

**RHODE ISLAND COLLEGE**  
Feinstein School of Education and Human Development  
Department of Special Education  
**Special Education 525-01**

DEVELOPMENT OF COMMUNICATION AND MOVEMENT

Fall 2010  
Monday, 4-6:50 p.m.  
Craig-Lee 047

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Phone: 456-8557 or 456-8024 (Special Ed office)  
Office Hours: Mondays 2:45-3:45 p.m. HM 047

**Course Description:** Patterns of human development are analyzed, with emphasis on the development of communication and movement. Alternative communication strategies for the nonverbal student are discussed. (3 Credit Hours)

**Relationship to the FSEHD Conceptual Framework**

In this course, an emphasis is placed on the typical patterns of human development. The influence of cultural differences is explored in terms of developmental patterns, assessment, and the means to further development through classroom and research supported teaching practices. Assistive technology and communication support is also explored.

**Prerequisites:** graduate status or consent of department chair.

**COURSE GOALS IN RELATIONSHIP TO CEC INDIVIDUALIZED INDEPENDENCE CURRICULUM REFERENCED STANDARDS**

This course relates most directly to the following CEC Independence Standards:

- |            |   |
|------------|---|
| <b>IC1</b> | Foundations   |
| <b>IC2</b> | Characteristics of Learners                                 |
| <b>IC3</b> | Assessment, Diagnosis, and Evaluation                       |
| <b>IC4</b> | Instructional Content and Practice                          |
| <b>IC5</b> | Planning and Managing the Teaching and Learning Environment |
| <b>IC6</b> | Managing Student Behaviors                                  |
| <b>IC7</b> | Communication and Collaborative Partnerships                |
| <b>IC8</b> | Professionalism and Ethical Practices                       |

\*Rhode Island Beginning Teacher Standards (RIBTS) are also noted below:

By the end of this course the student will:

1. demonstrate the role of the reflective practitioner (as described in the FSEHD Conceptual Framework). This is emphasized in the analysis of motor and communication patterns of development (planning), teaching practices to maximize development (action), and evaluation of the effectiveness, time, and overall costs to quality of life of the intervention (reflection).  
*KNOWLEDGE: Domain Specific Knowledge, RIPTS #9: Assessment*

2. describe the current educational terminology, definitions, identification criteria, labeling controversies, common etiologies, incidence and prevalence of individuals with severe/profound disabilities. **KNOWLEDGE: Domain-Specific Knowledge; (IC1:K1; IC2:K2)** RIPTS #11: Professional Ethics, #9 Assessment
3. explore the basic principles and patterns of reflex and physical development, physical disabilities, and health impairment and apply these to persons whose motor development differs from the norm. **KNOWLEDGE: Domain-Specific Knowledge (IC2:K1; IC4:S17)** (RIPTS #3.Learning)
4. identify methods for using exceptionality-specific assessment, describing physical abilities (using common and specialized terminology), and facilitating motor development through the use of specialized materials and positioning equipment (prosthetic, orthodic). This includes understanding the use of assistive and adaptive technologies, adaptive use of materials, and physical positioning to maximize meaningful participation in activities. **KNOWLEDGE: Domain-Specific Knowledge (IC3:K1;S2; IC4:K1,S15, 18; IC5:S10,11)** (RIPTS #9: Assessment; RIPTS 4: Diversity)
5. analyze the basic principles and patterns of communication development (using common and specialized terminology); use exceptionality-specific and general assessments that assess the methods of response in areas of pragmatics, form of communication (oral language, non-verbal communication), syntax and vocabulary, and determine how the patterns deviate for students with sensory, cognitive, and physical impairments. **KNOWLEDGE: Domain-Specific Knowledge, PRACTICE: Evidence-Based Decision-making; (IC3:K1, S2,3,5)** (RIPTS 9: Assessment)
6. analyze the effect of language diversity, auditory skills & hearing impairment on language development cognition, and social skills. **KNOWLEDGE: Domain-Specific Knowledge, Contextual Perspectives IC3:K2; IC4:K2,3)** (RIPTS #4: Diversity)
7. use assessment, planning, preparation, assistive technology and specialized materials, execution, and reflection in developing student-initiated functional communication of learners with disabilities. **PRACTICE: Evidence-based Decision Making, Diversity of Practice (IC4:K1,S2,4,18)** (RIPTS #2:Understanding Discipline/Instructional Planning)
8. consider development of and instruction in the use of augmentative communication systems and their applicability to a student's age and special needs. **PRACTICE: Technology Use; (IC4:S2,10,13,22;)** (RIPTS 2: Discipline, RIPTS 8: Communication)
9. Discuss the integration and coordination of related service and paraprofessionals into the instructional settings of learners. Identify networks, organizations to support learning during school and into adult life. **PRACTICE: Evidence-based Decision Making; (IC4:S11; IC5:S7; IC7:K1,3)** RIPTS #7: Collaboration
10. research current technology related to strategies to develop motor and communication competence and the efficacy of these strategies. **KNOWLEDGE: Information Literacy; (IC4:S9)** (RIPTS #8: Communication, RIPTS #10: Reflection)
11. Maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities **KNOWLEDGE: Professional Awareness; (IC8:S4)** RIPTS #11: Professional Ethics

**Relation to the Professional Program:**

This course supports other courses within the Special Education Masters Program in the areas of Early Childhood and Severe Disabilities. Communication and movement are a vital part of learning and the focus of a young child's ongoing education.

## **COURSE REQUIREMENTS:**

Selections from sources listed in the bibliography will be provided on-line or in class

**All students must purchase a Chalk and Wire Account (available at the bookstore) for this class.**

## **ASSIGNMENTS:**

### **RESEARCH PAPER (max one page):**

#### **AUGMENTATIVE COMMUNICATION/ASSISTIVE TECHNOLOGY DEVICE**

Convey the following information, documenting

Identify a device of assistive technology/augmentative communication

Identify the cost, way in which the device will assist in student function, and who the device was intended to assist

Within the one page, demonstrate use of a footnote and a source reference.

### **ANALYSIS OF COMMUNICATION PART ONE (Approximately 40 Communicative Acts)**

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

- a. Document the language experience by fully completing the 2 communication matrix forms provided in class. (40 communication acts)
- b. **In paragraph form**, define, describe, graph, and summarize the child's communication in regards to:
  - variety and dominance of different pragmatic intents (include a graph/map)
  - variety and dominance of semantic function (include a graph)
  - mean length of utterance (include the formula used)
  - nonverbal, verbal, and vocal behaviors (include a graph)
  - summary of antecedents/consequences which facilitate communication attempts

### **ANALYSIS OF COMMUNICATION PART TWO**

- c. Estimate the child's general communication age using the stages provided in class, compare/contrast this information with the child's MLU and **support this with examples** from your observation.
- d. **Next steps:**  
Based on the data provided in the communication matrix, provide 2 short term objectives for the child. What you might expect the child to achieve over the next year?
- e. **Communication Intervention:** Describe at least 3 possible age-appropriate instructional strategies, communication systems, or intervention techniques with related resources on best-practices that could facilitate this child's language/communication growth in *both receptive and expressive communication.*

### **ANALYSIS OF MOTOR ACTIVITY FOR ONE YOUNG CHILD WITH A PHYSICAL DISABILITY.**

Observe a child with a physical disability in either a home or a school setting in at least two different activities that involve motor movement. ***All writing should use strength-based language and "tone" to the writing.***

- a. **Describe the child with a physical disability:** the child's age, physical diagnosis, additional disabilities, strengths, and areas of challenge. Strength based language must be conveyed to receive full points for this section.
- b. **Overview of the Activities Observed**  
Describe the two activities observed separately, answering the questions below:
  - Describe the relationship of each activity to goals on the child's IEP
  - Where did each activity occur?

- Did the child participate as part of a large group, small group, or individually?
  - Is the activity unique (occurs only once) or is it an ongoing activity for the child?
- c. **Complete a task analysis for each activity.** Describe the movements needed to effectively participate each activity separately; analyze the child's existing movements in relation to *balance, position, voluntary movement, efficiency of movement/rate of movement.*
- d. **Discuss the child's ability to participate in each activity separately:**
- Was the child able to effectively participate in each step of the activity?
  - Did the child compensate in some way
  - Was the activity difficult?
- e. **Describe teaching strategies, positional changes, or additional accommodations** (assistive technology, supportive equipment, communication techniques) **that were used or might be implemented** that could assist the child in communication development and/or meaningful participation in the activity.

### **ADAPTED LITERATURE INVOLVING MOVEMENT, RECEPTIVE LANGUAGE (READING) AND EXPRESSIVE LANGUAGE (WRITING)**

As a group project, a common book/story will be adapted to include:

- a. Identify a story/book to adapt appropriate for the determined age of the targeted students—this must be approved by the professor.
- b. Using either *Boardmaker* or *Writing With Symbols*, each group will identify key content and will rewrite the book to no more than 20 pages.
- c. Develop a “guide” to discuss how students at each level of communication will participate in this adapted literature.

### **GRADING:**

<b>Assignment 1</b>	5%
(Research Assignment)	
<b>Assignment 2</b>	30%
(Analysis of Communication- Part One)	
<b>Assignment 3</b>	30%
(Analysis of Communication- Part Two)	
<b>Assignment 4</b>	25%
Analysis of Motor Activity	
<b>Assignment 5</b>	10%
Adapted Literature (Involving Movement and Communication)	
Group Project-Done in class	

### **GRADING POLICIES**

- Grading will be based on content provided, clarity of expression, and presentation of information. All papers must be typed, stapled, have no plastic covers, and be free of printer errors. All graphs **MUST** be computer generated.
- Professionalism counts in grading. It is **HIGHLY** advisable to use a spelling and grammar tool prior to paper submission.
- No grades will be rounded up or down.
- Students are expected to attend class regularly and adhere to the college policy on Academic Honesty.

### **PERFORMANCE ASSESSMENT**

<b>Assignment</b>	<b>RIPTS</b>	<b>CEC Standards</b>	<b>ECSE Standards</b>	<b>Advanced Competencies</b>
<b>Research Assignment Course Outcomes 1, 10</b>	<i>RIPTS 10: Reflection</i>	#7:Instructional Planning	<i>ICC9S8, IIC8S4, ECSE8S6</i>	KNOWLEDGE: Information Literacy , PRACTICE: Technology Use
<b>Analysis of Communication One Course Outcomes 2, 5, 11</b>	<i>RIPTS 9: Assessment</i>	#8: Assessment	<i>ICC9S8, ECSE8S6, ECSE8S10, ECSE6K1, ECSE6K2,</i>	KNOWLEDGE: Domain- Specific Knowledge
<b>Analysis of Communication Two Course Outcomes 7,8,9,11</b>	<i>RIPTS 9: Assessment RIPTS 8: Communication RIPTS 2:Discipline</i>	#7: Instr. Plan	<i>ICC6K1, ICC6S1, ICC6S2, ICC6S3, ECSE6S1, ECSE6S2, ECSE7S6, ICC6K4, ICC6K2</i>	PRACTICE: Evidence-based Decision Making  KNOWLEDGE: Domain Specific Knowledge
<b>Analysis of Motor Activity Course Outcomes 1, 3, 7</b>	<i>RIPTS 9: Assessment RIPTS 2:Discipline RIPTS 4: Diversity</i>	#7: Instructional Planning  #8: Assessment	<i>ICC3K1, ECSE3K1, ECSE3K2, ICC4S3, ECSE4S1, ECSE3S2, ECSE7S4, ICC7S5, ICC9S8, ECSE4S3, ECSE7S7, ECSE7S8, ICC9S8</i>	KNOWLEDGE: Domain Specific Knowledge,
<b>Adapted Literature Course Outcome 7</b>	<i>RIPTS 2:Discipline RIPTS 4: Diversity</i>	#7: Instructional Planning	<i>ICC4S3, ECSE7S8,</i>	KNOWLEDGE: Domain Specific Knowledge

**Dispositions/Performance Consistent with the Special Education Teaching Profession** will be evaluated. Student performance inconsistent with the teaching profession will be documented on the Special Education Department Retention Form. Unacceptable performance within the practicum experience (as observed by the college professor and the practicum teacher) may result in a teacher candidate’s dismissal from preparation for teacher licensure.

### 3.9 ACADEMIC STANDARDS

#### 3.9.1 Academic Dishonesty

*(As amended by the Council of Rhode Island College – 11/07/08)*

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

**(a) Examples of Academic Dishonesty include (but are not limited to):**

- **Cheating:** intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:

- i. Word-for-word plagiarism:** This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.

- ii. Patchwork plagiarism:** This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.

- iii. Unacknowledged paraphrase:** It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39).

Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- **Collusion:** facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

- **Deception:** Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.

- **Sabotage:** Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.

- **Multiple Submissions:** Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

#### **(b) Faculty Role**

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported.

Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards. The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty.

A faculty member may take action up to and including failing a student accused of academic dishonesty.

**Some often-used penalties include:**

- i.* A low or failing grade on the assignment in which the offense occurred.
- ii.* An additional assignment.
- iii.* Reduction of the final grade up to and including failure.
- iv.* Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.



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## REFERENCES

- Gallagher & Prutting. *Pragmatic Assessment and Intervention Issues in Language*. San Diego: College Hill.
- McLean & Snyder-McLean. *Transactional Approach to Early Language Training*. Columbus: Merrill.
- Miller, K. *Assessing Language Production in Children*
- Musselwhite & St Louis. *Communication Programming for Persons with Severe Handicaps*. Boston: Little, Brown, and Co.
- Reichle, J., York, J., & Sigafos, J. (1991). *Implementing Augmentative and Alternative Communication: Strategies for Learners with Severe Disabilities*. Baltimore, MD: Paul H. Brooks.

PROFESSIONALISM OF PAPER				
	UNACCEPTABLE		ACCEPTABLE	EXEMPLARY
	1 Below the Standard	2 Approaches the Standard	3 Meets the Standard	4 Exceeds the Standard
<b>Grammar/ Mechanics</b>  And  <b>Presentation of Paper</b>  ICC9S8	<input type="checkbox"/> Information is extremely difficult to read based on errors	<input type="checkbox"/> Writing skills convey information but has errors noted below detract from clarity of expression	<input type="checkbox"/> Good writing skills <input type="checkbox"/> Some errors are noted below	<input type="checkbox"/> Excellent writing skills <input type="checkbox"/> Paper is organized and looks professional
	<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	<input type="checkbox"/> "chatty" phrases used/use of non-professional language  <input type="checkbox"/> Pages not numbered <input type="checkbox"/> Page breaks occur in odd places

**DESCRIPTION OF THE STUDENT'S COMMUNICATION: MATRIX TABLE**

Areas of Analysis	Below the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard
<b>Communication Matrix has analysis of:</b> <input type="checkbox"/> Referent <input type="checkbox"/> Antecedents <input type="checkbox"/> <i>Communication Act</i> <input type="checkbox"/> Consequences <input type="checkbox"/> Pragmatic Function <input type="checkbox"/> Semantic Meaning  <i>Confidentiality MUST be maintained in describing the student</i>  <i>IIC8S4- Adapt/modify assessment based on student need</i>  ECSE8S6	<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 "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, <i>although some errors are noted</i> <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.
	0 1	2 3	4 5 6	7

Areas of Analysis	Below the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard
<p><b>Analysis of Student's Verbal/Non-verbal Communication</b></p> <p><i>ICC8S7- create report to share</i> <i>IIC8S2- use assessment</i> <i>ECSE8S10</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written summary is extremely limited in scope or not found.</li> <li><input type="checkbox"/> No examples are included</li> </ul> <p style="text-align: center;">0      1</p>	<p>Written summary:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examples used to support the areas of verbal and non-verbal communication are defined but not taken from the communication inventory</li> <li><input type="checkbox"/> No discussion of the balance of verbal and non-verbal communication is found.</li> </ul> <p style="text-align: center;">2      3</p>	<p>Written summary:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> includes a short definition of verbal communication and non-verbal communication</li> <li><input type="checkbox"/> describes the percentage of verbal and non-verbal communication used by the child with limited or no description of whether this breakdown is typical</li> <li><input type="checkbox"/> Some examples are provided directly from the matrix but both verbal and non-verbal may not be included</li> </ul> <p style="text-align: center;">4      5      6</p>	<p>Written summary</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> includes a full definition of verbal, vocal, and non-verbal communication</li> <li><input type="checkbox"/> 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.</li> <li><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</li> </ul> <p style="text-align: center;">7</p>
<p><b>Analysis of Student's Pragmatic Function</b></p> <p><i>ICC8S7- create report to share</i> <i>IIC8S2- use assessment</i> <i>ECSE8S10</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written summary is extremely limited in scope or not found.</li> <li><input type="checkbox"/> No examples are included</li> </ul> <p style="text-align: center;">0      1</p>	<p>Written summary:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examples used to support the areas pragmatic functions are not correct</li> <li><input type="checkbox"/> No discussion of the breadth of pragmatic functions used</li> </ul> <p style="text-align: center;">2      3</p>	<p>Written summary:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> includes a short definition of pragmatic function</li> <li><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</li> <li><input type="checkbox"/> Some examples are provided directly from the matrix in some pragmatic functions</li> </ul> <p style="text-align: center;">4      5      6</p>	<p>Written summary</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> includes a full definition of pragmatic function</li> <li><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</li> <li><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.</li> </ul> <p style="text-align: center;">7</p>
<p><b>Analysis of Student's Semantic Function</b></p> <p><i>ICC8S7- create report to share</i> <i>IIC8S2- use assessment</i> <i>ECSE8S10</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written summary is extremely limited in scope or not found.</li> <li><input type="checkbox"/> No examples are included</li> </ul> <p style="text-align: center;">0      1</p>	<p>Written summary:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examples used to support the areas semantic meaning are not correct</li> <li><input type="checkbox"/> No discussion of the breadth of semantic meaning used</li> </ul> <p style="text-align: center;">2      3</p>	<p>Written summary:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> includes a short definition of semantic meaning</li> <li><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</li> <li><input type="checkbox"/> Some examples are provided directly from the matrix in some semantic meaning</li> </ul> <p style="text-align: center;">4      5      6</p>	<p>Written summary</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> includes a full definition of semantic meaning</li> <li><input type="checkbox"/> 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</li> <li><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</li> </ul> <p style="text-align: center;">7</p>

<b>WRITTEN SUMMARY OF THE CHILD'S COMMUNICATION - Continued</b>				
Areas of Analysis	Below the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard
<b>Student's Mean Length of Utterance</b>  <i>IIC8K1-specialized term.                      ICC8S5- interpr. Inform. from assessment                      ECSE8S10</i>	<input type="checkbox"/> No information on MLU is included  0      1	<input type="checkbox"/> The MLU has been calculated but the formula is not present <input type="checkbox"/> For students without verbal communication, this information has been briefly mentioned  2      3	<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  4      5      6	<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  7
<b>Summary of Antecedents and Consequences that Facilitate Communication</b>  <i>IIC6K1-impact of understanding                      ECSE6K1                      ECSE6K2</i>	<input type="checkbox"/> Information on antecedents and consequences was found but it is extremely limited in scope.  0      1	<input type="checkbox"/> Antecedents and consequences are listed, with little information on how this child uses them for communication.  2      3	<input type="checkbox"/> Antecedents and consequences are described although limited information is provided regarding how they relate to student communication  4      5      6	<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)  7

Name \_\_\_\_\_

Grade: \_\_\_\_/46

**Evaluation of Communication Inventory**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Acceptable	Exemplary

\_\_\_\_ Initial Submission

\_\_\_\_ Re-submission

Professor's Signature \_\_\_\_\_ date \_\_\_\_\_

<b>DESCRIPTION OF CHILD:</b>				
<b>Areas of Analysis</b>	<b>Below the Standard</b>	<b>Approaches the Standard</b>	<b>Meets the Standard</b>	<b>Exceeds the Standard</b>
<p><b>(1) General Description of the Child</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Greatest Academic Learning Needs</li> <li><input type="checkbox"/> Greatest Functional Needs</li> <li><input type="checkbox"/> Description of child's medical, physical, and/or social challenges</li> <li><input type="checkbox"/> Description of any additional influences (cultural, linguistic, family)</li> </ul> <p><i>ICC6K1, ICC6K2-K3</i> <i>ECSE6K1 ECSE6K2</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information on the child is largely incomplete</li> </ul> <p style="text-align: center;">0      1</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child is described but analysis of some areas are missing/not complete</li> </ul> <p style="text-align: center;">2      3</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All areas describing the child are included. Some areas lack detail or are minimally addressed but most areas are complete.</li> <li><input type="checkbox"/> Some descriptions (medical terms) may lack clarity for all readers</li> </ul> <p style="text-align: center;">4      5      6</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A full description of the student is included, addressing all areas in detail</li> <li><input type="checkbox"/> Examples are provided to convey clear understanding when necessary</li> <li><input type="checkbox"/> All terms are defined, making this section understandable for all readers</li> <li><input type="checkbox"/> The description gives additional information beyond communication that may influence the proposed communication intervention plan.</li> </ul> <p style="text-align: center;">7</p>

<b>ESTIMATION OF CHILD'S COMMUNICATION AGE:</b>				
<b>Areas of Analysis</b>	<b>Below the Standard</b>	<b>Approaches the Standard</b>	<b>Meets the Standard</b>	<b>Exceeds the Standard</b>
<p><b>(1) Communication Age</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare MLU &amp; Communication Matrix</li> <li><input type="checkbox"/> Compare these findings</li> </ul> <p><i>ICC6K1 ECSE6K1</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information on the child's stage of communication is extremely limited in scope.</li> </ul> <p style="text-align: center;">0      1</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The stage of communication is described. Few examples support this conclusion</li> </ul> <p style="text-align: center;">2      3</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The stage of communication is described with some examples present to support this conclusion.</li> </ul> <p style="text-align: center;">4      5      6</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A full definition of the student's MLU area of functioning and the stage (and related age) from the dot-matrix is identified.</li> <li><input type="checkbox"/> Discrepancies or Consistencies between these two areas of analysis are discussed.</li> </ul> <p style="text-align: center;">7</p>

<b>SHORT TERM EXPECTATION</b>				
<b>Areas of Analysis</b>	<b>Below the Standard</b>	<b>Approaches the Standard</b>	<b>Meets the Standard</b>	<b>Exceeds the Standard</b>

**Analysis of Communication One**

**SPED 525**

<p><b>Short Term Expectations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2 short term objectives with assessment plan</li> <li><input type="checkbox"/> Rationale why objectives were chosen based on student abilities</li> <li><input type="checkbox"/> How they would assist communication/ and/or QOL</li> </ul> <p><i>IIC6S1-enhance com ICC6S2- understand subject matter, ECSE6S1, ECSE6S2, ECSE6S3, ECSE7S6</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Little information has been included to support a direction for changes in this child's communication.</li> </ul> <p style="text-align: center;">0      1</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Short term expectation are described but in very general terms.</li> <li><input type="checkbox"/> A cursory rational is included.</li> </ul> <p style="text-align: center;">2      3</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Short term expectations are identified but not in measurable/observable terms with a plan to assess student growth</li> <li><input type="checkbox"/> A rationale for these suggestions has been included but how the changes will affect the student is not evident or not clearly communicated.</li> </ul> <p style="text-align: center;">4      5      6</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Two areas of communication focus are identified.</li> <li><input type="checkbox"/> A Short term objective (measurable and observable with criterion) is described for each area of communication focus with a plan for assessing student growth.</li> <li><input type="checkbox"/> A rationale has been included as to why these two areas of communication focus could assist the student increase meaningful communication (increase QOL)</li> </ul> <p style="text-align: center;">7</p>
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**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"> <li><input type="checkbox"/> Augmentative Communication is described including Assistive Technology</li> <li><input type="checkbox"/> Describe the proposed communication instruction</li> </ul> <p>Teaching strategies details and evidence of effective communication practice</p> <p><i>ICC6S3- Plan Instr. ICC6K4- Aug/Com ICC6K2- non-speaking</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Little information has been included to support changes in this child's educational program.</li> </ul> <p style="text-align: center;">0      1</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional strategies, communication systems, or intervention techniques are described but detail is lacking.</li> <li><input type="checkbox"/> A cursory rational is included.</li> </ul> <p style="text-align: center;">2      3</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> A rationale for these suggestions has been included but how the changes will affect the student may not be evident.</li> </ul> <p style="text-align: center;">4      5      6</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information of how each area of communication focus includes:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed description of the form of the communication</li> <li><input type="checkbox"/> Augmentative communication and other communication supports are described in detail.</li> <li><input type="checkbox"/> 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.</li> </ul> </li> <li><input type="checkbox"/> A rationale has been included as to how the augmentative communication plan considers effective practice in communication development</li> </ul> <p style="text-align: center;">7</p>

**Evaluation of Communication Inventory**

<input type="checkbox"/> Below Standard	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Exemplary
_____ Initial Submission	_____ Re-submission	

**Analysis of Communication One**

Professor's Signature \_\_\_\_\_ date \_\_\_\_\_

<b>DESCRIPTION OF THE STUDENT</b>				
Areas of Analysis	1 2 Below the Standard	3 4 Approaches the Standard	5 6 7 Meets the Standard	8 Exceeds the Standard
<p><b>Student:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Child's age</li> <li><input type="checkbox"/> Physical diagnosis and how it affects the student</li> <li><input type="checkbox"/> Additional disabilities and how they affect the student</li> <li><input type="checkbox"/> Child's strengths (1-2 paragraphs)</li> <li><input type="checkbox"/> Child's areas of challenge (1-2 paragraphs)</li> </ul> <p><i>ICC3K1, ECSE3K1, ECSE3K2</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was not found in these areas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was found but described with a limited detail.</li> <li><input type="checkbox"/> Information was found but important information was missing. Some areas of analysis were weak in description.</li> <li><input type="checkbox"/> One or more areas of analysis (age, diagnosis, etc.) were not included or described</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information reflects an overview with details provided in all areas identified (age, diagnosis, etc.)</li> <li><input type="checkbox"/> Content includes adequate information and details but overall description is somewhat limited.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> This section provides an excellent overview of the student, describing all areas identified in detail</li> <li><input type="checkbox"/> Technical information is provided with descriptions to assist in understanding.</li> <li><input type="checkbox"/> All information is presented in strength-based language</li> </ul>
<b>DESCRIPTION OF THE ACTIVITIES OBSERVED: Two Activities required</b>				
Areas of Analysis	1 2 Below the Standard	3 4 Approaches the Standard	5 6 7 Meets the Standard	8 Exceeds the Standard
<p><b>Activity is described including:</b></p> <ul style="list-style-type: none"> <li>• description of 2 activities/ lessons</li> <li>• location of each activity/lesson</li> <li>• individuals involved in each activity/lesson</li> </ul> <p><i>ICC4S3, ECSE4S1, ECSE3S2, ECSE7S4</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Description of the activity was missing key sections</li> <li><input type="checkbox"/> Few examples were used to support analysis of relationship to IEP, Individuals involved in the activity, and location.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information was found but important information was missing. Some areas of analysis were weak in description.</li> <li><input type="checkbox"/> Many areas include limited description of influences to the student's performance (relationship to IEP, individuals involved in the activity, and location.).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The activity description includes all 3 areas</li> <li><input type="checkbox"/> Analysis conveys an understanding of factors that influence the student's performance (relationship to IEP, individuals involved in the activity, and location.). The level of description indicates a brief but adequate level of information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The activity description includes all 3 areas</li> <li><input type="checkbox"/> Each area analysis conveys an in-depth description of the activity and the relevance to the child's IEP goals.</li> </ul>
<b>TASK ANALYSIS OF MOVEMENTS: worth double points</b>				
Areas of Analysis	1 2 Below the Standard	3 4 Approaches the Standard	5 6 7 Meets the Standard	8 Exceeds the Standard
<p>* Information is translated onto the motor table</p> <p>*Movements include analysis of balance, position, voluntary movement, efficiency of movement and rate of movement</p> <p><i>ICC7S5, ECSE4S3</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Task Analysis conveys little understanding of balance, position, voluntary movement, efficiency of movement or rate of movement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Task Analysis conveys a general understanding of the student's movement in most motor areas.</li> <li><input type="checkbox"/> Movements are described with limited detail.</li> <li><input type="checkbox"/> Information is presented on the child's areas of motor challenge, although the analysis is brief.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Task Analysis conveys an understanding of the student's movement in all motor areas.</li> <li><input type="checkbox"/> Movements are described correctly, with sufficient detail to indicate an overview of this child's areas of motor challenge.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Task Analysis conveys a strong understanding of the student's movement in all motor areas.</li> <li><input type="checkbox"/> Movements are described correctly, with enough detail to indicate a full image of this child's areas of motor challenge.</li> </ul>

<b>STUDENT'S PARTICIPATION IN THE TWO ACTIVITIES:</b>				
Areas of Analysis	1 2 Below the Standard	3 4 Approaches the Standard	5 6 7 Meets the Standard	8 Exceeds the Standard
*Child's level of participation in each activity is described *Motor table steps were identified that the student had difficulty with *Describe the area of motor movement affected ICC9S8 ECSE4S3	<input type="checkbox"/> This area conveys little understanding of the child's level of participation, areas of difficulty and modifications and accommodations appropriate for this child.	<input type="checkbox"/> Child's level of participation is vague and not described in a clearly organized manner. <input type="checkbox"/> General information is described on accommodations and modifications appropriate for this child.	<input type="checkbox"/> Child's level of participation is described <input type="checkbox"/> Areas of difficulty are identified <input type="checkbox"/> Modifications and accommodations are described and address this child's areas of motor challenge	<input type="checkbox"/> Child's level of participation is described in full detail. <input type="checkbox"/> Individual steps from the motor table were fully described in terms of difficult areas of motor movement <input type="checkbox"/> Summary of the key areas of motor difficulty were evident <input type="checkbox"/> Strength-based language is clearly evident
<b>TEACHING STRATEGIES TO ASSIST STUDENT PARTICIPATE:</b>				
Descriptions of:	1 2 Below the Standard	3 4 Approaches the Standard	5 6 7 Meets the Standard	8 Exceeds the Standard
◇ Compensatory movements/modifications are discussed Teaching strategies ◇ Positional changes ◇ Additional Accommodations ECSE7S8, ECSE7S7	<input type="checkbox"/> Little information has been included to support changes in this child's educational program.	<input type="checkbox"/> Teaching strategies, positional changes and additional accommodations are described but detail is lacking. <input type="checkbox"/> A cursory rationale is included.	<input type="checkbox"/> Teaching strategies, positional changes and additional accommodations are described with adequate detail. <input type="checkbox"/> A rationale for these suggestions has been included but how the changes will affect the student is not evident.	<input type="checkbox"/> Modifications and accommodations are described in detail and directly address this child's areas of motor challenge. <input type="checkbox"/> Teaching strategies, positional changes and additional accommodations are described in detail. <input type="checkbox"/> A rationale was included justifying how the suggestions could assist the student increase meaningful involvement in the activity.
Professionalism in Writing	1 2 Below the Standard	3 4 Approaches the Standard	5 6 7 Meets the Standard	8 Exceeds the Standard
ICC9S8	Candidate's choice of language, presentation, perspective, or delivery of information is significantly below expectations for a professional in special education	Candidate's choice of language, presentation, perspective, or delivery of information is inconsistent with a professional in special education	Candidate uses professional language, presentation, perspective, and delivery of information is consistent with professional standards in special education throughout most of reflection.	Candidate uses professional language, presentation, perspective, and delivery of information is consistent with professional standards in special education throughout the reflection

Name \_\_\_\_\_

Score: \_\_\_\_\_

Grade: \_\_\_\_\_