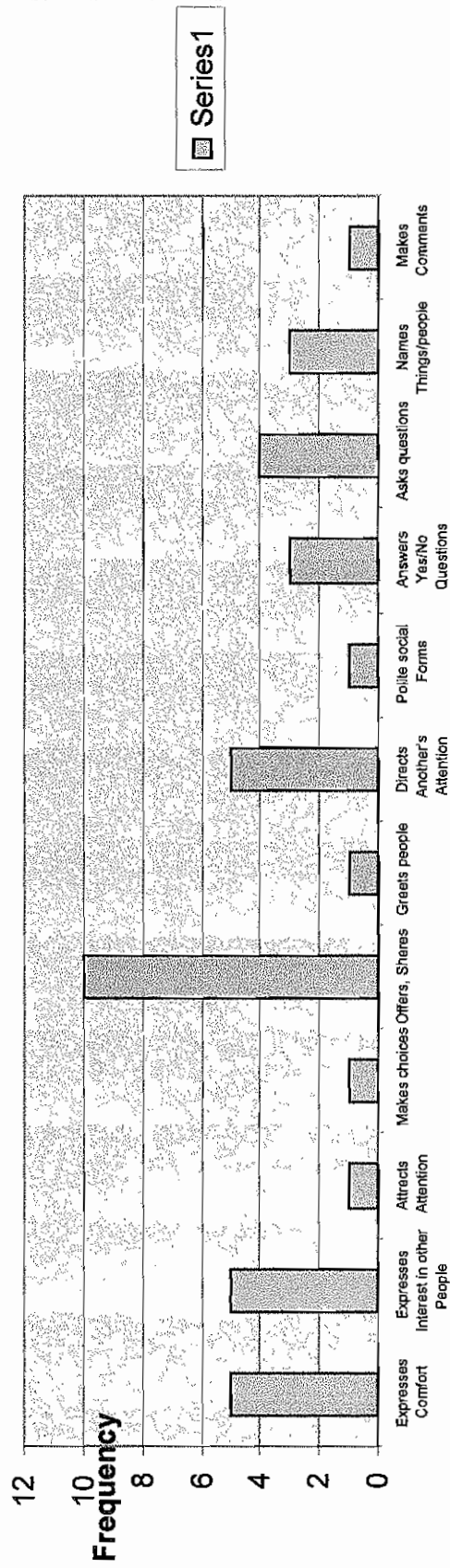
19		Chris continues to speak out of turn	"Chris, stop it"	Directs another's attention	VII	Agent action object	3
20		Other students are answering questions during their turns	"Umm, umm, mmm, mmm" (self stimulatory vocalizations with stereotypical movements)	Expresses comfort	I	NA	0
21	Tom's turn	SLP "whose turn is it now?" Looks expectantly at Tom.	"Tom's"	Offers, Shares	VI	NA	1
22		SLP prompts "Say it's my turn."	"It's me"	Offers, Shares	VII	Nomination	2
23		SLP re-prompts "It's my turn."	"My turn"	Offer, Shares	VII	Possession	2
24	Spinner lands on blue	SLP "What color did the spinner land on?"	"gree" (green)	Offers, Shares	VI	NA	1
25		SLP points and prompts "What color?"	"blue"	Offers, Shares	VI	NA	1
26	Tim needs to ask a "Who" question	SLP prompts "Ask a question starting with who?"	"Who is is sports?" (stammering on the word "is")	Asks Questions	VII	Agent action object	3
27		SLP prompts "Do you want to ask who he likes in sports?"	"hmm, hmm" (smiling, looking at SLP)	Expresses interest in other people	I	NA	1
28		SLP prompts "What can you ask a question about?" (music from the band room is heard)	"music"	Offers, Shares	VI	NA	1
29		SLP "Ask if Tim plays music" Word by word prompts through signing, providing	"Do you play music?"	Asks questions	VII	Agent action object	4

30	first sound of a word or saying whole word softly for Tom to mimic. SLP "Let's make it a who question" Word by word prompts through signing, providing initial sound or saying whole word softly for Tom to mimic.	"Who do you play music with?"	Asks questions	VII	Agent action object	6			
31	Chris begins talking out of turn	"Chris"	Directs another's attention	VI	NA	1			
32	Chris takes the spinner from another student	"Chris, take turns."	Directs another's attention	VII	Agent action object	3			
33	Other students' turns	"ba ba ba ba ba"	Expresses comfort	I	NA	0			
34	Looks at Chris	"Chris...no, no, no"	Directs another's attention	VII	Agent action	4			
35	Other students' turns	"Umm, umm, ba, ba baby ba"	Expresses comfort	I	NA	0			
36	SLP prompts "whose turn is it?"	Raises hand	Attracts attention	II	NA	0			
37	SLP prompt "What do you have to do?"	"hmm, hmmm" (smiling, looking at SLP)	Expresses interest in other people	I	NA	0			
38	SLP prompt "Can you ask Tim for the spinner?"	"uh" (approximating 'yeah')	Answers Yes/No Questions	VI	NA	1			
39	Tim gives spinner to Tom	"Thanks, thanks, Tim" (stammering on 'thanks')	Polite Social Forms	VII	Action Object	2			
40	SLP "whose turn is it?"	"Tom, Tom, Tommy's" (stammering on name)	Offers, Shares	VI	NA	1			

Variety and Dominance of Pragmatic Intents

Pragmatic Intent refers to the use of language in relation to context. Pragmatic intents are social functions of language through which the communicator interacts with others using vocalizations, verbalizations, signs, gestures, objects, pictures or words. There are four primary pragmatic categories; refuse, obtain, social and information. Within each function an individual is able to convey a variety of messages. Throughout this language sampling, Tom's communication was primarily prompt dependent. He did not demonstrate many instances of spontaneous speech. He was involved in mostly teacher-directed activities which required him to respond to questions, make comments and provide information. The five most frequently used pragmatic intents were: Offer or Share Information, Directing another's attention, Expressing comfort, Expressing interest in other people and Answers Yes/No Questions. Tom's most dominant pragmatic function was 'offer or share information' (when prompted). He used this function 10 times. Examples included answering the speech therapist's questions about horseback riding, "What do you say to make Brownie go?" Tom's response, "Whoa." Tom also offered information when asked "Whose turn is it now?" during a game. Tom used 11 other pragmatic intents during this language sampling. The second most frequent function included directing another students' attention through the use of language 5 times. He was prompted to use this pragmatic function when a student was performing an off-task behavior during a group game. Tom has heard this student be asked to stop a behavior in the past, understands game rules and was very adamant in his verbalizations that the student cease an inappropriate behavior. When Tom is distracted, not engaged in an activity or unable to sustain attention during an activity, he often vocalizes to himself. Tom also made vocalizations in response to some teacher questions. It can be assumed that he may not have understood the question, but recognized the need for a response. These frequent pragmatic intents were classified as expressing comfort. Tom demonstrated this through smiling and vocalizing 5 times. He expressed interest in other people by smiling and vocalizing 5 times. When Tom was waiting for his turn during the game he made eye contact with an adult in the room, smiled and made vocalizations. Finally, Tom used the pragmatic intent "answers yes/no questions" 3 times appropriately during this language sample in response to the speech therapist's questions during a game he played with classmates. The graph below provides a summary of Tom's varied pragmatic intents.

Variety of Pragmatic Intents

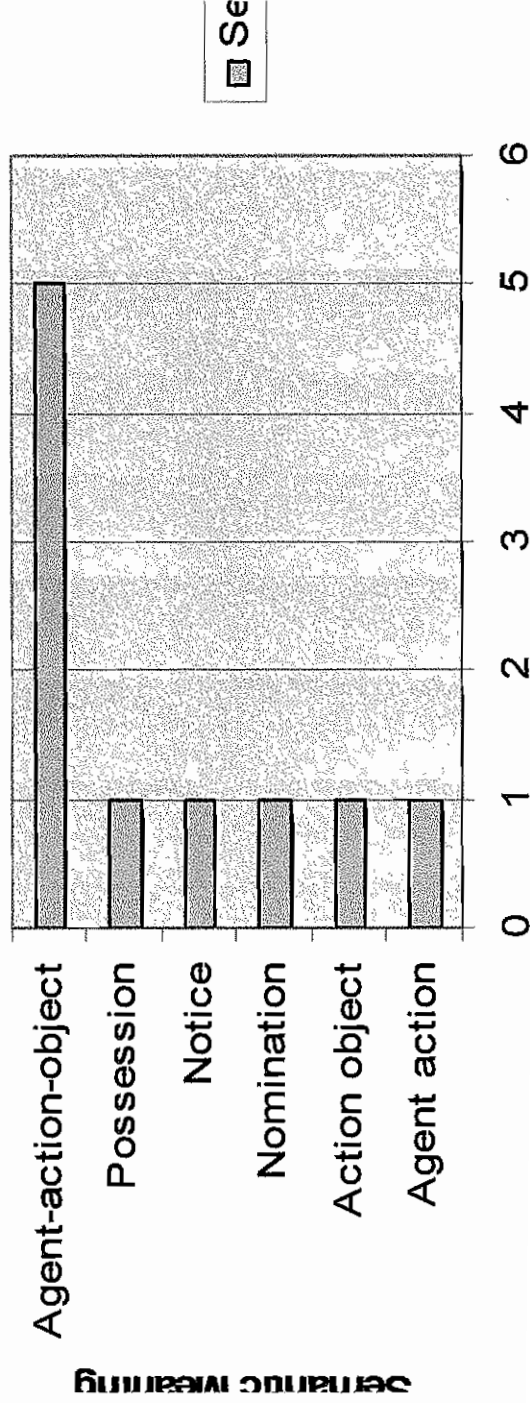


Pragmatic Intent

Variety and Dominance of Semantic Function

Semantic function refers to the ability of the communicator to grasp the basic meaning of the words that they are using as well as the more subtle connotations and common usage of words in daily life. Tom's language sample indicates the use of communication that had a clear semantic meaning in 10 out of 40 communicative acts. The most dominant semantic function used by Tom was "agent-action-object." Tom used this semantic format when prompted by the speech therapist to direct a question to another student, but he also used it spontaneously when directing another student's attention when he was exhibiting an off-task behavior. Tom used five other semantic meanings one time each during the language sample. Tom demonstrated use of "possession" when responding "My turn" when asked by the speech therapist, "Whose turn is it?" during a game. Tom used the semantic function "notice" when greeting his teacher upon his arrival in the classroom. Tom exhibited use of "nomination" when responding "It's me" when asked by the speech therapist "Whose turn is it?" during a game. Tom used the semantic function "agent action" when directing another student to stop taking the spinner when it is not his turn by saying "Chris...no, no, no." while playing a game with classmates. Finally, Tom used the semantic function "agent object" when thanking another student for passing him the spinner during the game.

Variety of Semantic Meaning



Mean Length of Utterance

The Mean Length of Utterance describes the average length of Tom's typical communicative act. The MLU is then related to a level of communicative development which can be assigned an age equivalent. At each level of communicative development, individuals are characteristically capable of learning new language skills. Tom's MLU was calculated to be 1.81 as evidenced in the chart and formula below. This MLU corresponds to an age equivalent of 15-30 months (Stage D). Morphological structures used by individuals at this level include two word utterances with semantic or pragmatic intent. Words used are typically in the present tense, comment on what the child can observe at the moment, lack suffixes, and do not follow rules of syntax. Tom currently uses some Stage II language as well. During this language sample, given sufficient prompting, Tom was recorded using -s plurals, which are generally seen at this higher level of language development. At the next level of development individuals learn -ing endings and use of the words 'in' and 'on.' Assessing Tom's current MLU is a valuable tool that aids in instructional planning for teachers and speech-language pathologists.

Mean Length of Utterance Summary Table

Of Words in Phrase # of Occurrences

0	13
1	17
2	3
3	4
4	2
5	0
6	1

Calculations

40 communicative acts – 13 nonverbal acts= 27

$$17 \times 1 = (17) + 3 \times 2 = (6) + 4 \times 3 = (12) + 2 \times 4 = (8) + 1 \times 6 = (6)$$

$$17 + 6 + 12 + 8 + 6 = 49$$

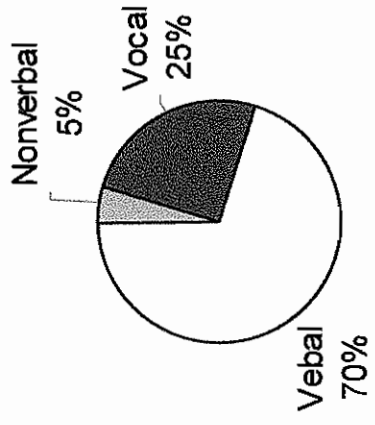
$$49/27 = 1.81$$

MLU= 1.81 Stage 1 (Range 1.5-2.0) Age: 15-30 months

Nonverbal, Verbal and Vocal Behaviors

Nonverbal behaviors refer to the use of sign language, gestures, object or picture symbols that are used to communicate meaning. Verbal behaviors refer to words or word approximations used. Vocal behaviors refer to sounds that cannot be assigned a particular semantic meaning. Tom demonstrated a variety of pragmatic and semantic functions. He communicated through nonverbal gestures, conventional communication, abstract symbols, intentional and pre-intentional behaviors. He also exhibited the ability to comprehend the meaning of language spoken to him through conventional words, some gestures, some simple signs and some picture symbols. Tom's primary mode of communication is conventional verbal language. 70% of Tom's communication during this language sample involved the use of words or word approximations. His ability to express himself and answer questions using language is a considerable strength. Tom exhibited Vocal behaviors 25% of the time during this language sample. These vocalizations were primarily self-stimulatory activities that were observed to occur when Tom was not being directed engaged by another adult or student. Tom utilized nonverbal communication 5% of the time during this language sample. He slapped his leg to demonstrate how he makes his horse go during riding lessons, he also raised his hand to indicate that it was his turn during a game. Although verbal language is Tom's dominant communicative form, he is very prompt-dependent and exhibits considerable articulation difficulties that make him difficult to understand. His motivation to use language varies throughout the day as well. Tom's family refuses at this point to investigate augmentative communication devices and advocates for increased speech therapy services and a considerable focus on communication throughout Tom's programming. As he continues developing daily living skills and prepares for transition to the adult world, the ability to communicate similarly to his non-disabled peers will allow him more opportunities and increase others' acceptance of him as a member of their community.

Forms of Communication



Summary of Antecedents/Consequences

As stated earlier, the majority of Tom's communication is prompt dependent. He possesses a breadth of vocabulary knowledge, but has limited ability to spontaneously initiate language. When given appropriate prompts and supports, however, he demonstrated the ability to communicate full sentences of a declarative and interrogative nature, to share information, to answer a variety of questions and to make comments. Independent of typical prompts, Tom demonstrates an emerging ability to be prompted by his environment to use language. He follows an established routine of greeting his teacher each morning. On the morning of this language sample, he spontaneously said 'Good Morning Tanski' to greet his teacher Mrs. Tanski, as soon as he entered the classroom. During a group game with the speech therapist, Tom was noted to correct another student's behavior several times by using language to direct another's attention. His comments sounded similar to what other students might have said in the past or to what a teacher might have said to direct this student's common off-task behavior. Tom has been in small classes with "Chris" for the past three years and is familiar with his personality and behavior patterns. Lack of direct interaction, distractions and boredom are the most common antecedents for Tom's vocalizations. He was noted to make a variety of sounds when other students were receiving attention, when it was not his turn in the game and as the end of the half hour approached and his ability to sustain attention waived.

Consequences for Tom's communication attempts are primarily re-prompting by adding a visual or gestural cue, rephrasing a statement or question, praise for appropriate communication, redirection and the opportunity for more time or a physical activity to "wake up" the brain. When Tom is fatigued, highly distracted or having difficulty with language for any other reasons, a communication book with paged organized by subject, containing hundreds of terms common to him can be utilized. Tom's family would like to reserve this consequence for times when verbal communication is truly impossible for Tom.

Analysis of Communication Part 2

General Communication Age

Tom has a number of communication strengths and is a successful communicator in small settings when visual, gestural and verbal prompts are provided. Using the Developmental Stages of Language Development as an analytical tool, Tom's communication skills can be estimated to fall between the Differentiated Actions and Differentiated Feedback stages of language development following the ½ hour language sampling. Given the descriptions of these stages of language development, it would be appropriate to approximate Tom's general communication age to be within the 8-18 month range with specific strengths that are equivalent to higher levels and specific weaknesses that would fall below this level. Similar to individuals in the Differentiated Action (8-12 month) range, Tom understands language more readily when inflection is used (responds to most questions-speech therapist uses inflection when posing questions). Tom has demonstrated the ability to learn patterns. During the language sampling observation (see communication matrix from part 1), Tom knew independently to begin sentences about himself with 'I' and knew to look at his communication partner during conversations. Tom demonstrated several instances of "parroting" a phrase that he had just heard or had previously heard someone say, he benefited from the speech therapist modeling simple phrases for him and used primarily single word phrases. In the Differentiated Feedback stage, Tom demonstrates all of the characteristics of an individual speaking at this level. He used words for a purpose during the observation, particularly when another student was behaving inappropriately. Tom has more than twenty words that he is able to use regularly and generally speaks about the present, with difficulties exhibited when trying to discuss the past or future. Tom did not demonstrate the ability to use representational thought or to think symbolically. He did not use inflection and primarily spoke in utterances of one word or less (30 out of 40 communicative acts). This general communication age is lower than Tom's MLU which was assessed to be equivalent to the 15-30 month range when his communicative acts were calculated. Tom's MLU is based on the average length of utterances he made during the language sampling. Tom was able to make 1 six-word utterance, 2 four-word utterances and 4 three-word utterances both when prompted by the speech therapist or spontaneously with

good link of his student's abilities to the stages.

environmental prompts (i.e. another student's misbehavior). When analyzing Tom's communication using the Communication Matrix Profile (dot matrix), the majority of Tom's communicative acts were in the Abstract symbols or Language ranges. Using this tool, Tom's communication age is calculated to be 18-24+ months. Tom's communication age is higher using this profile because 70% of his communicative acts were through the use of words or word approximations and encompassed 15 different pragmatic intents. Averaging the results of these three tools results in an approximated communication age of 20 months.

*good in depth
look at his
student's communication
from 3
perspectives*

Short Term Objectives

Based on the data provided in the communication matrices, it is apparent that Tom's areas of greatest communication weakness are his use of spontaneous speech and pragmatic functions related to the area of "obtaining." These functions include requesting more action, requesting new action, requesting more objects, making choices, requesting new objects, requesting an absent object. Lack of initiation of language also impacts Tom's ability to get a person's attention and limits his ability to greet people or respond to their greetings. Objectives and strategies have been chosen with consideration to Tom's age (14 years old), level of cognitive ability (moderate/severe Down Syndrome), the settings in which he routinely participates (school, some community outings) and respect has been given to the parents' wish to forego using augmentative communication at this time.

Two specific short term objectives for Tom are as follows:

1. Tom will communicate a greeting by waving or verbalizing "Hi" when he encounters familiar people FIVE times per day. Settings to include: the hallways at school, when entering a new classroom, during a community outing.

Rationale: Tom is well-known in his high school and community. Peers and adults greet Tom regularly. Tom rarely responds to these greetings. He occasionally smiles or hums when he hears his name used in a greeting. It is difficult for Tom to engage in an unstructured, unrehearsed conversation, but greeting others is a basic social function that he can master during the course of this school year.

*So
behavioral
measurable
Excellent*

2. Tom will use communication to make a choice by using spoken language, symbols or gestures in varied settings given a field of four choices with 80% accuracy given 10 opportunities each day in varied settings. *that's higher than I would expect!*

Rationale: Research has found that people with severe disabilities have 80% of their daily choices made for them by others. This lack of control over ones own life leads to a decline in competence, confidence and self-esteem. It is important for Tom to realize that he has the ability to make choices in many areas of his life. There are numerous opportunities throughout Tom's daily routines at school and in the community in which the typical 14 year-old makes choices. Tom should increase his independence level by learning to make choices for himself.

Educational Supports/Communication Program

Communication Intervention for Objective #1

- Use the Interrupted Chain approach to teach Tom to greet familiar people in familiar places. Begin by having a designated person in each setting greet Tom each day (principal, teacher, cafeteria worker, crossing guard, and cashier); Tom increases his receptive language skills by learning the appropriate greeting in response to the person's communication. After three weeks of having people greet Tom, remove their greeting. Stimulus person stands expectantly and waits for Tom's greeting. After another three weeks, stimulus person avoids Tom's greeting by occupying themselves with a task when they see Tom approaching. Tom learns to initiate greetings independently.
- Use a visual cue to teach Tom to greet others. On the door of each setting he visits throughout the day, a Mayer-Johnson symbol for "Hi" can be posted, or a picture of Tom himself waving with a caption "Remember to say hi" posted below it. Over time, fade these cues as Tom becomes familiar with this routine

*If so true
this, you mention
cite the source.*

absolutely

*These are
excellent
strategies*

- As part of Tom's visual schedule device, list steps of routines for each setting. As the first step of the routine for each setting a Mayer-Johnson symbol for "Hi" is listed. Gradually fade cues from Tom's schedule.

Communication Intervention for Objective #2

- Use real objects to represent choices that Tom will make within the classroom. Begin with a choice of two objects and increase as Tom becomes more confident and competent. Use same objects in a variety of settings if possible. Tom chooses first by using eye gaze, then touching object, then approximating the name of the object, then saying the name of the object, then completing a sentence strip in which he asks for the object and finally using a sentence to indicate the choice.
- Food is a motivator for Tom. Use menus with visual supports as opportunities for choice making. Take photos of foods available to purchase in the school cafeteria. Purchase plastic food items to use if pictures are too abstract. Practice making healthy food choices. Practice making choices of less expensive vs. more expensive food item. Make choices based on a recipe or shopping list. Follow same levels of prompting, supports and routines as stated above.
- During community outings, allow Tom to choose locations, activities or purchases to be made. Provide objects or pictures at first to aid with communication. Fade objects and pictures over time. Follow same levels of prompting, supports and routines as stated above.

Objective #1: Data Collection Sheet- Monday

SETTING	TYPE OF GREETING (Circle one)		LEVEL OF ASSISTANCE (Circle one)	
HALLWAY	WAVE	HI	VERBAL	VISUAL
	NONE		PHYSICAL	
1 ST PERIOD CLASS	WAVE	HI	VERBAL	VISUAL
	NONE		PHYSICAL	
2 ND PERIOD CLASS	WAVE	HI	VERBAL	VISUAL
	NONE		PHYSICAL	
CAFETERIA	WAVE	HI	VERBAL	VISUAL
	NONE		PHYSICAL	
COMMUNITY OUTING	WAVE	HI	VERBAL	VISUAL
	NONE		PHYSICAL	

COMMENTS: _____

*more
quality work*

Objective 2: Data Collection Sheet- Thursday

CHOICE MADE	TYPE OF COMMUNICATION USED	SETTING (VARIED)	LEVEL OF ASSISTANCE
YES NO	SPOKEN SYMBOL GESTURE		VERBAL VISUAL PHYSICAL
YES NO	SPOKEN SYMBOL GESTURE		VERBAL VISUAL PHYSICAL
YES NO	SPOKEN SYMBOL GESTURE		VERBAL VISUAL PHYSICAL
YES NO	SPOKEN SYMBOL GESTURE		VERBAL VISUAL PHYSICAL
YES NO	SPOKEN SYMBOL GESTURE		VERBAL VISUAL PHYSICAL
YES NO	SPOKEN SYMBOL GESTURE		VERBAL VISUAL PHYSICAL
YES NO	SPOKEN SYMBOL GESTURE		VERBAL VISUAL PHYSICAL
YES NO	SPOKEN SYMBOL GESTURE		VERBAL VISUAL PHYSICAL
YES NO	SPOKEN SYMBOL GESTURE		VERBAL VISUAL PHYSICAL
YES NO	SPOKEN SYMBOL GESTURE		VERBAL VISUAL PHYSICAL
YES NO	SPOKEN SYMBOL GESTURE		VERBAL VISUAL PHYSICAL
YES NO	SPOKEN SYMBOL GESTURE		VERBAL VISUAL PHYSICAL
YES NO	SPOKEN SYMBOL GESTURE		VERBAL VISUAL PHYSICAL
YES NO	SPOKEN SYMBOL GESTURE		VERBAL VISUAL PHYSICAL

COMMENTS: _____

zyl

PROFESSIONALISM OF PAPER

	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Grammar/ Mechanics And Presentation of Paper	1. Below the Standard <input type="checkbox"/> Information is extremely difficult to read based on errors	2. Approaches the Standard <input type="checkbox"/> Writing skills convey information but has errors noted below detract from clarity of expression	3. Meets the Standard <input type="checkbox"/> Good writing skills <input type="checkbox"/> Some errors are noted below
	<input type="checkbox"/> Poor sentence structure used <input type="checkbox"/> Acronyms are not defined <input type="checkbox"/> Margins are irregular <input type="checkbox"/> Line spacing is irregular	<input type="checkbox"/> 3-4 errors of spelling <input type="checkbox"/> Run-on sentences <input type="checkbox"/> Sentence Fragments <input type="checkbox"/> Font size is too small or too large for professional look	<input type="checkbox"/> Inconsistent use of past/present/future tenses within a paragraph <input type="checkbox"/> Areas of paper are not clearly defined using headers <input type="checkbox"/> Paper not clasped

DESCRIPTION OF THE STUDENT'S COMMUNICATION MATRIX TABLE

Areas of Analysis	Below the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard
Communication Matrix has analysis of: <input type="checkbox"/> Referent <input type="checkbox"/> Antecedents <input type="checkbox"/> Consequences <input type="checkbox"/> Pragmatic Function <input type="checkbox"/> Semantic Meaning <i>Confidentiality MUST be maintained in describing the student</i>	<input type="checkbox"/> Information was not found in these areas <input type="checkbox"/> Information was incorrect or did not conform with project guidelines 0 1	<input type="checkbox"/> The matrix provides an overview of the child's diversity of communication. <input type="checkbox"/> Entries provide a cursory level of analysis: Entries were often incorrect or missing 2 3	<input type="checkbox"/> The matrix provides a detailed "snapshot" of the child's diversity of communication <input type="checkbox"/> All sections are completed <input type="checkbox"/> Entries indicate an adequate understanding of each area, although some errors are noted <input type="checkbox"/> A few entries are unclear and would benefit from further information 4 5 6	<input type="checkbox"/> The matrix provides a detailed "snapshot" of the child's diversity of communication <input type="checkbox"/> All sections are complete. <input type="checkbox"/> Entries indicate an excellent understanding of all areas of analysis <input type="checkbox"/> Additional information has been included for Communication Acts that are unclear 7

WRITTEN SUMMARY OF THE CHILD'S COMMUNICATION

Handwritten note: *Written summary of child's communication*

Areas of Analysis	Below the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard
<p>Analysis of Verbal/Non-verbal Communication</p>	<p><input type="checkbox"/> Written summary is extremely limited in scope or not found. <input type="checkbox"/> No examples are included</p>	<p>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.</p>	<p>Written summary: <input type="checkbox"/> includes a short definition of verbal communication 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</p>	<p>Written summary: <input type="checkbox"/> includes a full definition of verbal, vocal, and non-verbal communication 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</p>
<p>Analysis of Pragmatic Function</p>	<p><input type="checkbox"/> Written summary is extremely limited in scope or not found. <input type="checkbox"/> No examples are included</p>	<p>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</p>	<p>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</p>	<p>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.</p>
<p>Analysis of Semantic Function</p>	<p><input type="checkbox"/> Written summary is extremely limited in scope or not found. <input type="checkbox"/> No examples are included</p>	<p>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</p>	<p>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</p>	<p>Written summary: <input type="checkbox"/> includes a full definition of semantic meaning <input type="checkbox"/> describes the 5 most frequent semantic meaning 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 meaning</p>

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	<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	<input type="checkbox"/> Mean length of utterance is defined, is calculated, with the formula included <input type="checkbox"/> For students without verbal communication) a description of why the MLU is not calculated has been included	<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 (For students without verbal communication) a description of why the MLU is not calculated has been included
Summary of Antecedents and Consequences	<input type="checkbox"/> Information on antecedents and consequences was found but it is extremely limited in scope.	<input type="checkbox"/> Antecedents and consequences are listed, with little information on how this child uses them for communication.	<input type="checkbox"/> Antecedents and consequences are described although limited information is provided regarding how they relate to student communication	<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)
	0 1	2 3	4 5 6	7

Name S

Henry
11/25/09 - Henry (85)

Grade 36/46 = 78

77

Evaluation of Communication Inventory

Unacceptable
 Acceptable
 Exemplary

Initial Submission

Re-submission

Professor's Signature

[Signature] date 10/29/09

You may resubmit the sections on p. 13 if you want. It would vastly improve the grade (and grade 85).

ESTIMATION OF CHILD'S COMMUNICATION AGE:					
Areas of Analysis	Below the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard	
<p>(1) Communication Age</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare MLU & Communication Matrix & <input type="checkbox"/> Stages of Communications (select stage & explain why it was selected) <input type="checkbox"/> Compare all three findings 	<ul style="list-style-type: none"> <input type="checkbox"/> Information on the child's stage of communication is extremely limited in scope. 	<ul style="list-style-type: none"> <input type="checkbox"/> The stage of communication is described. Few examples support this conclusion 	<ul style="list-style-type: none"> <input type="checkbox"/> The stage of communication is described with some examples present to support this conclusion. 	<ul style="list-style-type: none"> <input type="checkbox"/> A full definition of the general stage of this child's communication is included comparing the three areas of analysis. <input type="checkbox"/> An extensive description of the "cues" this child demonstrates from a communication stage is addressed with examples taken from the communication matrix <input type="checkbox"/> Discrepancies between the three areas of analysis are discussed. 	<p>0 1 2 3 4 5 6</p> <p style="text-align: right; font-size: 2em;">7</p>

SHORT TERM EXPECTATION					
Areas of Analysis	Below the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard	
<p>Short Term Expectations</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 short term objectives <input type="checkbox"/> Rationale why objectives were chosen <input type="checkbox"/> How they would assist communication/ and/or QOL 	<ul style="list-style-type: none"> <input type="checkbox"/> Little information has been included to support a direction for changes in this child's communication. 	<ul style="list-style-type: none"> <input type="checkbox"/> Short term expectation are described but in very general terms. <input type="checkbox"/> A cursory rationale is included. 	<ul style="list-style-type: none"> <input type="checkbox"/> Short term expectations are identified. <input type="checkbox"/> A rationale for these suggestions has been included but how the changes will affect the student is not evident. 	<ul style="list-style-type: none"> <input type="checkbox"/> Short term expectations are described in detail. <input type="checkbox"/> A rationale has been included as to why these suggestions could assist the student increase meaningful communication. 	<p>0 1 2 3 4 5 6</p> <p style="text-align: right; font-size: 2em;">7</p>
EDUCATIONAL SUPPORTS/ COMMUNICATION PROGRAM - Worth Double Points					
Areas of Analysis	Below the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard	
<p>Next Steps:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Special equipment/ materials <input type="checkbox"/> Assistive Technology <input type="checkbox"/> Describe the proposed communication instruction <input type="checkbox"/> Teaching strategies and detail of communication instr. (2 settings) 	<ul style="list-style-type: none"> <input type="checkbox"/> Little information has been included to support changes in this child's educational program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional strategies, communication systems, or intervention techniques are described but detail is lacking. <input type="checkbox"/> A cursory rationale is included. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional strategies, communication systems, or intervention techniques are described with adequate detail and encompass areas of both receptive and expressive communication. <input type="checkbox"/> A rationale for these suggestions has been included but how the changes will affect the student may not be evident. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional strategies, communication systems, or intervention techniques are described in detail and encompass areas of both receptive and expressive communication. <input type="checkbox"/> A rationale has been included as to how these suggestions could assist the student increase communication. 	<p>0 1 2 3 4 5 6</p> <p style="text-align: right; font-size: 2em;">7</p>