

# Student-Classroom Communication Goals Grid

## Handout and Guiding Questions



1

---

---

---

---

---

---

---

Have you had students with a home life which makes it challenging for them to learn at school? What kinds of messages do they need to be able to communicate?

---

---

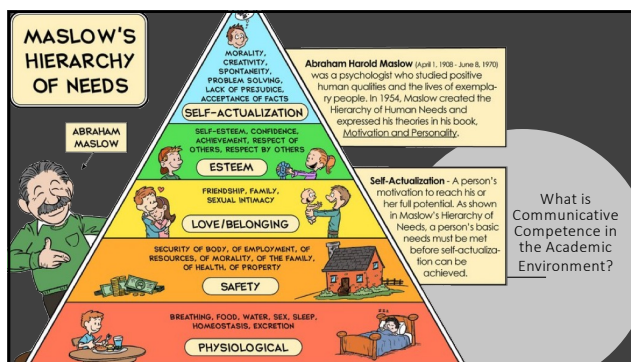
---

---

---

---

---



2

---

---

---

---

---

---

---



3

---

---

---

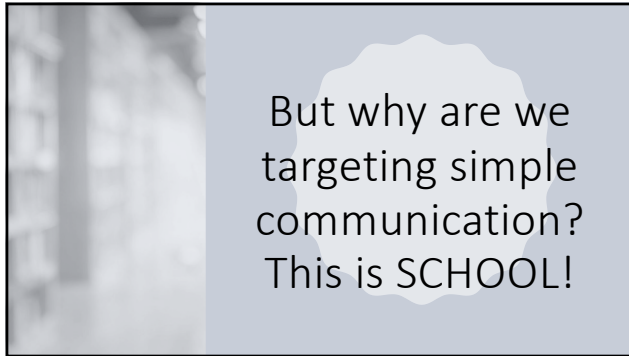
---

---

---

---





4

---

---

---

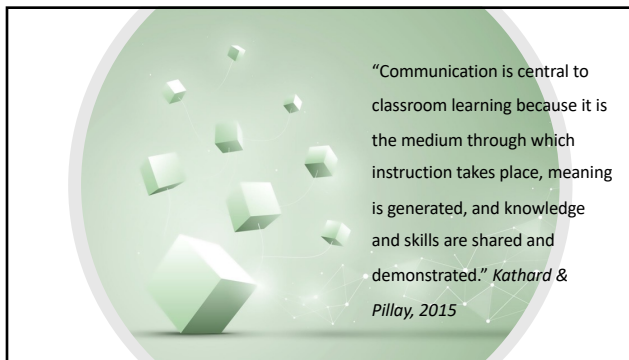
---

---

---

---

Why do you think it's important to directly target communication for all of our students?



5

---

---

---

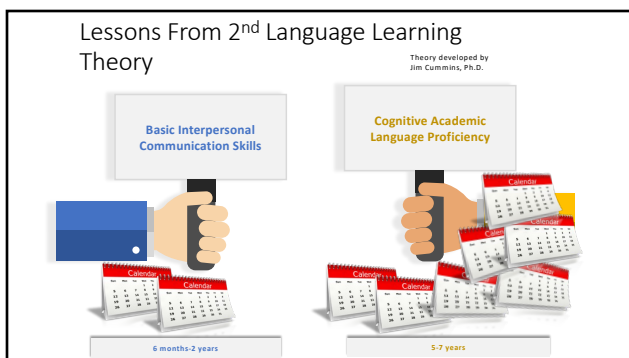
---

---

---

---

Write down some basic social messages we may want to target first with our students.



6

---

---

---

---

---

---

---

### 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

---

---

---

---

---

---


---

---

7

Can our students actively participate if they have no way to express themselves?  
How can we help with this?

### 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.com.au/teaching-resources/engaging-students/active-learning>

---

---

---

---

---

---

---

---

8

Students with Special Needs require explicit instruction in communication

Learn to communicate, then communicate to learn!

Function

Tools

Language Concepts

Practice

Generalize

---

---

---

---

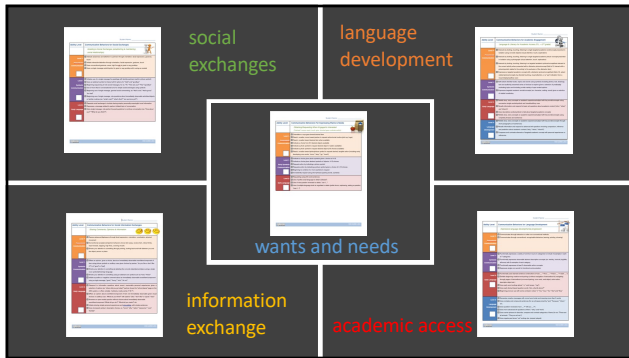
---

---

---

---

9



10

---

---

---

---

---

---

---

---

## Expected Communication Behaviors

Communication Scope & Sequence!

11

---

---

---

---

---

---

---

---

### Origin of Expected Communication Behaviors

12

---

---

---

---

---

---

---

---

Think about your students. Do you have students in each of these ability levels? Is there a certain level that corresponds to most of your students' skills?

**Ability Levels**

13

---

---

---

---

---

---

---

---

**Completing and Scoring**

14

---

---

---

---

---

---

---

---

**Summary of Communication Behaviors**

15

---

---

---

---

---

---

---

---

## Social Exchanges Example:



Ability Level	Communicative Behaviors for Social Exchanges
	Sharing & Social Exchanges (establishing & maintaining social relationships)
Level 0 Pre-symbolic Communication	<ul style="list-style-type: none"> <li>Initiate awareness and attention to partners through orientation, face expression, gestures, touch</li> <li>Initiate interaction/attention through orientation, face expression, gestures, touch</li> <li>Uses conventional gestures, wave, high five etc to greet or say goodbye</li> <li>Uses a single message switch/symbol to greet or say goodbye with smiling as needed</li> </ul>
100%	
Level 1 Symbolic Communication	<ul style="list-style-type: none"> <li>Initiates use of a single message for greetings with familiar partners (switch, picture symbol)</li> <li>Uses an abstract symbol to interact with a partner to "greet" or "say goodbye"</li> <li>Beginning sequencing of two social messages, for ex. "Hi," "How are you?" "That's goodbye"</li> <li>Use of more than 1 conventional symbol for simple social exchanges using symbols</li> <li>Beginning use of single message, person to social commenting, ex. "That's good," "That's great," "No that"</li> </ul>
50%	
Level 2 Complex Communication	<ul style="list-style-type: none"> <li>Beginning use of single message, like questions about immediately observable characteristics or familiar routines ex. "What's that?" "What's that?" "Can we do that?"</li> </ul>

16

---

---

---

---

---

---

---

---

How would you describe the Present Level of Performance for our friend here?

---

---

---

---

---

---

---

---

Ability Level	Communicative Behaviors for Social Information Exchanges
	Sharing Comments, Opinions & Information
Level 0 Pre-symbolic Communication	<ul style="list-style-type: none"> <li>Express pleasure/displeasure through face expression, orientation, vocalization, physical movement</li> <li>Conventional acceptance/rejection behaviors (move item away, receive item, retract item, reach toward, clapping, high five, covering mouth)</li> <li>Directs your attention to something through pointing, looking back and forth between you and the object, person or place</li> </ul>
100%	
Level 1 Symbolic Communication	<ul style="list-style-type: none"> <li>Offers an option, given a choice, about an immediately observable event/object/element of item using picture symbols or auditory cues given choices by partner, "Do you like or don't like it?" or "Good" or "Bad"</li> <li>Directs your attention to something by selecting the concrete object/space using a single noun symbol/picture/language</li> <li>Directs your attention to something using an abstract icon symbol such as "look," "there"</li> <li>Initiates a positive or negative comment about an immediately observable event/object/element using a single message, "good," "bad," "nice," "up," "no"</li> </ul>
50%	
Level 2 Early Language	<ul style="list-style-type: none"> <li>Responds to information questions about recent, observable personal experiences given a selection of options (ex. "Where did you go today?" partner shows the "school picture" page on the AAC system, or offers visually, verbally, media center, etc.)</li> <li>Offers an opinion about event/object/element of item not immediately observable given visual choices or auditory cues, "What do you think?" with options like, "Don't like" or "Good," "Bad"</li> <li>Answers an open-ended question without choices about immediately observable event/object/element "What did you do?" "What did you make?" etc.</li> <li>Initiates sharing simple personal experiences and story telling, with simple sentences</li> <li>Uses increased variety in descriptive choices, ex. "Tasty," "Yummy," "Mmm," "Delicious," "Yuck," "Gross"</li> </ul>
40%	

### Social Information Exchange

17

---

---

---

---

---

---

---

---

## 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!

18

---

---

---

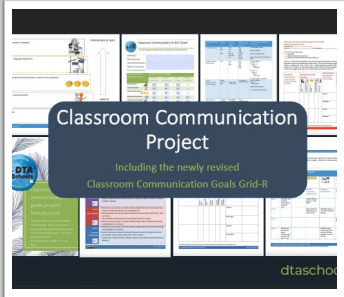
---

---

---

---

---



### Classroom Communication Project

Including the newly revised Classroom Communication Goals Grid-R

### Implementation Tools

- Classroom Goals Grid-R
- Communication Passport
- Environmental Analysis
- Vocabulary Lists
- Lesson Plans

---

---

---

---

---

---

---

19



### 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.


Work through a case study with one person's student. Talk through why you are giving credit for skills, or not. Remember, if the skill is not consistently displayed, we should not check it off.

20

### Coffee Table Discussion

Individual/Small Group Goals:

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



Give it a try yourself. Pick one student, maybe one whose IEP is coming up, and complete the Student Communication Goals Grid. Talk to your other team members about your findings, or better yet, include them in the process!

21