



Classroom Communication & AAC Goals

For Self-Contained Special Education and Augmentative Communication Users

Student Name	
Date of Assessment	
Assessment Team Members	
Methods of Communication	




Present Level of Performance:

Academic Environment Communicative Function	Ability Skill Level-% of Goal Mastery			
	P- Presymbolic Communication	1-Symbolic Communication	2-Early Language	3-Language Development
Wants & Needs 				N/A
Social Exchanges 				N/A
Information Exchanges 				N/A
Language Development 				
Academic Communication 				

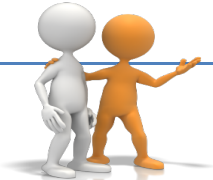



Directions:





1. Consider each communication behavior. Check the box beside each behavior that describes how the student consistently communicates across all areas of the academic environment (mastered).
2. For each ability level, count the number of behaviors you checked off as mastered and divide this number by the total number of behaviors in that section only.
3. Put the percentage mastered in the left column box to describe the Goal Mastery at that level for that particular goal category.
4. Transfer these numbers to the above Present Level of Performance Chart.

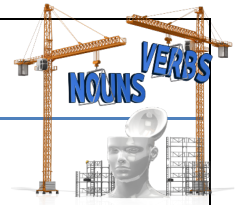


Ability Level	Communicative Behaviors For Expressing Wants & Needs
	<p><i>Obtaining/Requesting When Engaged & Interested</i> <i>("Indicate" means reach, touch, give, directed gaze, activate switch)</i></p>
<p>Level P- Presymbolic Communication</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Orientation or eye gaze toward desired item <input type="checkbox"/> Reach, vocalize, move toward partner to request action/social routine (pick up, hugs) <input type="checkbox"/> Reach, vocalize toward desired item when available <input type="checkbox"/> Indicate a choice from 2-3 desired objects available <input type="checkbox"/> Indicate a photo symbol to request desired object (1 option available) <input type="checkbox"/> Indicate a photo symbol to request desired object (2-3 choices available) <input type="checkbox"/> Reach, vocalize toward photo/picture symbol to request desired, tangible action (including early developing core words, "more," "stop," "go," "want")
<p>Level 1- Early Symbolic Communication</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Indicate a choice given photo symbols given a choice of 4-12 <input type="checkbox"/> Indicate a choice given abstract symbols of objects, 4-12 choices <input type="checkbox"/> Request action by indicating a picture symbol <input type="checkbox"/> Requests action by indicating a picture symbol given a choice of 4-12 choices <input type="checkbox"/> Beginning to combine 2 or more symbols to request <input type="checkbox"/> Consistently request using short phrases (pairing words, symbols)
<p>Level 2- Early Language</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Requesting using 2-3 word sentences <input type="checkbox"/> Use of polite social language to obtain ("please") <input type="checkbox"/> Use of rote question reversals to obtain, "can I..." <input type="checkbox"/> Use of multiple language tools to negotiate to obtain (polite forms, rephrasing, asking a question, "may I...")

Student Name: _____





Ability Level	Communicative Behaviors for Social Exchanges
	<p><i>Greeting & Social Exchanges (establishing & maintaining social relationships)</i></p> 
<p>Level P-</p> <p>Presymbolic Communication</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Indicate awareness and attention to partners through orientation, facial expression, gestures, touch <input type="checkbox"/> Initiate interaction/attention through orientation, facial expression, gestures, touch <input type="checkbox"/> Uses conventional gestures- wave, high five etc to greet or say goodbye <input type="checkbox"/> Uses a single message switch/symbol to greet or say goodbye with cueing as needed
<p>Level 1</p> <p>Symbolic Communication</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiates use of a single message for greetings with familiar partners (switch, picture symbol) <input type="checkbox"/> Uses an abstract symbol to interact with 2 options for “hello” and “goodbye” <input type="checkbox"/> Beginning sequencing of rote social messages, for ex. “Hi,” “How are you?” “fine” “goodbye” <input type="checkbox"/> Use of more than 2 conversational turns for simple social exchanges using symbols <input type="checkbox"/> Beginning use of single message, general social commenting, ex: “that’s cool,” “that’s good,” “too bad” <input type="checkbox"/> Beginning use of single message, rote questions about immediately observable activities/objects or familiar routines (ex: “what’s next?” “what’s that?” “are we done yet?”)
<p>Level 2</p> <p>Early Language</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Expands social exchange to include sharing simple, personally meaningful novel information <input type="checkbox"/> Expresses a message related to partner initiated topic of conversation <input type="checkbox"/> Asks single message, rote partner focused questions to continue conversation (ex: “How about you?” “What do you think?”)

Ability Level	Communicative Behaviors for Social Information Exchanges
	<i>Sharing Comments, Opinions & Information</i> 
Level P- Presymbolic Communication 	<input type="checkbox"/> Express pleasure/displeasure through facial expression, orientation, vocalization, physical movement <input type="checkbox"/> Conventional acceptance/rejection behaviors (move item away, receive item, retract limbs, reach toward, clapping, high fives, covering mouth) <input type="checkbox"/> Directs your attention to something through pointing, looking back and forth between you and the object, person or place
Level 1- Symbolic Communication 	<input type="checkbox"/> Offers an opinion, given a choice, about an immediately observable event/item/component of item using picture symbols or auditory cues given choices by partner, "do you like or don't like it?" Is it "good" or "bad" <input type="checkbox"/> Directs your attention to something by labeling the concrete object/person/place using a single noun symbol/photo/sign language <input type="checkbox"/> Directs your attention to something using an abstract core symbol such as "look," "there" <input type="checkbox"/> Initiate a positive or negative comment about an immediately observable event/item/component using a single message, "good," "funny," "sick," "oh no!"
Level 2- Early Language 	<input type="checkbox"/> Respond to information questions about recent, memorable personal experiences given a selection of options (ex: "where did you go today?" partner shows the "school places" page on the AAC system; or offers verbally, "cafeteria, media center, P.E.?") <input type="checkbox"/> Offers an opinion about event/item/component of item not immediately observable given visual choices or auditory scan, "What do you think?" with options "Like," "don't like" or "good," "bad." <input type="checkbox"/> Answers an open-ended question without choices about immediately observable event/item/component "What did you do?" "What did you make?" etc. <input type="checkbox"/> Initiate sharing simple personal experiences and story telling, with simple sentences <input type="checkbox"/> Uses increased variety in descriptor choices, ex. "funny" "silly," "awful," "awesome," "cool," "terrible"



Ability Level	Communicative Behaviors for Language Development
<p>Level P-</p> <p>Presymbolic Communication</p> <div data-bbox="219 588 316 678"></div>	<p><i>Expressive language developmental progression</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates through behaviors or other non-conventional methods <input type="checkbox"/> Communicates through conventional, recognizable behaviors (waving, pointing, showing)
<p>Level 1-</p> <p>Symbolic Communication</p> <div data-bbox="219 915 316 1005"></div>	<ul style="list-style-type: none"> <input type="checkbox"/> Functionally expresses a variety of common nouns in categories to include 5 examples in each of 7 categories <input type="checkbox"/> Functionally expresses observable abstract descriptive concepts (ex: wet/dry, hot/cold, big/little, all/some) with 2 examples of each category <input type="checkbox"/> Functionally expresses at least 5 observable action concepts <input type="checkbox"/> Expresses single core words for functional communication
<p>Level 2-</p> <p>Early Language</p> <div data-bbox="219 1318 316 1409"></div>	<ul style="list-style-type: none"> <input type="checkbox"/> Functionally uses learned sentence constructions ("I see ____." "It's a ____." "I have ____." "I want ____.") <input type="checkbox"/> Exhibits beginning creative word pairing a) without navigation of device/book b) navigating through pages of device/book (core word pairing, noun-verb, verb-object, actor-action, descriptor-object etc.) <input type="checkbox"/> Uses early word endings (plural "-s," verb tenses, "-ing") <input type="checkbox"/> Uses early factual based question words "who, what & where?" <input type="checkbox"/> Beginning pronoun use with some confusion noted, "I," "me," "you," "he," "she" and "they"
<p>Level 3-</p> <p>Language Development</p> <div data-bbox="219 1717 316 1808"></div>	<ul style="list-style-type: none"> <input type="checkbox"/> Generates creative messages with correct word order and meaning more than 3 words <input type="checkbox"/> Uses complex and compound sentences (for ex: phrases joined by "and," "because," "when," "if") <input type="checkbox"/> Uses question reversals ("can I ____?" "will you ____?") <input type="checkbox"/> Uses more advanced wh-questions ("when," "why," and "how") <input type="checkbox"/> Uses carrier phrases to describe, compare and contrast categories of items (for ex: "These are all animals." "They are all red.") <input type="checkbox"/> Uses regular past tense "-ed" endings (ex: jumped, played)



Ability Level	Communicative Behaviors for Academic Engagement <i>Language & Literacy for Academic Access (R.L. < 2nd grade)</i>
Level P- Presymbolic Communication 	<input type="checkbox"/> Interacts by looking, touching, listening to single targeted academic word/concept presented in isolation using concrete objects (visual attention, touch, exploration) <input type="checkbox"/> Interacts by looking, touching, listening to single targeted academic picture /concept presented in isolation using a photograph (visual attention, touch, exploration) <input type="checkbox"/> Interacts by looking, touching, listening to a targeted academic picture/concept/text relevant to the current activity when presented with a distractor picture/concept (field of 2, interact with a picture/symbol related to the activity to the exclusion of the distractor item) <input type="checkbox"/> Expresses a targeted academic concept with a distractor picture/concept/text (field of 2, select related picture/concept), by directed touching, visual attention, or a “yes” indication from a visual display/auditory scan
Level 1- Symbolic Communication 	<input type="checkbox"/> Self-selects familiar books, topics and events using symbols (including photos, text, drawings, text and auditorily presented series of choices to explore given a selection of predictably motivating topics and including a wide variety of open ended options <input type="checkbox"/> Expresses targeted academic words/concepts (ex: character, setting, event) given a selection of related vocabulary
Level 2- Early Language 	<input type="checkbox"/> Retells story, story concepts or academic experience/subject with key words/concepts using successive single words/symbols and visual/auditory cues <input type="checkbox"/> Recalls information and respond to basic wh-questions about academic content (“who,” “what,” and “where”) <input type="checkbox"/> Uses descriptive words/symbols to talk about targeted academic concepts <input type="checkbox"/> Retells story, story concepts or academic experience/subject with key words/concepts using complete phrases and sentences
Level 3- Language Development 	<input type="checkbox"/> Retells story, story concepts or academic experience/subject with key words/concepts through short paragraphs (>3 sentences) <input type="checkbox"/> Recalls information and respond to advanced wh-questions involving comparison, inference and prediction about academic content (“why,” “when,” “what if”) <input type="checkbox"/> Compares and contrasts elements of targeted academic concept with personal experiences or references

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