a. A brief description of the assessment and its use in the program
The Analysis of Communication is completed during SPED 525: Development of Communication and Movement. Teacher candidates take this course mid-way through their plan of study in the M.Ed. in Severe Disabilities Program. Through this artifact, teacher candidates demonstrates their understanding of language differences and disability in students with severe/profound needs and use this knowledge of receptive and expressive communication in program planning, lesson development, collaboration, and assessment. Current use of augmentative communication is described, and a plan for expanding or changing communication in the future.

b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
Teacher candidates observe a student with severe/profound disabilities and a significant challenge in communication (students must have a communication age less than 2 years regardless of their chronological age). Teacher candidates use observation and a complete review of educational records to describe the student in terms of current language and language history, culture, learning, and supports received. . The classroom environment is observed to identify the techniques used to support student language, culture, and learning. The Analysis of Communication relates most directly to the Council for Exceptional Children Standard 3 (Indi vidual Learning Differences) and CEC Standard 6 (Language).

CEC STANDARD 3: INDIVIDUAL LEARNING DIFFERENCES.

How assessment aligns with CEC Standard #3: Teacher candidates observe a student with severe/profound disabilities and a significant challenge in communication (students must have a communication age less than 2 years regardless of their chronological age). The teacher candidate describes the student's strengths and areas of challenge (including the student's current use of augmentative communication). Teacher candidates provide an extensive overview of the student's current use of communication in addition to the effect of communication on the student's academic, social, and learning abilities (ICC3K1-K2, IICK2-3). To document the effect of their disability on communication, teacher candidates complete a full language sample, mapping the student's communication in terms of function, form, antecedents, consequences, communicative partners, and referent. The student's language history is described, including the influences of family, home language, and family culture on the student's spoken language (identifying student's mean length of utterance) and other forms of communication (i.e. picture communication, object communication, sounds/intonation used in communication).. The student's home environment, family members, other home-based communicative partners (transition coordinators, health professional support, behavioral support personnel, are described to provide a full view of the student's potential for communication growth and opportunity for practice (ICC3K4, ICC3K3).

This is assessed under all sections of the rubric but most directly under: Description of the Student: overview,

CEC STANDARD 6: LANGUAGE

How assessment aligns with CEC Standard #6: The student's strengths and areas of challenge are presented to provide an overview of the student's academic, social, and learning abilities. Teacher candidates provide a description of how a student with diverse language and special needs communicates (ICC6K1-K2) Teacher candidates document the effect of their disability on communication in terms of consequences of communications, strategies currently employed to facilitate communication, (ICC6K3—K4; IIC6K1-K2) teacher candidates complete a full language sample, mapping the student's communication in terms of function, form, antecedents, consequences, communicative partners, and referent. Short term expectations are identified with a rationale for how the plan assists communication and quality of life. Teacher candidates identify assistive technology, specialized equipment, augmentative communication supports (ICC6K4,IIC6K2) to enhance and expand communication. Teaching strategies and a plan for instruction are identified to match student abilities and preferences, and consider family needs to extend learning to home environments (ICC6S1-S2, IIC6S1-S3).

This is assessed under rubric sections: Description of the Student, Estimation of Child's Communication Age, Semantic Function, Pragmatic Function, Analysis of Verbal/Nonverbal Communication, Summary of Antecedents and Consequences, MLU, Short Term Expectations, Educational Supports

c. A brief analysis of the data findings;

Fall 2007-Fall 2010: SPED 525: Development of Communication and Movement is a course taken by teacher candidates in two programs: the M.Ed. in Special Education: Severe/Profound Disabilities and in the M.Ed. in Early Childhood Special Education. For the first two years of data collection, these two programs were combined in data results. As of Fall 2009, the data was separated for individual reporting by program. All teacher candidates met standard (CEC standards 3 and 6) by performing at the Acceptable or Target level on the overall analysis of the Communication Inventory. In Fall 2008, further data was collected on candidate performance at each component of the rubric. Data indicates that all teacher candidates met standard (Acceptable) or higher (Target) on most aspects of the Analysis of Communication.

Areas of teacher candidate strength:
In looking at data from individual components of the Analysis of Communication rubric, areas of consistent strength of teacher candidates are:
- Assessment of Student Skills in Communication (Communication Matrix) *IICK2-3, ICC3K1-K2, IIC8S4*
- Development of a Communication Program to enhance communication and social interactions.*CC6S3, ICC6S1, ICC6K4, ICC6K2*

Areas for improvement to consider in future semesters:
- Developing measurable and observable objectives to match communication and academic focus, and student need: *IIC6S1, ICC6S2*
- Calculations of the Mean Length of Utterance was an area of weakness for a limited number of candidates, although their overall evaluation was "Acceptable".

Teacher candidates who achieve less than "Acceptable" on the Analysis of Communication must repeat the course, resubmit a new assignment and achieve the level of "Acceptable" to proceed.

d. An interpretation of how that data provides evidence for meeting standards: Evaluation data on the Analysis of Communication indicates that teacher candidates have met standards through a rubric that documents performance on CEC Standards 3 (Individual learning Differences) and 6 (Language). For this project, the teacher candidate observed a student with severe/profound learning needs, a communication challenge, and a language difference. Candidates met standard by achieving "Acceptable" (or higher) in the following standards:

CEC 3: Individual Learning Difference
ICC3K1 – 5   IIC3K2-K3
IIC3S1   IIC3S1

CEC 6: Language
ICC6K1-K4   IIC6K1-K2
ICC6S1-S2   IIC6S1
IIC6S3

Describing a student's language, learning, cultural and familial influences (CEC 3,6)
Identifying the student's language history, level of expressive and receptive communication, and use of language in current environments (CEC 3,6)
Developing of a communication program to support student learning including instructional strategies, augmentative communication to match student learning and communication needs (CEC 3,6

GUIDANCE FOR ANALYSIS OF COMMUNICATION

Purpose
To promote the understanding of diversity of language and the effect on communication and learning, an analysis of the communication and learning environment of a student with diverse language is produced.

Standards
This communication project relates most directly to the following Council for Exceptional Children Standards:

CEC Standard 3: Individual Learning Differences.
Special educators understand the effects that an exceptional condition[2/] can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

CEC Standard 6: Language.
Special educators understand t**ypical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development** and **teach communication skills** to individuals with ELN. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English.**

Product

Observe a child who has a suspected or identified language/communication impairment. The child should have an approximate communication age of less than 2 years old.

Provide an overview of the student including:
   a. primary language, culture, and familial backgrounds interact with the individual's exceptional condition
   b. how the student's exceptional condition affects the student's learning
Document the language experience by fully completing the communication matrix form provided in class. (40 communication acts)
   c. Translate the information from the communication matrix onto the dot matrix communication form
   d. In paragraph form, define, describe, graph, and summarize the child's communication in regards to:
      - variety and dominance of different pragmatic intents (include the dot matrix)
      - variety and dominance of semantic function
      - mean length of utterance (include the formula used)
      - nonverbal, verbal, and vocal behaviors (include a graph)
         -Include information on student's use of augmentative communication in the description
      - summary of antecedents/consequences which facilitate communication attempts
Estimate the child's general communication age using the stages provided in class, compare/contrast this information with the child's MLU and support by examples from your observation. Describe the difference in functioning when student uses the augmentative communication and when it is not used.

Provide short-term objectives: What you might expect the child to achieve over the next year?

Describe possible age-appropriate instructional strategies, communication systems (in detail), and intervention techniques with related resources on best-practices that could facilitate this child's language/communication growth in both receptive and expressive communication.

Assessment #7: Analysis of Communication

PROFESSIONALISM OF PAPER								
Areas of Analysis	**Unacceptable**		**Developing**		**Acceptable**		**Target**	
Grammar/ Mechanics And Presentation of Paper	❑ Information is extremely difficult to read based on errors		❑ Writing skills convey information but has errors noted below detract from clarity of expression		❑ Good writing skills ❑ Some errors are noted below		❑ Excellent writing skills ❑ Paper is organized and looks professional	
	❑ Poor sentence structure used ❑ Acronyms are not defined	❑ 3-4 errors of spelling ❑ Run-on sentences ❑ Sentence Fragments	❑ Inconsistent use of past/present/future tenses within a paragraph		❑ "chatty" phrases used/use of non-professional language		❑ Not concisely worded ❑ Ideas are difficult to follow in some areas	
	❑ Margins are irregular ❑ Line spacing is irregular	❑ Font size is too small or too large for professional look	❑ Areas of paper are not clearly defined using headers ❑ Paper not clasped		❑ Pages not numbered ❑ Page breaks occur in odd places		❑ Print is difficult in areas/smudges found	

DESCRIPTION OF THE STUDENT'S COMMUNICATION: MATRIX TAB LE				
Areas of Analysis	**Unacceptable**	**Developing**	**Acceptable**	**Target**
Communication Matrix has analysis of: ❑ Referent ❑ Antecedents ❑ *Communication Act* ❑ Consequences ❑ Pragmatic Function ❑ Semantic Meaning *Confidentiality MUST be maintained in describing the student* *IIC8S4- Adapt/modify assessment based on student need* *ICC3K1-K2* *IIC3K2-3*	❑ Information was not found in these areas ❑ Information was incorrect or did not conform with project guidelines	❑ 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	❑ The matrix provides a detailed "snapshot" of the child's diversity of communication ❑ All sections are completed ❑ Entries indicate an adequate understanding of each area, although some errors are noted ❑ A few entries are unclear and would benefit from further information	❑ The teacher candidate(TC) translates observation of student with communication challenges into a matrix. TC provides a detailed "snapshot" of the child's diversity of communication, and the effect communication has on their communication with others. ❑ All sections are complete. ❑ Entries indicate TC demonstrates an excellent understanding of all areas of analysis ❑ Additional information has been included for Communication Acts to provide clarity..
	0 1	2 3	4 5 6	7

Assessment #7: Analysis of Communication

Areas of Analysis	Unacceptable	Developing	Acceptable	Target
Analysis of Student's Verbal/Non-verbal Communication *ICC8S7- create report to share* *IIC8S2- use assessment* *ICC6K4- aug com* *IIC6K2- non-verbal communication* *ICC3K4, ICC3K3* *IIC3K2, IIC3K3*	❏ Written summary is extremely limited in scope or not found. ❏ No examples are included 0 1	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. 2 3	Written summary: ❏ includes a short definition of verbal communication and non-verbal communication ❏ describes the percentage of verbal 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 ❏ Some use of augmentative communication is included 4 5 6	Written summary –Teacher candidate ❏ 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 include student use of augmentative communication ❏ Examples are provided (with the context for the communication), taken directly from the matrix on how the child uses the three types of communication ❏ Examples are provided in context, with a description of the communication partners, and the effect the communication used has on the partners' understanding. 7
Analysis of Student's Pragmatic Function *ICC8S7- create report to share* *IIC8S2- use assessment* *IIC6K2* *ICC3K1, IIC3K2-3*	❏ Written summary is extremely limited in scope or not found. ❏ No examples are included 0 1	Written summary: ❏ Examples used to support the areas pragmatic functions are not correct ❏ No discussion of the breadth of pragmatic functions used 2 3	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 4 5 6	Written summary – Teacher candidate ❏ 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. 7
Analysis of Student's Semantic Function *ICC8S7- create report to share* *IIC8S2- use assessment* *ICC3K2, IIC3K2;* *IIC3K3; IIC6K1*	❏ Written summary is extremely limited in scope or not found. ❏ No examples are included 0 1	Written summary: ❏ Examples used to support the areas semantic meaning are not correct ❏ No discussion of the breadth of semantic meaning used 2 3	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 4 5 6	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 7

Assessment #7: Analysis of Communication

WRITTEN SUMMARY OF THE CHILD'S COMMUNICATION - *Continued*				
Areas of Analysis	**Unacceptable**	**Developing**	**Acceptable**	**Target**
Student's Mean Length of Utterance *IIC8K1-specialized term. ICC8S5- interpr. Inform from assessment*	❑ No information on MLU is included 0　　　　1	❑ The MLU has been calculated but the formula is not present ❑ For students without verbal communication, this information has been briefly mentioned 2　　　　3	❑ Mean length of utterance is defined, is calculated, with the formula included ❑ For students without verbal communication) a description of why the MLU is not calculated has been included 4　　　5　　　6	❑ Mean length of utterance is defined, has been calculated, with the formula included ❑ 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 7
Summary of Antecedents and Consequences that Facilitate Communication *IIC6K1-impact of understanding* *ICC6S1-strategies* **IIC3K2**	❑ Information on antecedents and consequences was found but it is extremely limited in scope. 0　　　　1	❑ Antecedents and consequences are listed, with little information on how this child uses them for communication. 2　　　　3	❑ Antecedents and consequences are described although limited information is provided regarding how they relate to student communication 4　　　5　　　6	❑ A description of antecedents, consequences included a definition and examples from the communication matrix. ❑ A summary of the types of antecedents and consequences that support communication have been described with examples. ❑ Information on how these relate to communication are described fully (cue dependent, initiation) 7
DESCRIPTION OF CHILD:				
General Description of the Child ❑ Greatest Academic Learning Needs ❑ Greatest Functional Needs ❑ Description of child's medical, physical, auditory, processing, and/or social challenges ❑ Description of any additional influences (cultural, linguistic, family) *ICC6K1, ICC6K2-K3* *ICC3K2-3; IIC3K2-3* *ICC3K5, ICC3K4,IIC3K1*	❑ Information on the child is largely incomplete 0　　　　1	❑ The child is described but analysis of some areas are missing/not complete 2　　　　3	❑ All areas describing the child are included. Some areas lack detail or are minimally addressed but most areas are complete. ❑ Some descriptions (medical terms) may lack clarity for all readers 4　　　5　　　6	❑ TC provides a full description of the student is included, addressing all areas in detail ❑ Teacher candidate provides examples to convey clear understanding when necessary ❑ All terms are defined, making this section understandable for all readers ❑ TC's description gives additional information beyond communication that may influence the proposed communication intervention plan(medical, physical, auditory, processing, social) 7

Assessment #7: Analysis of Communication

ESTIMATION OF CHILD'S COMMUNICATION AGE:				
Areas of Analysis	**Unacceptable**	**Developing**	**Acceptable**	**Target**
Communication Age ❑ Compare MLU & Communication Matrix ❑ Compare findings *ICC6K1*	❑ Information on the child's stage of communication is extremely limited in scope.	❑ The stage of communication is described. Few examples support this conclusion	❑ The stage of communication is described with some examples present to support this conclusion.	❑ A full definition of the student's MLU area of functioning and the stage (and related age) from the dot-matrix is identified. ❑ Discrepancies or Consistencies between these two areas of analysis are discussed.
	0 1	2 3	4 5 6	7

SHORT TERM EXPECTATION				
Short Term Expectations ❑ 2 short term objectives with assessment plan ❑ Rationale why objectives were chosen based on student abilities ❑ How they would assist commun/ and/or QOL *IIC6S1-enhance com* *ICC6S2- understand subject matter*	❑ Little information has been included to support a direction for changes in this child's communication.	❑ Short term expectation are described but in very general terms. ❑ A cursory rational is included.	❑ Short term expectations are identified but not in measurable/observable terms with a plan to assess student growth ❑ A rationale for these suggestions has been included but how the changes will affect the student is not evident or not clearly communicated.	❑ Two areas of communication focus are identified. ❑ A Short term objective (measurable and observable with criterion) is described for each area of communication focus with a plan for assessing student growth. ❑ A rationale has been included as to why these two areas of communication focus could assist the student increase meaningful communication (increase QOL)
	0 1	2 3	4 5 6	7

EDUCATIONAL SUPPORTS/ COMMUNICATION PROGRAM - *Worth Double Points*				
Areas of Analysis	**Unacceptable**	**Developing**	**Acceptable**	**Target**

Next Steps:
❑ Augmentative Communication is described including Assistive Technology
❑ Describe the proposed communication instruction
Teaching strategies details and evidence of effective communication practice
IIC6S3- Plan Instr.
ICC6S1-strategies
ICC6K4- Aug/Com
ICC6K2- non-speaking
IIC3S1- levels of support
	❑ Little information has been included to support changes in this child's educational program.	❑ Instructional strategies, communication systems, or intervention techniques are described but detail is lacking.
		❑ A cursory rational is included.
			❑ Instructional strategies, communication systems, or intervention techniques are described with adequate detail and encompass areas of both receptive and expressive communication. Details may be vague in some areas but overall description incorporates key aspects of the communication plan.
			❑ A rationale for these suggestions has been included but how the changes will affect the student may not be evident.
				❑ Information of how each area of communication focus includes:
				  ❑ A detailed description of the form of the communication
				  ❑ Augmentative communication and other communication supports are described in detail.
				  ❑ Instructional strategies are identified including how each communication focus will be practiced within at least four activities each day. Description is rich and gives detailed examples.
				❑ A rationale has been included as to how the augmentative communication plan considers effective practice in communication development

	0 1	2 3	4 5 6	7

Assessment #7: Analysis of Communication

Overall Evaluation on the Communication Matrix:

❑ Unacceptable	❑ Developing	❑ Acceptable	❑ Target

_____ Initial Submission   _____ Re-submission

Professor's Signature _____ date_____

Assessment #7: Analysis of Communication

M.Ed. in Severe Disabilities

Assessment 7: Data Table

Analysis of Communication

	Fall 2007 n=30			Fall 2008 n=24			Fall 2009 n=4			Fall 2010 n=8		
	U/D	A	T	U/D	A	T	U/D	A	T	U/D	A	T
Professionalism				0%	4% (1)	96% (23)		25% (1)	75% (3)	0	12% 1	88% 7
Overview of student (CEC 3,6) *ICC6K1, ICC6K2-K3 ICC3K2-3; IIC3K2-3 ICC3K5,ICC3K4, IIC3K1*								75% (3)	25% (1)	0	25% 2	75% 6
Communication Matrix (CEC 3) *IIC8S4- ICC3K1-K2 IIC3K2-3*				0%	46% (11)	54% (13)		25% (1)	75% (3)	0	12% 1	88% 7
Type of Communication (CEC 6) *ICC6K4, IIC6K2 ICC3K4, ICC3K3 IIC3K2, IIC3K3*				0%	46% (11)	54% (13)			100 % (4)	0	37% 3	63% 5
Pragmatic Functions (CEC 3,6) *IIC6K2, ICC3K1, IIC3K2, IIC3K3*				4% (1)	21% (5)	75% (18)			100 % (4)	0	25% 2	75% 6
Semantic Meaning (CEC 3,6) *ICC3K2, IIC3K2; IIC3K3; IIC6K1*				4% (1)	46% (11)	50% (12)		50% (2)	50% (2)	0	12% 1	88% 7
Mean Length of Utterance (CEC 8)				8% (2)	33% (8)	59% (14)	25% (1)	75% (3)		1	12% 1	75% 6
Antecedents/ Consequences (CEC 3,6) *IIC6K1, ICC6S1, IIC3K2*				8% (2)	25% (6)	67% (16)		75% (3)	25% (1)	0	12% 1	88% 7
Communication Age (CEC 6) *ICC6K1*				8% (2)	50% (12)	42% (10)		100% (4)		0	25% 2	75% 6
Short Term Expectations (CEC 6) *IIC6S1;ICC6S2*				0%	42% (10)	59% (14)		25% (1)	75% (3)	0	37% 3	63% 5
Teaching Communication (CEC 3,6) *IIC6S3, ICC6S1, ICC6K4,ICC6K2, IIC3S1*				4% (1)	42% (10)	54% (13)		25% (1)	75% (3)	0	0	100% 8
Overall Evaluation	0	43% 13	57% 17	0%	25% (6)	75% (18)		25% (1)	75% (3)	0	12% 1	88% 7