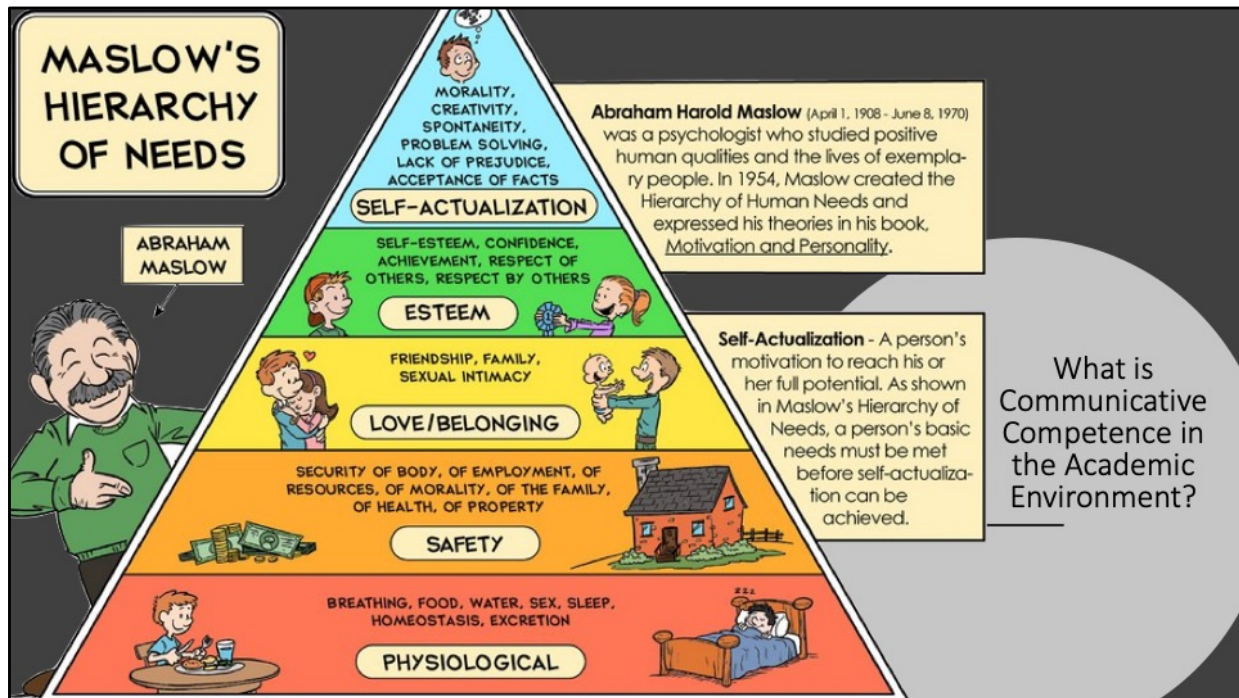





During this session we are discussing the Classroom Communication Goals Grid: It's origin, purpose, components and use to help you develop IEP goals for communication.



In order to develop appropriate communication objectives for the IEP, we have to first describe what communicative competence looks like in the academic environment. In 1940 Maslow described a hierarchy of needs that all humans must fulfill in order to reach their potential. He described five areas of need including physiological needs for our bodies such as eating drinking sleeping and breathing; needs to be safe and secure, having a place to live and overall health; to experience love and belonging through social relationships; to develop confidence and self esteem; and finally to reach self-actualization, to be able to learn, problem solve, be creative, empathetic and moral.

These are the basis for the 5 areas of competence you will find on the Classroom Communication Goals Grid.



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	Ability Skill Level-N of Goal Mastery			
	0-2 Unaided Basic Communication	1 Symbolic Communication	2 Early Language	3 Language Development
Wants & Needs				
Social Exchanges				
Information Exchanges				
Language Development				
Academic Communication				

Directions:

- 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).
- For each ability level, count the number of behaviors previously checked off as mastered and divide this number by the total number of behaviors in that section only.
- Put the percentage rounded in the left column box to describe the Goal Mastery at that level for that particular goal category.
- Transfer these numbers in the above Present Level of Performance Chart.

DTA Schools WJ-CLASS-001

wants and needs

social exchanges

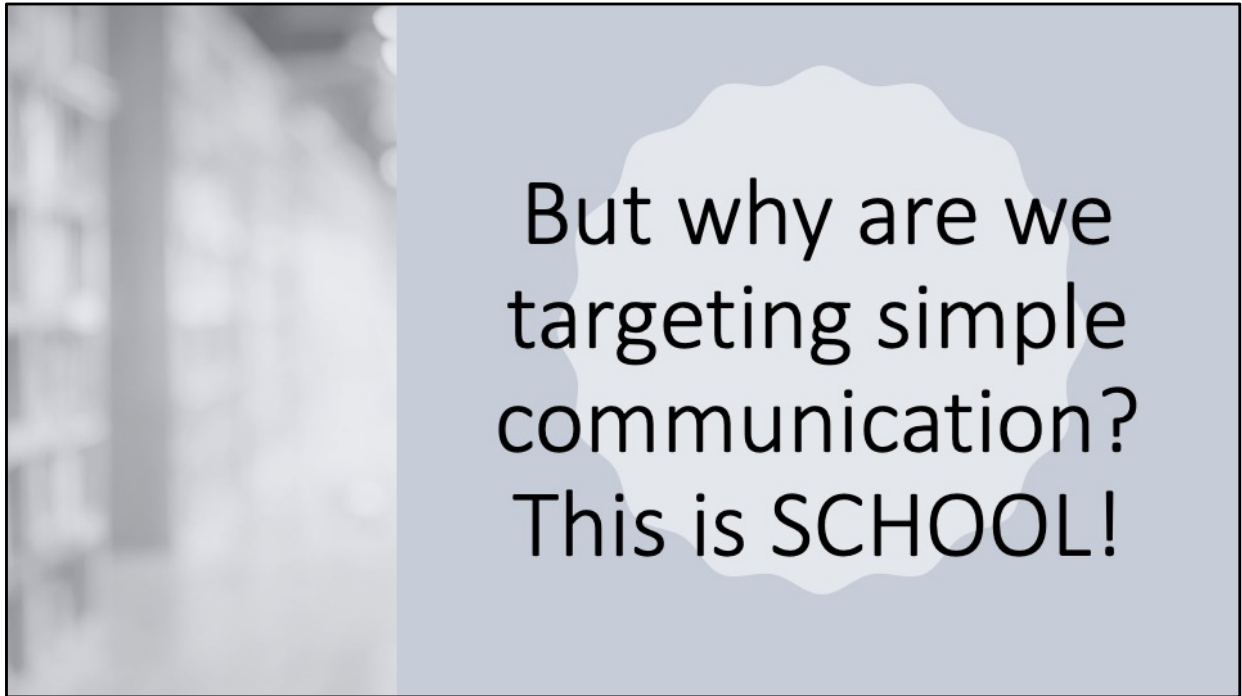
information exchange

language development

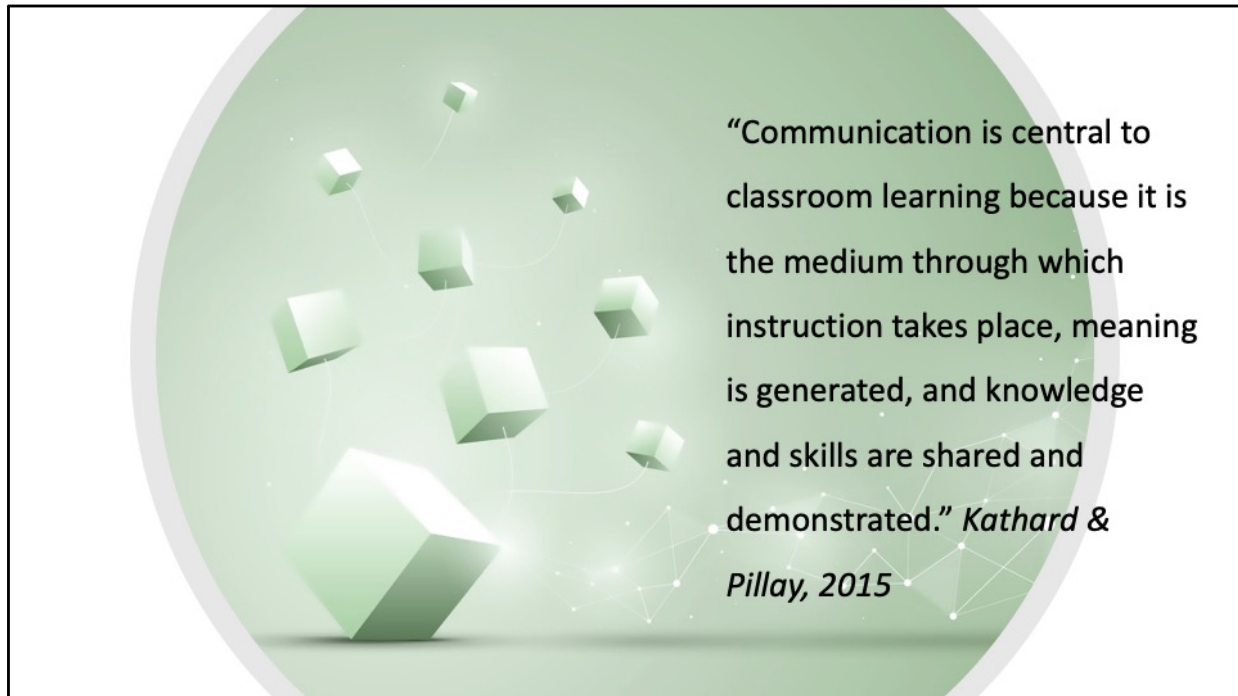
academic access

Classroom
Communication
Goals

On the classroom communication goals grid you will find these five areas reflected as wants and needs, social exchanges, information exchange, language development, and academic access. These areas are developed around the communication components necessary to begin to meet these overall human needs.



We all know as educators that we have to address academics in the classroom, but why are we talking about simple communication skills? Why is this something that is required to be addressed on the IEP?

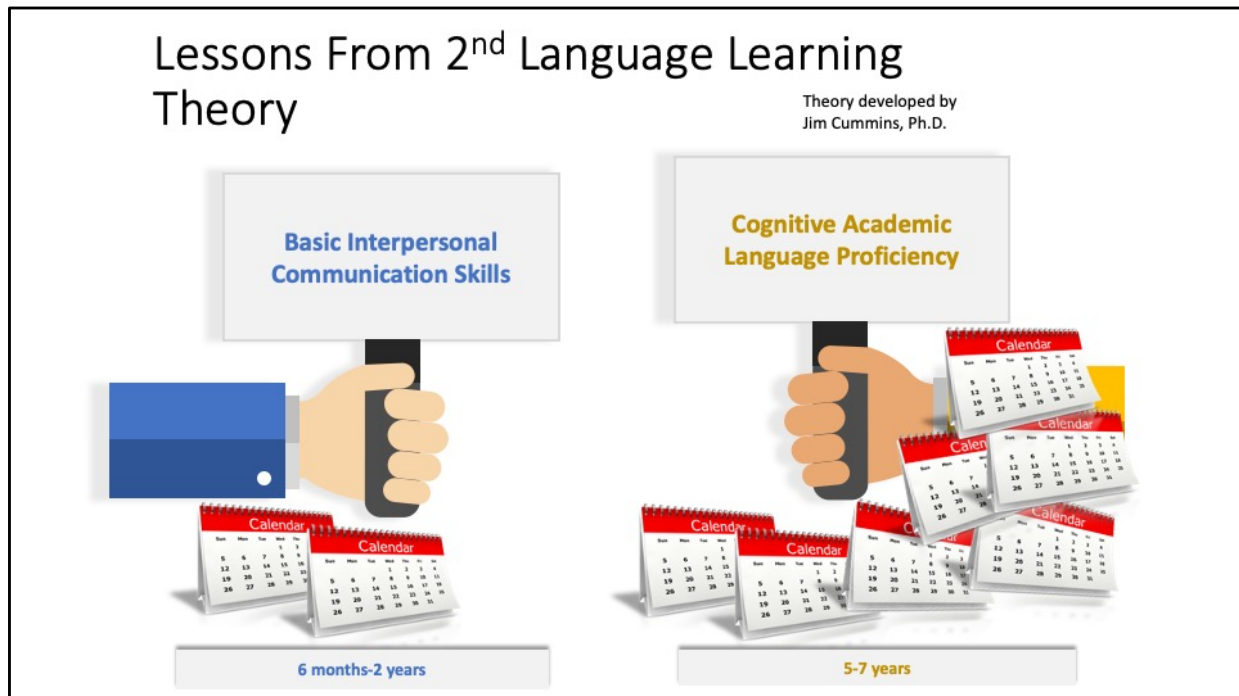


Kathard and Pillay (2015) explain this eloquently, "communication is central to classroom learning because it is the medium through which instruction takes place, meaning is generated, and knowledge and skills are shared and demonstrated. "

There is no curriculum for communication skills, making it seem like this is a "soft skill" that isn't as important as the other topics we are teaching, when in fact it is a pivotal skill on which other learning balances.

Lessons From 2nd Language Learning Theory

Theory developed by
Jim Cummins, Ph.D.



In his study of second language learning, Jim Cummings developed a concept he called BICS and CALP. He discusses that students must learn basic interpersonal communication skills first before they can begin to use those communication skills. When a student comes to a country that speaks a different language, it takes them between six months and two years to begin to communicate basic social messages effectively. Once the skills are mastered students are able to move on to using these language skills to develop higher-level cognitive academic skills. Imagine that you move to Mexico with the intent of attending and graduating from the University. If you were not a fluent Spanish speaker, the first thing you must do is learn to interact in Spanish. Can you imagine if the first thing that you had to do upon arriving in Mexico was to attend and participate in an algebra class? When we ask our students to learn academics without an ability to even communicate socially or providing them the same challenge.

BICS & CALP for AAC

Basic Interpersonal Communication Skills

“Cognitively undemanding language is easy to understand, deals with everyday language and occurrences and uses simple language structure”

wants and needs

social exchanges

sharing comments, opinions & info

language development

Cognitive Academic Language

“Cognitively demanding language relates to abstract concepts, has specialized vocabulary and uses more complex language structure.”

language development

academic access

Basic interpersonal communication skills mean “cognitively undemanding language that’s easy to understand, deals with every day language and occurrences and uses simple language structures. “On the communication goals grid, this includes skills in four areas, wants and needs, social exchanges, sharing comments, opinions and information, and language development. Cognitive academic language is cognitively demanding language relating to abstract concepts with specialized vocabulary and using more complex language structure. On the classroom communication goals grid you’ll find these goals embedded in the language development and academic access areas.

Why have we moved from the “sit and get” to the “get in there” model of active learning?



sit and get

Reinforces important material, concepts and skills.

Provided more frequent and immediate feedback to students.

Creates personal connections to the new learning for students which increases their motivation to learn.

Builds self-esteem through conversations with other students.

It's not good enough to simply GIVE students direction and information, they need to be able to actively communicate and engage to learn ANYTHING.

<https://teaching.cornell.edu/teaching-resources/engaging-students/active-learning>

Why is it not OK to simply stand in front of a classroom and simply give students information? Why do we want students communicating effectively in the classroom? We've learned that active involvement helps students reinforce important material concepts and skills it provides more frequent an immediate feedback to the students. Students learn more quickly when they can connect new learning to their previous knowledge which increases their motivation. Finally active engagement build self-esteem to conversations with other students.

Students with
Special Needs
require explicit
instruction in
communication

Learn to
communicate, then
communicate to
learn!

Function

Tools

Language Concepts

Practice

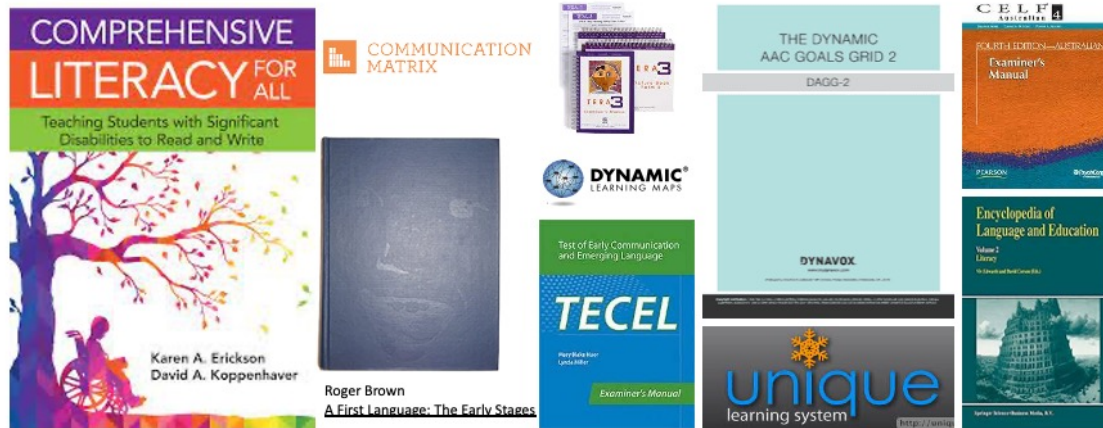
Generalize

Students with special needs require explicit instruction in communication. These are students that come to us without having acquired age-appropriate typical language and communication skills. So the first thing that we have to do is help them learn to communicate before we can expect them to be able to communicate for the purpose of learning. They have to learn the purpose of communication, how to communicate which can mean speech, appropriate gestures, and use of their AAC system. They have to learn concepts around language vocabulary and how we put words together to form understandable messages. They have to practice the skills and then generalize them throughout the day. It's not good enough to be able to respond to "What is the weather, or day, or month?" if you cannot say "Hi" to a friend, tell your teacher you need to use the restroom, request your favorite leisure activity or share your opinion.



On the classroom communication goals grid you'll find a grid for all five areas, wants and needs, social exchanges, information exchange, language development, and academic access.

Origin of Expected Communication Behaviors



The behaviors that you find on the goals grid are determined from language development research, standardized assessments, and industry wide accepted banks of goals.


Ability Levels

The goals are grouped by ability level beginning with pre-symbolic communication, moving to symbolic communication, then early language followed by language development.

Presymbolic communicators are those that are communicating through gestures facial expression and discrete motor movements. They are not using spoken words or individual symbols to communicate.

Symbolic communicators have learned that one symbol can mean one item. For example a spoken word such as apple, means that round red crunchy fruit that I like to eat. That drawing of a laughing face means “like.”

At the early language development stage students are beginning to take those single words and put them together to create novel messages. They’re developing slightly more abstract language and vocabulary. By Stage 4, students are only learning to use their language creatively with appropriate word order, vocabulary and for appropriate purposes.



Completing
and Scoring

Ability Level	Communicative Behaviors For Expressing Wants & Needs
	<p style="color: green; margin: 0;"><i>Obtaining/Requesting When Engaged & Interested</i></p> <p style="color: green; font-size: small; margin: 0;">("Indicate" means reach, touch, give, directed gaze, activate switch)</p>
<div style="background-color: #0070c0; color: white; padding: 5px; text-align: center; font-weight: bold; margin-bottom: 5px;">1. Add checks</div> <div style="background-color: #0070c0; color: white; padding: 5px; text-align: center; font-weight: bold; margin-bottom: 5px;">2. Divide by total in this box</div> <div style="background-color: #0070c0; color: white; padding: 5px; text-align: center; font-weight: bold; margin-bottom: 5px;">3. Put number or % here</div> <div style="border: 1px solid black; padding: 2px; text-align: center; font-weight: bold; margin-top: 5px;">100%</div>	<ul style="list-style-type: none"> <input type="checkbox"/> Orientation or gaze toward desired item <input type="checkbox"/> Reach, vocalize toward partner to request action/social routine (pick up, hugs) <input type="checkbox"/> Reach, vocalize toward item when available <input type="checkbox"/> Indicate a choice toward desired objects available <input type="checkbox"/> Indicate a photo symbol to request (one option available) <input type="checkbox"/> Indicate a photo symbol to request (multiple choices available) <input type="checkbox"/> Reach, vocalize toward photo symbol to request desired, tangible action (including early developing core words, "more," "help," "stop")
<p style="margin: 0;">Level 1-</p> <p style="margin: 0;">Early Symbolic Communication</p> <div style="border: 1px solid black; padding: 2px; text-align: center; font-weight: bold; margin-top: 5px;">83%</div>	<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)

When you're ready to complete the classroom communication goals grid, you will read each behavior described and decide whether your student consistently is exhibiting the same behavior. In order to check off a behavior has been attained, the student needs to be showing this behavior consistently, across environments, and with a variety of individuals. If they are, you put a check in the box beside the behavior. Once you've completed one block you'll divide the total number of behaviors the student has obtained by the total number of items in the box and you will put that decimal in the box on the left. For example, if a student has achieved five of 10 items in a box, you will put .5 in the column on the left which will translate to 50%. This number will auto fill on the front page summary grid.

Summary of Communication Behaviors

Academic Environment		Ability Skill Level-% of Goal Mastery			
Communicative Function		P- Presymbolic Communication	1-Symbolic Communication	2-Early Language	3-Language Development
Wants & Needs		100%	83%	0%	N/A
Social Exchanges		100%	50%	0%	N/A
Information Exchanges		100%	50%	0%	N/A
Language Development		100%	50%	0%	0%
Academic Communication		100%	100%	25%	0%

"Andrew is consistently communicating at the Presymbolic Communication level using gestures, facial expression and behaviors across environments. He is developing skills at a Symbolic Communication level, using his AAC system with reminders to meet basic wants and needs. With direct cues, he is showing improvement in his use of symbols for social exchanges and to share information. When engaged in academic topics, Andrew is able to use symbolic communication. (AAC device or picture symbols, to respond and participate at a single word level.)"


The summary chart will allow you to generate your present level of performance statement by describing the student's overall level and giving specific examples from the completed goals grid. For example "Andrew is consistently communicating at the pre-symbolic communication level using gestures facial expression behaviors across environments. He's developing skills at a symbolic communication level, using his AAC system with reminders to meet basic wants and needs. With direct cues, he's showing improvement in his use of symbols for social exchanges and to share information. When engaged in academic topics, Andrews able to use symbolic communication, such as his AAC device or picture symbols, to respond to participate in a single word level."

Social Exchanges Example:

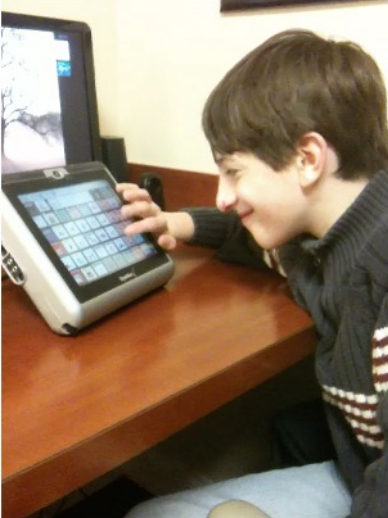


Ability Level	Communicative Behaviors for Social Exchanges
	<i>Greeting & Social Exchanges (establishing & maintaining social relationships)</i>
Level P: Presymbolic Communication 100%	<ul style="list-style-type: none"> Indicate awareness and attention to partners through orientation, facial expression, gestures, touch Initiate interaction/attention through orientation, facial expression, gestures, touch Uses conventional gestures- wave, high five etc to greet or say goodbye Uses a single message switch/symbol to greet or say goodbye with cueing as needed
Level 1: Symbolic Communication 50%	<ul style="list-style-type: none"> Initiates use of a single message for greetings with familiar partners (switch, picture symbol) Uses an abstract symbol to interact with 2 options for "hello" and "goodbye" Beginning sequencing of rote social messages, for ex. "Hi," "How are you?" "fine" "goodbye" Use of more than 2 conversational turns for simple social exchanges using symbols Beginning use of single message, general social commenting, ex: "that's cool," "that's good," "too bad" 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?")

This is an example of what the goals grid might look like for my friend here as we are assessing his skills in social communication. You can see by the video that he is using symbolic communication to interact for social purposes. He's also using abstract symbols to say hello and goodbye, using single messages for social commenting and beginning to use simple message and rote questions about immediately observable actions objects or familiar responses. He met 4/4 objectives at the presymbolic level. $4 \div 4 = 1$ which we entered in the left column translating to 100%. In the second block he met three of the six objectives, $3 \div 6$ so we entered .5 in the first count giving us 50% achievement.

Ability Level	Communicative Behaviors for Social Information Exchanges
	<i>Sharing Comments, Opinions & Information</i> 
Level P: Presymbolic Communication 100%	<ul style="list-style-type: none"> Express pleasure/displeasure through facial expression, orientation, vocalization, physical movement Conventional acceptance/rejection behaviors (move item away, receive item, retract limbs, reach toward, clapping, high fives, covering mouth) Directs your attention to something through pointing, looking back and forth between you and the object, person or place
Level 1: Symbolic Communication 50%	<ul style="list-style-type: none"> 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"? Directs your attention to something by labeling the concrete object/person/place using a single noun symbol/photo/foreign language Directs your attention to something using an abstract core symbol such as "look," "there" 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 40%	<ul style="list-style-type: none"> 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.?") 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." Answers an open-ended question without choices about immediately observable event/item/component "What did you do?" "What did you make?" etc. Initiate sharing simple personal experiences and story telling, with simple sentences Uses increased variety in descriptor choices, ex. "funny" "silly," "awful," "awesome," "cool," "terrible"

Social Information Exchange



Here's another example looking at our friend's communication skills for social information exchanges. You can see how this highly socially motivated young man is beginning to achieve some objectives at the early language level.

How Do We Use Classroom Communication Goals Grid to Drive the IEP?

1

Present Level of Performance

- Calculate the percentage of achievement of objectives for each of the 5 goals to determine a baseline.
- Use the descriptions to talk about how your student is communicating well and what they are still learning.

2

Goal Selection:

- Choose objectives from each of the 5 goals pages which are strengths we need to build on, or weaknesses we need to teach

3

Progress Reporting

- Compare the percentage of improvement in the objectives for each of the 5 goals!

So how do we use the classroom communication goals grid to drive the IEP? Once we have completed the goals grid are able to make a statement regarding the student's present level of performance on communication. We can use the student's achievement and challenges documented in the goals grid to help determine objectives from each of the five areas to build on. And finally we can re-administer the goals grid for subsequent IEP's to show progress through an increase in percentage of improvement in the objectives for each of the five goals.

Present Level of Performance:

Academic Environment	Ability Skill Level % of Goal Mastery			
	P-Pre-symbolic Communication	1-Symbolic Communication	2-Early Language	3-Language Development
Wants & Needs	100%	83%	0%	N/A
Social Exchanges	100%	50%	0%	N/A
Information Exchanges	100%	50%	40%	N/A
Language Development	100%	50%	0%	0%
Communication	100%	100%	25%	

Round Table Discussion!

Large Group Discussion Goals:

1. Presentation of the student characteristics
2. Accurately determine and describe the student's current communication skills.
3. Determine appropriate, measurable goals for upcoming year.

When we meet as a group we will begin a roundtable discussion using a few case studies. We've asked each of you to consider one student for whom you would like to complete the classroom communication goals grid. During a large group session we will have a few of you describe your student so that as a team we can determine and describe your students current communication skills and then determine appropriate measurable goals for the upcoming year.

Coffee Table Discussion

Individual/Small Group Goals:

1. Accurately describe the student's current communication skills.
2. Determine appropriate, measurable goals for upcoming year.



Following your large group discussion we will be breaking off into smaller “coffee table discussions” these are smaller groups so that you each have an opportunity to complete a classroom communication goals grade on the student yes he brought to our session. During the session facilitators will be moving through the room to provide support and at times stop the entire group to discuss questions.