COMMUNICATION AND VISION

WHEN WORLDS COLLIDE

PART II: GOALS AND OBJECTIVES
TURNING ASSESSMENTS INTO INTERVENTIONS

Long range planning – Consider the following:
- Community Presence
- Choice
- Competence
- Respect
- Community Participation

- Present level of communicative performance
  - Establishes a baseline of measurable information. Serves as a starting point for developing goals and objectives
CONSULTATION AND COLLABORATION

For children with multiple disabilities including visual impairments, team collaboration is key in developing all IEP goals.

In the area of communication, team input is essential when:

• Determining motor skill acquisition for access modes
• Visual accommodations and adaptations to materials
GOAL DEVELOPMENT

• Assessment directs goal writing
  • Which of the four components of communication are you targeting?
  • Prioritize! Especially for students with complex disabilities

• Developmental framework v. criterion referenced
• Appreciate the value in the prelinguistic stage of communication!
• Don’t jump straight to the symbolic means of expression without addressing the child’s fundamental understanding of what communication is all about.
AUDIENCE PARTICIPATION POLL
WHAT IS THE CHILD’S CURRENT LEVEL OF FUNCTIONING?

• Use your assessments!
• Developing social contingency awareness –
  • Developing a sense of connectedness and reciprocity
• Learning the necessity of having someone to communicate with
• Developing preferences and learning to share them with a partner
  • Joint attention
• Means of expression
  • How does the child communicate?
  • Pre-symbolic? Symbolic?
ELEMENTS BEYOND THE SYSTEM OR DEVICE...

Teach the child to demonstrate a means of expression that others can detect and respond to *consistently*.

Intervention may be: developing contingency awareness, building rapport, and a sense of reciprocity with other people, and accessing and exploring the environment for potential topics or reasons to communicate.

Reinstatement interactions
PRIORITIZING...

• Consider the child’s current level of functioning and the stage of learning to help you determine where he/she is ready to move to next.
  • Acquisition
  • Proficiency
  • Maintenance
  • Generalization
Whether you are a part of an educational team, or working with a student individually, consider the method of instruction before writing communication goals.

Goals generally will not be written separately from activities in which they are used

- Prioritize skills that will lead to the students greatest chance to function within a natural setting.
- Task analyzed approach – example
  - Ecological assessment
- Skill-based discrete trials - example
KEY FACTORS...

• The key to developing communication goals for our students is determining how to create a communicative system that supports efficiency and independence to the greatest degree possible.

• Consider the students strengths across all domains: vision, motor, cognition, hearing
WRITING INSTRUCTIONAL PROGRAMS

• Instructional programs provide all of the information (no more and no less) that allows a person to effectively implement a child’s IEP goal or objective.

• Keep it clear and concise (this doesn’t mean sparse)
• How many steps?
• What levels of assistance?
• What is considered a successful trial versus an error?
• What do I do when they do have an error?
• What is the criteria?
• Take notes!
• Use SDI
• Monitor progress
CASE EXAMPLE 1

Diagnoses: cerebral palsy, cortical visual impairment, nystagmus, seizure disorder, global developmental delays.

Communication diagnoses: nonverbal; moderate-severe receptive language delay; severe-profound expressive language delay.

Previous communication goal:
“Student will select a visual symbol paired with a speech-generating device to answer activity-specific questions; 80% accuracy on 7/9 days.”
Progress Report for Henry

Henry will select a symbol paired with a speech-generating device to answer activity specific questions.

Measurements:

- \( x \) = 12/7/2013
- \( y \) = 12/16/2012
- \( z \) = 11/13/2012
- \( w \) = 11/15/2012

Weeks:

Henry achieved his criteria using an array of two symbols and a program change was made increasing the array to 3-4 symbols. The fluctuation in his performance is due to the increased difficulty of the task, and is expected to improve as the skill is learned.
Progress Report for Henry

Henry will select a symbol paired with a speech-generating device to answer activity specific questions.

SOQ 3: Henry was extremely close to achieving this goal, but has had slight regression since his return from a three week absence in March. Shortly before his absence the array on his device was also increased to 3-4 symbols which increased the difficulty as well. With continued practice I am confident he will be back on
VIDEO 1
CASE EXAMPLE 2

Diagnosis: schizencephaly, optic nerve atrophy, cerebral palsy

Communication diagnoses: dysarthria of speech, severe expressive language delay, moderate-severe receptive language delay.

Current communication goal:
“Student will expand his vocabulary to 20 words in order to express his wants and needs throughout the school day; 100% achievement on 5/7 days.”
PROGRESS REPORTS

Progress Report for Jayden

Jayden will expand his vocabulary to 20 words in order to express his needs throughout the school day.

EDQ 3 - Jayden is making steady progress toward achieving this goal. This quarter a set of 10 high frequency words were targeted across each of his daily activities. Jayden is requiring much less prompting to initiate speech and to use content-specific vocabulary rather than role, repetitive word choices (e.g., mine).
VIDEO 2
VIDEO 3
NEW IEP GOAL

• Student will visually locate, discriminate, and touch five new core vocabulary symbols, during a preferred activity; beginning with an array of three; achieving 60% of the task analysis on 5/9 days.

Goal development process:

• A team approach
VIDEO 4
NEW IEP GOAL

“Given a direct verbal cue, Student will use two word combinations to make requests and answer questions on 6/10 opportunities on 5/9 days.”
TOTAL COMMUNICATION

• Just because it’s not a goal, doesn’t mean it cannot be recognized as a means of communication.

• Capitalize on the teachable moments!
VIDEO 5
Communicative intervention is about more than just form. It is about access to topics. It is about developing a desire to engage other people and understanding the necessity of doing so.