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ABSTRACT

This report describes a project which targeted two-person teams of leadership-level personnel in special education and speech/language pathology for training in child language to serve severely handicapped non-verbal children. A "pyramid" training model was used and these primary trainees conducted additional training with teachers and clinicians in their home districts/agencies upon completion of their own training. Five primary workshops, each including five to seven interdisciplinary teams of leadership-level, inservice professionals were conducted over a period of about 2 years. Training consisted of 6 days of intensive workshop activity which involved reading, group discussion, and viewing of eight instructional videotape programs. The content areas covered included: (1) an overview of the nature of human communication and language; (2) cognitive bases of early communication and language; (3) social bases of early communication and language; (4) early stages and processes in the development of receptive, expressive and discourse linguistic skills; (5) nature and role of caregiver-child interaction in early communication and language development; (6) specific taxonomies or units of analysis to describe child performances; (7) principles of communication assessment and treatment for nonverbal students/clients; and (8) principles of communication assessment and treatment for language using, but severely language-deficient students/clients. Project staff also followed up with each team of primary trainees to obtain feedback on the applications that were made of this material in each trainee's home agency; and to assist trainees in planning, implementing and evaluating training activities they conducted in their home agencies. The evaluation of this project focused on both effectiveness and cost benefits. In terms of long-term impact, these trainees provided training to an additional 826 inservice professionals and impacted on a total of 12,853 severely handicapped children. (Author/CL)

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FINAL REPORT

Grant No. G008101822
Project No. 029CH11161

Inservice Leadership Training For Speech-Language And Special Education Personnel

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Abstract

This report describes a project which targeted two-person teams of leadership-level personnel in special education and speech/language pathology for training in child language. Specifically, trainees were drawn from positions of leadership in agencies serving preschool or school-aged severely handicapped, nonverbal students or clients. A "pyramid" training model was used and these primary trainees conducted additional training with teachers and clinicians in their home districts/agencies upon completion of their own training.

The training objectives sought by this project were that each trainee would: a) demonstrate criterion level performance on tests of the substantive information covered in this workshop in the areas of both normal communication/language development and principles of assessment and training for children with severe communication deficits; b) demonstrate competence to apply this knowledge in simulation activities; c) conduct at least one inservice workshop for fellow professionals in the trainee's home agency; and d) initiate efforts to implement this treatment approach in the trainee's home agency.

Five primary workshops, each including five to seven interdisciplinary teams of leadership-level, inservice professionals were conducted over a period of about two years within this 3-year project. This training consisted of six days of intensive workshop activity which involved reading, group discussion, and viewing of eight instructional videotape programs. The content areas covered by these eight modules included: 1) an overview of the nature of human communication and language; 2) the cognitive bases of early communication and language; 3) the social bases of early communication and language; 4) early stages and processes in the development of receptive, expressive and discourse linguistic skills; 5) the nature and role of caregiver-child interactions in early communication and language development; 6) specific taxonomies or units of analysis that can be used to describe child performances in each of these different aspects of early communication and language development; 7) principles of communication assessment and treatment for nonverbal students/clients; and 8) principles of communication assessment and treatment for language using, but severely language-deficient students/clients.

In addition to conducting these workshops, project staff followed up with each team of primary trainees to obtain feedback on the applications that were made of this material in each trainee's home agency; and to assist trainees in planning, implementing and evaluating training activities they conducted in their home agencies. (Videotape and print materials needed to conduct this training were developed by this project staff through a previous USDE/SEP/DPP Special Project and were provided to trainees for use in their own workshops at no cost.)

The evaluation of this project focused on both effectiveness and cost benefits. Over the course of this project, a total of 70 professionals, representing 33 service agencies in 20 different states, participated in the primary training provided by this project. The mean pretest score for these

trainees over all 8 instructional modules was 37% and the mean posttest score was 80%. On a scale of 1 to 6, the mean rating given by these trainees on their overall satisfaction with both technical and substantive aspects of this training was 5.58. In terms of long-term impact, these trainees provided training to an additional 826 inservice professionals and impacted on a total of 12,853 severely handicapped children served by themselves and their colleages. Evaluation of the impact of this training on the children, parents and professionals affected indicated a generally very positive response to this approach; with 66% of affected children reported demonstrating improved rates of communication skill development in the first year of followup. The final cost of this training, including local costs, were $130 per professional trainee and $9.04 per affected child/client.

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I. Overview of Project Background and Objectives

A. Rationale

A primary concern of both special educators and speech-language pathologists involves productive integration of language programming in overall treatment plans for severely disabled children, including the severely mentally retarded and autistic. Since a great proportion of children in these diagnostic/descriptive categories are non-verbal children, understandably, a major target of any educational program must be communication and language in some mode. Obviously, children with such severe biological and behavioral deficiencies must receive educational treatment which is both pervasive and powerful. In essence, this means that for severely handicapped, non-verbal students: (1) treatment goals must be pertinent to communication and language; (2) treatment procedures must reflect the manipulable variables most pertinent to the overall processes critical to communication and language; and (3) treatment contexts must reflect the optimal representation of the manipulable variables and the operational value of the training targets themselves. This means, then, that the treatment milieu for these severely deficient populations must be developed on the basis of the most thorough knowledge of these handicaps and about communication and language that is available.

Given such demanding child and substantive problems, it is clear to those who must deliver clinical educational services to these severely deficient children and youths, that the design and implementation of such services demand competent manpower and appropriate treatment models. The most recent models for language and communication programming with severely language-deficient persons (e.g., Hart & Risley, 1980; MacDonald, 1979; McLean and Snyder-McLean, 1978; Muma, 1978) call for treatment contexts which are considerably beyond those traditionally made available in even exemplary special education systems. That is,

these current treatment models for such children call for much broader treatment ecologies including home, classroom, and special resource centers.

All of these needs [illegible]ated by the severe nature of the deficiencies of these severely handicapped children and the more pervasive and complex treatment models necessary to serve them, put extradordinary pressures on the resources that are readily available to public educational agencies at any level of organization.

The general and substantive knowledge about language that has been available to both special educators and speech-language specialists in the past has proved to be inadequate for generating pervasive and broadly applied treatment systems for such children. The knowledge that has been available has generally been polarized in psycholinguistic models concerned with language structure and behavioral models concerned with developing "functional" utterances. Recent knowledge and perspectives in child language promise much more specific help for professionals in all disciplines who must assess and target for handicapped children and youths who have severe (often multiple) handicapping conditions and who are essentially non-verbal in any formal language mode. These new perspectives are specifically productive in the following areas:

1. They provide an overview of communication and language which establishes it as a complex integrative behavior which can only be effectively enhanced by an integrated program which is in place in the child's total environment - including the classroom and the home;

2. They enable definitive behavioral inventories of non-verbal repertoires which allow assessment of both the cognitive and social bases for communication and language;

3. They enable the prescriptive targeting of the cognitive and social behaviors deemed generic to the acquisition of communication and language repertoires;

4. They provide the substantive bases needed to design both physical and social environments that evoke, model, and reinforce communicative behaviors and language;

5. Finally, they enable the integrated targeting of first communication and, then, language in all of its dimensions of form, content, and function.

As such, then, these most recent perspectives on language and communication clearly demand and support the development of a treatment model in which the services of special education teachers and speech-language clinicians are integrated in children's total education programs. In our experience, both special educators and speech-language clinicians are strong in the desire to develop and implement such cooperative and integrated service delivery systems with severely handicapped, non-verbal children.

In order to attain such complementary and integrated functions, clinical teachers and communication specialists must share a common body of knowledge about communication behaviors and their most basic underpinnings in cognitive and social behaviors. To arrive at such a point of integrated competencies and productive cooperation, requires a specific process of dual training of speech-language specialists and clinical teachers in these critical elements of the overall treatment process for severely handicapped, non-verbal children.

The special inservice training program supported by this grant was designed to offer both special educators and speech-language specialists training which would:

1. Update and expand participants' knowledge of the most recent data-based models regarding the acquisition of pre-linguistic communicative and language behaviors and the relationship of these models to the models for skill and adaptive behavior sought by clinical teachers;

2. Analyze these models in terms of their implications for designing appropriate, prescriptive assessment processes for severely handicapped non-verbal persons including the autistic;
3. Analyze these models and data in terms of their implications for the development of appropriate educational and home contexts for intervention programs for such severely handicapped persons;
4. Analyze these models and data in terms of their implications for ordering and systematically applying the instructional variables most likely to be functional in effecting positive change in the abilities of these persons to interact more effectively with the social and physical elements in their environment.
5. Enable professionals in special education and speech-language pathology to work effectively in developing interdisciplinary service systems and settings for the education and training of severely handicapped, non-verbal populations of children and youths.
6. Provide textual, audio-visual, and other instructional materials which will enable the participants in this inservice training program to carry-out comparable inservice training with other staff in their own professional work settings.

B. Background on the Substance of this Training

Obviously, the heart of any training project is the integrity of its substance and the importance of that substance to its intended audience. While the overall area of language and language acquisition is complex, the issues which have become paramount in the past eight years are quite basic to those professionals who are charged with providing the special educational and clinical services needed by severely handicapped, non-verbal children and youths. We have alluded in general terms

to the incompleteness of the theories which have undergirded language intervention for severely language deficient persons. At this point we would like to discuss this relative incompleteness, the implications of it for language intervention, and the recent supplements to language theory which have significantly altered the bases of intervention programs in education.

Past theories of language. In the past two decades language intervention has been dominated by two opposing theories. One theory was that held by Chomsky (1957, 1965) which viewed language as a set of grammatical relationships and, as such, a system of structured responses controlled by these relationships in the form of "rules". These views are quite correct, of course, if one wishes to describe one aspect of the product produced by those who have acquired a language system. The second major theoretical base for language intervention programming in education and speech pathology is that based on Skinner's (1957) views of language. Skinner viewed human language as a set of "verbal behaviors" which were controlled by the stimuli which preceded them and occurred as a consequence of them. This view is correct if one limits his or her view to just this perspective.

The problem with both of these views becomes readily apparent to those who attempt to translate them into treatment programs for human organisms who are severely deficient in language behavior. First, although they can be translated into quite specific sets of response structures (grammar) which would be controlled quite tightly by certain antecedent stimulus events and whose rates should respond in predictable directions to certain consequent events--these theories did not account for other important dimensions of language, such as its meaning content or its overall social function for its users. Thus, these two dominant theories produced language targets which were theoretically and descriptively sound--but which had little

connection with the individual child for whom they were being generated. Since these targets were generated from theories of language (and descriptive ones at that) they were not sensitive to a particular target child's unique abilities or needs. Quite the contrary, the targets generated by these two theories were designed primarily for consistency with Chomsky's and Skinner's theories--not for the needs of children who failed to acquire or develop normal language abilities. We should hasten to state that this was not intended to be so, but that it seems true in light of today's knowledge. Both Chomsky and Skinner designed systems which described language with complete honesty and integrity. Those who applied them to attempt to generate appropriate programs for training handicapped children also did so with conviction and integrity. It was not until the research of the 1970's that the shortcomings in both the polarized psycholinguistic and behavioral theories became apparent. In this recent research, the process of language acquisition by normally developing children has been carefully observed and analyzed and has revealed dimensions of both language and the language learning process which were not apparent if one applied only the previous theories of Chomsky and Skinner.

Revisions in language theories. While it is impossible to fully cover the radical changes brought about by the more recent research in language, the overall findings show rather conclusively that both language structure and communicative control are influenced by several factors which had been essentially ignored in previous theoretical bases. These factors include the cognitive holdings of the language learner and the purposeful interactions between the learner and a mature language user in a facilitating environment of both high responsiveness and considerable reciprocal activity.

Naturally, when our understanding of language and the language acquisition process undergo such important changes, treatment targets and processes which seek to enhance language

acquisition among handicapped children must also undergo changes. These new data have made it clear that language acquisition by severely handicapped children cannot be adequately enhanced by the process of simply targeting a general store of grammatical structures or responses under contrived sets of antecedent and consequential stimulus conditions. While some "verbal behaviors" might be so trained, the attainment of a truly generative and functional communication system requires programming of vastly extended procedures which apply entirely new sets of independent variables. The importance of the recent findings and their critical implications for training are dominant in current literature in special education and speech and language, (e.g. Blank, Rose & Berlin, 1978; Bricker & Carlson, 1981; Hart & Risley, 1980; MacDonald & Horstmier, 1978; McLean, 1977; McLean & Snyder-McLean, 1978.) It is encouraging to note that the professional disciplines concerned with language training procedures have begun to react constructively to these recent developments. New intervention programs are emerging which reflect them (Hanna, Lippert & Harris, 1982; MacDonald & Horstmier, 1976, 1978; Miller & Yoder, 1974; Owens, 1982; Waryas & Stremel-Campbell, 1978.) Additionally, training programs in both speech and language pathology and special education are beginning to incorporate these new perspectives in their preservice training programs. Thus both the range and the nature of these new perspectives, and the wide-ranging response to them among professional trainers, testify to the importance of the substantive content of an interactional training program.

Overview of program content. The instructional programs used in this project consisted of 8 modules. The titles and major objectives of these 8 modules are summarized in Table 1. (More complete outlines of the content of each of these modules are presented in Appendix A.)

Table 1. Summary of Eight Instructional Modules

Module 1 **A Continuum of Human Communicative Behavior**

Introduction to the function and intents of communication and language

Introduction to the knowledge bases of commun.cation and language

Rationale for the Transactional Approach

Module 2 **The Social Bases of Communication and Language**

Interaction strategies: response and initiation

Development from pre-intentional through intentional communication

Functions of early child communications

Module 3 **The Cognitive Bases of Communication and Language**

Development of skills for relating to objects

Means-ends relational concepts

Representation skills

Universal meanings expressed in child language

Module 4 **The Development of Linguistic Skills**

Comprehension skills

Production skills

Discourse skills

Module 5 **The Teaching and Learning of Communicative Language: A Transactional Process**

Nature of interactions between language learning children and mature language users

Adult "facilitation strategies"

Child "language acquisition strategies", preverbal and verbal

A transactional model of child language acquisition

Module 6 **Summary: Systems for Analysis of the Function, Content, and Form of Child Communicative Behaviors**

Systems for analysis suggested by function

Systems for analysis suggested by content bases

Systems for analysis suggested by form/structure bases

Module 7 **Assessment and Treatment of Communicative Behaviors in Non-Verbal Clients**

Etiologies and general characteristics of non-verbal clients

Assessment: targets, procedures and interpretation of results

Treatment program implementation: contexts, procedures, and critical change agents

Module 8 **Assessment and Treatment of Language Behaviors with Severely Language Deficient Clients**

Etiologies and general characteristics of severely language deficient clients

Assessment: targets, procedures and interpretation of results

Treatment program implementation contexts, procedures, and critical change agents

C. Project Goals and Principal Objectives

To this point, we have discussed the major goals or purposes of this training project in the most general terms. More specifically, the activities on this project were directed towards the achievement of the following four goals:

A. To identify and enroll appropriate project trainees for five primary workshops

B. To plan and conduct each primary workshop.

C. To evaluate the effectiveness of workshops in terms of: a) measurable changes in trainee's knowledge of substantive content; b) documented evidence of impact on programs and personnel in trainees' home school districts; and c) cost effectiveness of training

D. To revise and amend all training procedures and materials as the need for such changes were indicated by evaluation data.

In Table 2, we have indicated the principal objectives that were projected for each of the four major goals of this project.

D. Training Objectives

The primary objective of this training was for trainees to understand the information presented and, further, to apply this new information in their service roles. More specifically, each trainee was to:

1. Demonstrate, through written performance on specifically designed post-tests that he/she attained criterion level knowledge of the substance presented in each of the 8 instructional modules included in the training.

2. Demonstrate, through written responses to simulated clinical/classroom case profiles that he/she had acquired competence to apply this knowledge in designing appropriate assessment plans and intervention programs for non-verbal, severely handicapped clients/students.

TABLE 2

MAJOR GOALS	Year I (FY 1981 - 1982)	Year II (FY 1982 - 1983)	Year III (FY 1983 - 1984)
TRAINEE RECRUITMENT AND SELECTION	I.1. To develop, produce and disseminate informational material and trainee application forms for Workshops #1 and #2	II.1. To screen applications and select trainees for Workshops #3 and #4	III.1. To screen applications and select trainees for Workshop #5
	I.2. To screen applications and select trainees for Workshops #1 and #2	II.2. To disseminate informational material and application forms for Workshop #5	
	I.3. To disseminate informational material and trainee application forms for Workshops #3 and #4		
WORKSHOP/ TRAINING IMPLEMENTATION	I.4. To complete all arrangements for travel and facilities for Workshop #1	II.3. To complete all arrangements for travel and facilities for Workshops #2 and #3	III.2. To complete all arrangements for travel and facilities for Workshops #4 and #5
	I.5. To conduct Workshop #1 - Spring, 1982	II.4. To conduct Workshops: #2 - Summer, 1982 #3 - Winter, 1983	III.3. To conduct Workshops: #4 - Summer, 1983 #5 - Fall (late), 1983
PROJECT TRAINING EVALUATION	I.6. To prepare criterion based pre-and post-test evaluation measures for the substance of each instructional unit	II.5. To collect and tabulate evaluation data on all Year II activities	III.4. To collect and tabulate evaluation data on all Year III activities
	I.7. To prepare simulated case profiles and standards for evaluating adequacy of trainee's assessment and treatmert plans	II.6. To obtain follow-up feedback and evaluation data from Year I Primary Trainees	III.5. To obtain follow-up feedback and data from Year I and II Primary Trainees
	I.8. To develop recording forms for documentation of remaining project and training objectives		III.6. To summarize all data from three-year project
	I.9. To collect and tabulate evaluation data on all Year I activities		
DEVELOPMENT AND REVISION OF TRAINING MATERIALS	I.10. To prepare Instructor's Manuals and other print materials not previously prepared	II.7. To revise and amend all program materials as need indicated by evaluation data	III.7. To complete final revisions of all program materials on basis of training evaluations and to incorporate new data/ developments in the content areas
	I.11. To revise materials on basis of evaluation of Workshop #1	II.8. To revise and amend all program materials as needed to incorporate new data/ developments in content areas	III.8. To disseminate training materials and model

3. Have agency support and training materials needed to conduct an in-service workshop for professionals in his/her home agency.

4. Return to his/her home agency, and as a consequence of this training, initiate efforts to work with administration and colleagues within this agency to implement any identified areas of needed change in current language/communication programming procedures.

II. Project Design and Procedures

A. Selection of Trainees

This project targeted participants who had the ability and the potential for acting as resource persons for the application of the most recent perspectives in communication and language to the educational programming for the severely handicapped non-verbal students in their city, region, or state educational agency. Grant staff felt that such resource persons needed to represent both of the academic disciplines critical to such educational programming -- namely, special education teachers and speech-language specialists. The target of this training was the development of integrated professional services, and it was clear that both disciplines required representation and that both disciplines needed to contribute equally in the workshop process. Additionally, each team member had to be able to function effectively if they were to carry these new perspectives to their respective co'leagues in their home professional setting.

In order to recruit trainees who would fulfill these requirements, descriptive brochures were distributed at national meetings and announcements were published in professional newsletters and journals. These announcements briefly explained that this training would be available with all expenses paid, to qualified teams of professionals. Interested professionals were sent a complete application package containing a detailed description of the goals of this project; training content and procedures; workshop schedules; and 2 application forms, one to be completed by the Special Education Teacher (SET) and one by the Speech/Language Clinician (S/LC). (Copies of these application forms are presented in Appendix B). Instructions emphasized the need for potential trainees to apply as interdisciplinary teams; and further encouraged applicants to submit documentation of administrative support.

Application packages were reviewed on a competitive basis, since funds and time/space resources limited the number of teams which could participate in this training. For each of the 5 primary workshops conducted, we received qualifying applications from many more teams than could be accommodated. These applications were rank-ordered by our project staff according to how well they met the following criteria:

1. Applicants were fully credentialed in their respective educational disciplines. Teachers were certified in at least one of the categories appropriate to severely handicapped, non-verbal children in their state (e.g. severely mentally retarded, severely emotionally disturbed, autistic, aphasic). Speech-language pathologists held ASHA certification in speech pathology and/or held appropriate state credentials for practicing in their respective educational agencies;

2. Trainees from both disciplines were either supervisory personnel or were the specific designees of supervisory/administrative personnel in their LEA or SEA and thus, assumed to have potential for applying this training if they judged it to be adequate and appropriate to their target population;

3. All participants in this training had some experience with the types of children targetted by this project;

4. Each trainee showed interest and motivation in communication programming for severely handicapped, non-verbal children or youths.

When choosing between teams with tied ranks, consideration was given to geographic location and distribution factors. A total of 12-16 individuals, or 5 to 8 teams, were selected for each primary workshop.

B. Training Procedures

The training provided by this project was offered in a workshop format over a one-week period. The trainees (12 to 16 for each workshop) were brought together at the Hilton Plaza Inn in Kansas City, Missouri and instruction was conducted in a group

format with additional opportunities for tutorial review of materials and additional discussion afforded as need. (See Appendix C for agenda).

Each instructional module outlined in the program (see Appendix A) consisted of both print and supporting visual media. Each trainee was provided with a set of print materials which consisted of:

1. A narrative text covering the basic elements of the substantive information for each module;

2. A criterion-referenced test designed to assess mastery of program content;

3. A list of references cited in each unit; and

4. Charts/overheads used within each module.

In addition to these print materials, each module was supported by audio-visual materials. Overhead transparencies of summary charts and outlines were used to guide group discussion on each module. In addition, narrated videotape programs (developed on a previous BEH [OSE] special projects grant from the Personnel Preparation Program) accompanied each module.

These supplementary video-tape materials served three major purposes in the present instructional program: 1) Illustrated examples of types of behavior, language performance, and the intervention activities described in the narrative text; 2) provided the trainee with simulated experiences through which to develop specific intervention competencies targeted by a particular instructional unit; and 3) provided simulated experiences through which to assess the trainee's mastery of specific competencies, as part of the criterion-referenced test for a particular unit. Simulated experiences provided through video-taped cassettes include such things as: observing a young child in his classroom interactions and then being asked to list the first assessment targets for that child; observing a handicapped child in a language-sampling session and trying to record the relevant contextual details; observing a nonverbal

child and listing the forms and functions of his nonverbal communicative behavior; etc.

Residual materials following training. Upon completion of this training, each trainee retained his or her training materials and was given the Instructor's Manual utilized in the training process. This manual contained copies of all the print materials used in this workshop, as well as scripts for each of the 8 videotapes and additional suggestions for conducting workshops. In addition, each trainee was guaranteed availability of the videotapes used in the training program.

C. Evaluation Procedures

The evaluation plan for this project was designed to allow three types of evaluation questions to be addressed:

1) To what extent was this project successful in carrying out the activities projected in our project plans? (Evaluation of project performance);

2) To what extent was the training offered through this project successful in achieving the training objectives set forth in our project plans? (Evaluation of training effects); and

3) To what extent was this project cost-effective in achieving these objectives? (Evaluation of cost effectiveness.)

Evaluation of project performance. During the course of this project, all activities, and the results of those activities, directed towards the objectives of trainee recruitment/selection and project evaluation were carefully documented. This documentation has been included in our progress reports to OSE and will be reviewed in the following sections of this report.

In order to assess trainee-satisfaction with the arrangements and overall workshop format a specific trainee-satisfaction questionnaire was developed (see Appendix D). The questionnaire was administered at the conclusion of each of the five workshops offered by project staff and the results of this

questionnaire will be discussed in Section III - Project Results.

Evaluation of training effects. In order to assess trainee's acquisition of substantive material, objective, paper and pencil tests, covering the major informational points of each unit were prepared and administered. These criterion-referenced unit tests were used as both pre-and post-tests and were administered to all primary trainees. The results were tabulated and will be discussed in Section III of this report.

In order to determine whether trainees acquired sufficient mastery of the training content to actually apply it in making clinical/educational programming decisions, their performance was measured in a number of simulated application situations. A total of eight different case profiles, four for the preschool population and four for the older SMH population were prepared. At the outset of the workshop, each trainee was asked to fill in several critical blanks in simulated assessment and IEP plans after watching a five minute videotape. These same videotapes were viewed later in the week during videotape Modules 7 and 8. Specific program plans for these students were presented at that time. At the conclusion of the workshop, trainees completed a similar simulation exercise involving a second series consisting of two videotape profiles. Further assessment plans and program plans for these cases were reviewed by the group. (A sample simulation exercise form is provided in Appendix E.)

Finally, documentation regarding: a) secondary workshops conducted by primary trainees in their home districts/agencies; b) program change needs analyses; and c) client change data were collected. Feedback from primary trainees was collected at six-month intervals following their participation in a workshop, and following completion of any secondary workshop(s) offered by the trainees. (See Appendix F for feedback forms.)

Cost effectiveness. Since the design of this project reflects a particular interest in the issue of cost

effectiveness, records were maintained which provided accurate and detailed cost-effectiveness information. Obviously, in order to measure cost effectiveness of any effort, one must have good documentation of all costs involved, and some meaningful measure of the actual effectiveness achieved. Our cost data include: a) records of expenditures by this project directly related to the provision of training; b) records of additional expenditures required of primary trainees, whether these be paid from the trainee's personal funds or by his/her home agency; and c) records of expenses incurred by sponsoring agencies/districts in the provision of secondary training workshops.

The effectiveness data collected are those involved in our project evaluation efforts (described above) and provide documentation regarding the number of trainees who received training through this project; and the number of severely handicapped students/clients affected by actual changes in programming procedures and policies implemented as a result of this training experience.

From these data, we can report: Cost per trainee; cost per agency/district; and cost per handicapped student/client of this training effort. Further, we can report these figures in terms of: overall cost; cost to OSE; and cost to participating trainees/agencies.

III. Project Results

A. Participants in Primary Workshops

Five intensive, week-long inservice training workshops for leadership-level professionals were given. Of the workshops, two were held for professionals serving the handicapped preschool population, and three workshops were held for professionals providing service to older, severely impaired adolescents. A total of seventy professionals, twenty-eight serving the preschool population and forty-two providing services to the older SMH population attended the training sessions. The workshop trainees represented twenty states. A breakdown of representation is as follows:

State	# of trainees attending workshop for professionals serving SMH population	# of trainees attending workshop for professionals serving preschool population
Connecticut	3	
Florida	2	2
Georgia	2	
Illinois	4 (2 teams)	2
Iowa	2	2
Kansas	2	2
Maryland	2	
Massachusetts		5 (2 teams)
Michigan	4 (2 teams)	2
Minnesota	2	3
Missouri		2
New Mexico	4	
North Carolina	2	
Oklahoma	3	
Oregon	4 (2 teams)	
Pennsylvania	4 (2 teams)	
Texas		2
Utah	2	2
Virginia		2
Wyoming		2
Total 20 states	42 professionals serving SMH	28 professionals serving preschool

B. Workshop Evaluation Results

At the conclusion of each primary workshop, an evaluation of the workshop was conducted. Section I of the evaluation was designed to assess how relevant the information presented was to serving the educational needs of the clients of workshop professionals. (See Appendix D). Participants were asked to respond to each of 5 statements regarding information value and relevance on a Likkert scale of 1 to 6. A mean score was derived by taking the total points assigned to Section I divided by the number of workshop participants. An analysis by workshop is as follows:

Workshop #	Mean Score, Section I
1	5.70
2	5.01
3	5.87
4	5.76
5	5.68

Individual mean scores ranged from 4.20 to 6.0, with 6.0 being the highest possible rating. An overall mean information value score was 5.60. These high mean information value scores correlated with comments made by individuals throughout the week, and also with six month follow-up comments which will be shared later in this report.

Section II of the trainee satisfaction evaluation was designed to assess the overall organization and format of the workshop. (See Appendix D.) Again, a 6-point Likkert scale was used for rating each of the 6 items in this section.

As with Section I, a mean score was computed for each workshop presentation. A breakdown is as follows:

Workshop #	Mean Score, Section II
1	5.72
2	5.53
3	5.20
4	5.68
5	5.64

Mean scores by individual participants ranged from 4.33 to 6.0, with 6.0 again being the highest possible rating. An overall mean format score was 5.55. Thus, a high level of trainee satisfaction was demonstrated for both the information presented, the method of presentation, and for arrangements made. An item by item analysis revealed a frequently expressed need for more time to be allotted for the training sessions. Participants felt that an incredible amount of information was packed into a six-day training period. The raw data for this evaluation is included in Appendix G.

C. Pre and Post-Test Evaluation Results

These seventy professionals represented thirty-three teams. As described earlier, criterion referenced pre-tests were administered before the inservice training was conducted. After the videotape module and accompanying lecture, the post-test for each unit was administered. An analysis of team pre-and post-test scores is as follows:

		$\bar{X}$ Pre-Test Score		$\bar{X}$ Post-Test Score	
	Team #1	55%		88%	
	2	62%		91%	
SMH	3	50%	$\bar{X}$ Pre	79%	$\bar{X}$ Post
Workshop	4	41%	Test	84%	Test
	5	39%	Score=	83%	Score=
	6	59%	51%	93%	86%
	7	34%		87%	
Preschool	8	26%	$\bar{X}$ Pre	85%	$\bar{X}$ Post
Workshop	9	25%	Test	95%	Test
	10	40%	Score=	85%	Score=
	11	51%	34%	90%	88%
	12	31%		91%	
	13	35%		90%	
Preschool	14	28%	$\bar{X}$ Pre	96%	$\bar{X}$ Post
Workshop	15	15%	Test	78%	Test
	16	38%	Score=	86%	Score=
	17	35%	28%	89%	83%
	18	17%		49%	
	19	30%		86%	

	20	43%		80%	
SMH	21	23%	$\overline{X}$ Pre	46%	$\overline{X}$ Post
Workshop	22	33%	Test	83%	Test
	23	20%	Score=	90%	Score=
	24	35%	32%	84%	78%
	25	42%		89%	
	26	39%		88%	
	27	40%		87%	
SMH	28	51%	$\overline{X}$ Pre	90%	$\overline{X}$ Post
Workshop	29	26%	Test	85%	Test
	30	62%	Score=	95%	Score=
	31	42%	47%	84%	88%
	32	55%		80%	
	33	59%		91%	

A combined pre-test mean score for all SMH participants was 43% correct. The combined post-test mean score for these same SMH workshop participants was 84% correct.

A combined pre-test mean score for individuals serving the handicapped preschool population was 31% correct. The combined mean post-test score for this group was 86% correct. These data indicate that, although the information provided was new to most participants, after lectures, videotape samples, and discussion most trainees demonstrated comprehension of the material. From the group of seventy trainees, only two individuals scored below 75% correct on the post-test. Raw data and item by item analysis for pre and post training assessments for one SMH and one preschool workshop are located in Appendix H.

D. Follow-up Evaluation Results

At six-month intervals after attending the training workshop, participants received a Follow-Up Questionnaire (see Appendix F). This questionnaire was designed to obtain information regarding the workshops the primary trainee conducted for his/her home agency, and to obtain information on the implementation of the training model in the trainee's home district or agency. In regard to implementation of the model and changes in client programming, the following comments were made:

7a. How successful have you been in actually achieving the changes you have sought to make in programming and/or administrative procedures and policies?

"Very successful. We were able to incorporate some of the major concepts presented in the transactional approach into the curriculum used by our staff. As they have not received an inservice on these changes yet, the effects are unknown."

"The input has been enthusiastically received and we are seeing some gradual changes toward implementing this model. At this time the changes are primarily limited to very selected cases' programming. The entire speech and hearing staff have modified many of their assessment and treatment procedures and additional modifications are anticipated. Further modifications at various levels are currently in planning stages."

"The only change is general awareness of other colleagues in my intermediate unit working with severely handicapped children. Some classroom activities and outlooks seem to change in the area of their children's language use and development."

"We have had some reasonable success although it has been very difficult to promote any social skills in children with "autistic-like" behaviors. Other than that it has been helpful to stress pre-requisite skills before expecting any language productions or evidence of understanding."

"Very successful - the major obstacles are lack of experience and time. My intention is to focus on implementation of play rituals by developing appropriate set for my setting."

"It's a very slow process. Two students are partially integrated, primarily for social interactions. "Remediation", except for language, is still being done out of the classroom."

"We are a self-contained program and can make changes easily."

"We find actual programming for children to be fairly similar to that done previously due to low level of function of clients--the model has provided a new framework for understanding the kids pre-language behavior and offered new insights."

"It is difficult to determine the success. Because we are still in the process of making these changes."

"In regards to programming, I have been very successful. Unfortunately administrative procedures and policies have

not been as easy to change."

"Very successful. The letter of administrative support written by our superintendent was valid. Generally, the administration, interdisciplinary professional team, and paraprofessional staff have accepted the transactional approach and all programming recommendations I have made for my unit to date. Requests for overtime staff for staff to attend in-service training, materials, and workshop space have all been granted in order to implement the proposed program. The clients residing in the Communication Cottages have all participated in evaluations of social, cognitive, and structure/form areas and are presently receiving programming on a daily basis from all 1st and 2nd shift staff during the daily cottage routine."

The comments regarding the success and effectiveness of these materials and of the workshops conducted by primary trainees were very supportive of both the training materials and of the "Transactional Approach". This can be seen in the comments received in response to item 14, summarized below.

14. Overall, what is your evaluation of the success and effectiveness of these materials, and of your workshop as a whole?

"The time constraint of two days was difficult to overcome. We feel we brought staff to an awareness level with the information presented so they would see the program as an alternative available to them."

"The workshop was well received but could have been more successful if: 1) The students have more knowledge of the Transactional Approach and the Generic Skills concept. 2) We could have had more time with them."

"We were very satisfied with the workshop and the materials we shared such as the videotapes and handouts. They really helped illustrate a lot of points more clearly. The exciting outcome from the workshop is the support we have from the administration to utilize the teaching techniques."

"Materials were extensive and extremely informative. If carefully re-structured, considering time and participants of our workshops, the materials will be extremely effective."

"Very positive reaction. They were enthusiastic and responsive. I think most of these people will implement this approach (or part of it) immediately."

"We used Modules 1-5 with speech/language clinicians, preschool teachers and special education teachers as an overview of natural language development. We found the tapes, tests and written materials to be very useful to all of these staff members to establish a common focus when referring to 'language'."

"The participants seemed interested because it was a new approach to teaching and understanding language. Two more classes would probably have been helpful for those attending to more readily visualize the whole picture. More class participation probably would have made it more effective."

"Overall, we feel the workshop was a success and received positive comments from those who were truly interested. Most of our audience were strongly encouraged or required to attend, so many of the comments were critical. These people also tended to discount the value of the method if it was not directly related to their immediate professional assignment. The tapes were excellent and well received by all."

"We think the materials are excellent, a wonderful resource. We hope that the tapes will always be available to us. We believe that this short workshop was successful in stimulating interest in a transactional approach, and in presenting a different angle on our students communicative development and needs."

"Workshop was very well accepted, and I think at least some of it will be implemented."

"I feel that the materials are well organized and very sequential. They were extremely effective because of their thoroughness. The workshop was a success in my opinion. Several of the participants gave me thank you cards at the end and all the participants were enthusiastic and excited about the knowledge contained within the modules. Also the majority of the participants felt that the material was relevant to their students and could parallel their students' behaviors to those shown in the videotapes."

"Well received by students and staff, again we felt need for more time. Really gave an overview."

"We thought it went very well; but were disappointed in the post-test scores. Attendance was good; however all but one of our students took the course on an audit basis and didn't spend sufficient time reading the text."

> "We have had an overwhelming positive response from our workshop participants. The primary comment is "we wish we had this sooner". Our experience is that we are more successful at programming for our students."

The six month follow-up questionnaire and the Workshop Information and Feedback form (mailed with the videotape sets sent out for each secondary workshop) provided insight into the problems trainees were facing conducting secondary workshops. The major problem appeared to be setting aside enough time for the workshop to be conducted at a reasonable pace. The primary trainees repeatedly told members of this grant staff that one week was not enough time for them to become familiar with the information, and so it was to be expected that less time for a secondary workshop would elicit similar responses. Other than the issue of time, the comments regarding the approach and training materials were very positive. An unedited collection of trainee's responses to both questionnaires is located in Appendix I.

E. Project Impact on Students/Clients and Professionals in Home Agencies

The seventy professionals who attended the five primary workshops conducted by this project had direct contact with a total of 2,285 clients. Many of the professionals were in supervisory positions and, thus, supervised staff directly in contact with handicapped children and adolescents. A combined total of clients served by primary trainees and their staff (referred to as Level #1 clients) is as follows:

Workshop #	Total Direct Child Contact	Total Children Served by Supervised Staff	Total Level #1 Clients
1	318	1,419	,
2	208	530	9
3	779	468	47
4	578	875	453
5	402	465	807
Total	2,285	3,757	6,042

If primary trainees had returned to their home agencies and only talked informally with staff under their supervision, potentially over six thousand clients could have been affected by this training. However, the primary trainees did not just return home. Eighteen of the thirty-three teams returned to their home agencies and conducted forty-eight secondary workshops, involving a total of 826 secondary trainees. Numerous shorter presentations were made at the state and local level. By conducting these forty-eight workshops, the children/adolescents potentially affected by this training swells to over 12,000. A breakdown by workshop is as follows:

WS#	Type	Clients Served by Trainees & Supv. Staff	# of Work-shops Held	# of Sec. Trainees	Clients Served by Sec. Trainees	Total Clients Served
1	SMH	1,737	31	459	3,727	5,464
2	PS	738	4	71	285	1,023
3	PS	1,247	1	16	40	1,287
4	SMH	1,453	7	142	1,379	2,832
5	SMH	867	5	138	1,380	2,247
	Total	6,042	48	826	6,811	12,853

F. Child Change/Progress Attributed to Trainee's Participation in Transactional Approach Workshop

In earlier sections of this report the need for interactional language training was described, the format of the workshops was detailed, and the trainee's evaluation of the workshop content and structure was reviewed. The fact that 48 secondary workshops were conducted was reported, and yet, the most critical element of the program's evaluation has yet to be discussed - child progress. Project staff wanted to determine if

changes in training contexts and educational goals made as a result of the trainee's participation in the Transactional Approach affected child progress. To address this critical question, a final questionnaire was designed and distributed to all primary trainees at the conclusion of this project. This questionnaire (reproduced in Appendix J) asked trainees to summarize the effects this training seemed to have on themselves, their agencies, and the children they served.

The raw data from this evaluation are included in Appendix J. Globally, responses to this questionnaire indicate that: a) trainees incorporated Transactional Approach ideas/materials into the assessment process; b) the quality of communication with parents and with professionals from other disciplines improved; and c) the educational goals for individual students changed as a result of the trainee's participation in the Transactional Approach workshops. The scheduling/service delivery model for communication programming changed, and the individuals who assisted or shared responsibility for communication programming changed. The trainees reported that both speech/language pathologist and special educator were involved in communication training, and that students were not removed from the classroom nearly as much as in previous years. Materials and context/setting of communication programming also changed.

The data reported on 490 level #1 clients indicated that 324 or 66% of these individuals were progressing at a rate greater than in previous communication programming. Trainees reported that 163 students (33%) were progressing at about the same rate as in previous communication programming. Less than 1%, three students, were reported to be progressing at a rate less than in previous communication programming. Interestingly, at least two of these three students were autistic and thus, were uncomfortable with the social-interactional nature of this approach. The autistic clients performed at a higher rate under controlled, massed trial presentations.

The following questions addressed reactions to changes made as a result of the Transactional Approach. An item by item analysis is included in Appendix J. For the purposes of this report, a mean score was calculated to indicate degree to which the trainees agreed with these "overall reaction" statements.

1. Parents were very accepting and supportive of the changes we made in our programming approach as a result of participation in Transactional Approach workshops.

The mean score on a four point scale, where four corresponded with very true and one with not true, was 3.13. Comments from a few trainees indicated that in their residential institutions and daycare settings parents were not really involved with programming issues and thus the "supportive" portion of this question was difficult to determine.

2. Colleagues and staff were very accepting and supportive of the changes we made in our programming approach as a result of participation in the Transactional Approach workshops.

The mean score for this question was 3.13. Interestingly, the majority of the trainees rated their colleagues support at the three level, but no trainee reported that their colleagues were not supportive of this approach.

3. Administrators were very accepting and supportive of the changes we made in our programming approach as a result of participation in the Transactional Approach workshops.

The mean score was 3.40. The trainees reported throughout the project that administrators, on the whole, were supportive of the interactional, within context training approach.

4. Children/clients seemed to enjoy and be more actively engaged in communication programming which used Transactional Approach than in previous programming approaches.

The mean score for this question was 3.80, indicating very strong agreement.

5. I found communication programming that incorporated Transactional Approach to be more satisfying and enjoyable.

The mean score for this question was 3.88. Trainees repeatedly reported that training felt more comfortable and that they were more at ease with their programming goals, and thus, enjoyed their interactions with their students more than previously.

G. Cost-Benefits Analysis

As discussed earlier in this report, the following expenses were recorded: a) cost of training materials and salary of individuals responsible for training; b) cost of bringing the primary trainees to Kansas City for the six-day training period; c) cost to the trainee's sponsoring agency for releasing the trainee; d) cost related to conducting the secondary workshops; and e) cost related to releasing secondary trainees from their duties in order to attend the inservice training. Actually, these costs may result in an inflated amount for the cost of training. Many of the agencies reported that "professional level individuals were 'expected' to further their training and that no substitute could be hired for their positions", thus the reported costs to the agency (e.g., for participants' release time) were not always actual costs. Along the same lines, administrators reported that their states required a certain number of inservice training days per year and thus, the reported secondary trainee costs were often not additional costs to the agency, but previously budgeted items. Figures reported include these somewhat "artificial" costs and consequently, result in costs that may be higher than the actual cost per trainee.

In order to calculate the cost of conducting the initial workshops, the following formula was used: salary and fringe benefits for grant personnel + travel and expenses for staff to

attend the Kansas City workshop + cost of preparing notebooks ÷ number of trainees per workshop = general expenses per trainee. The following is a breakdown of grant and home agency expenditure.

Cost for Providing Workshops to Primary Trainees

	Cost to Bring Teams to K.C.	Local Cost	General Cost	Total Cost	Cost/Primary Trainee
#1	$7,587.08	$ 5,951.65	$ 6,236.30	$19,775.03	$1,412.50
#2	7,859.00	1,245.38	6,235.32	14,979.70	1,248.31
#3	8,945.60	990.00	4,759.36	14,694.96	918.44
#4	6,822.00	2,271.00	4,714.56	13,807.56	1,150.63
#5	9,797.60	4,923.80	4,757.28	19,478.68	1,217.42
	$41,211.28	$15,381.83	$26,702.82	$82,735.93	$1,181.94

By combining grant and potential cost to sponsoring agencies, a total cost for conducting the five workshops was computed. By dividing this amount ($82,735.93) by the number of trainees (70) a mean cost per trainee was figured. On the average, it cost $1,181.94 per trainee to provide the six-day workshop and make training materials available. If the cost was computed without figuring the costs incurred by the sponsoring agency, a figure that administrators tell us is more accurate, the cost per trainee drops to $962.20.

If the trainees had returned to their home agencies and made program changes, but had not conducted any workshops, the per child cost would be only $13.69.

Cost Per Level #1 Client

Total cost of conducting 5 workshops	$82,735.93
Total Level #1 clients	6,042
Cost per Level #1 client	$13.69

Training was conducted at home/district agencies, and thus

the cost per client continues to decrease. The cost figured with all potential expenditures included and dropped to an average $9.04 per client.

Cost Per Primary and Secondary Client

Total cost of conducting 5 workshops	$82,735.93
Total cost of conducting secondary workshops	33,475.23
Total Level #1 and #2 clients	12,853
Cost per client	$9.04

If local expenditures of $15,381.83 are subtracted, as administrators suggested, the cost per client averages $7.85.

In summary, providing intensive training to leadership-level professionals proved to be an efficient, cost-effective means of conveying a complex body of information to a large audience. (See Appendix K.)

IV. Summary

In accordance with the objectives of this grant, leadership level professionals in speech/language pathology and special education participated together in an intensive workshop designed to present current perspectives on communication and language development thought to be critical to the educational programs of handicapped children and adolescents. These professionals returned to their respective agencies and conducted similar workshops. As a result of this training, the new perspectives were brought to classrooms across the country. Reports by the trainees indicate that critical changes have taken place in training procedures, materials, and in students' educational goals. Clients seemed to "enjoy" communication more and made good progress toward reaching program goals. Professionals reported that they found their interactions with their students more satisfying and enjoyable. Professionals were excited about the information presented and continue to revise procedures within their settings. Materials that trainees created as a result of their participation in this project are included in Appendix L.

APPENDIX A

Discussion Outline for 8 Training Modules

OVERHEAD 1-A
DISCUSSION OUTLINE

MODULE 1
CONTINUUM OF HUMAN BEHAVIOR

I. IMPORTANCE OF LANGUAGE TO HUMAN CONDITION: ENABLING COOPERATIVE RELATIONSHIPS
   - A. FOR SURVIVAL
   - B. FOR TRANSMISSION OF SKILLS AND KNOWLEDGE

II. NATURAL LANGUAGE LEARNING
   - A. LANGUAGE IS LEARNED AS MEANS OF COMMUNICATION, NOT AS SYSTEM OF RULES.
   - B. LANGUAGE IS LEARNED IN CONTEXTS OF DAILY INTERACTIONS WITH PEOPLE AND THINGS.
   - C. CHILDREN WHO DO NOT ACQUIRE LANGUAGE, OR WHO ACQUIRE IT VERY SLOWLY IN THESE NATURAL WAYS, WILL REQUIRE EARLY LANGUAGE INTERVENTION.

III. DATA BASES FOR A TRANSACTIONAL MODEL OF LANGUAGE ACQUISITION
   - A. DATA REGARDING EARLY COGNITIVE DEVELOPMENT
   - B. DATA REGARDING THE FUNCTION AND INTENTS OF HUMAN AND CHILD LANGUAGE.
   - C. DATA REGARDING CONTENT AND FORM OF CHILD LANGUAGE
   - D. DATA REGARDING INTERACTIONS BETWEEN CAREGIVERS AND YOUNG CHILDREN

OVERHEAD 1-A (CONT.)
DISCUSSION OUTLINE

IV. SOURCES FOR UNDERSTANDING THE DIMENSIONS OF LANGUAGE

A. FUNCTION: STUDY EARLY SOCIAL EXPERIENCES AND SOCIO-COMMUNICATIVE DEVELOPMENT.

B. CONTENT: STUDY EARLY EXPERIENCES WITH ENTITIES AND EVENTS IN THE ENVIRONMENT AND RESULTANT COGNITIVE SCHEMA DEVELOPMENT.

C. FORM: STUDY EARLY EXPERIENCES WITH MATURE LANGUAGE USERS AND LANGUAGE STRUCTURE DEVELOPMENT.

V. IMPLICATIONS FOR ASSESSMENT AND TREATMENT OF SEVERELY LANGUAGE DELAYED CHILDREN

A. STRESSES DEVELOPMENT OF COMMUNICATION ALONG A CONTINUUM

B. STRESSES FUNCTION OF CHILD COMMUNICATIVE BEHAVIOR

C. STRESSES CONTENT OF CHILD COMMUNICATIVE BEHAVIOR

D. STRESSES FORM OF CHILD COMMUNICATIVE BEHAVIOR

E. STRESSES PROCESSES OF ACQUISITION OF THESE BEHAVIORS

OVERHEAD 2-A
DISCUSSION OUTLINE

MODULE 2

THE SOCIAL BASES OF COMMUNICATION & LANGUAGE

I. NATURE & IMPORTANCE OF SOCIAL COMMERCE IN HUMAN SOCIETIES

II. NEWBORN'S SOCIO-COMMUNICATIVE CAPABILITIES
- A. INITIATION MECHANISMS
- B. RESPONSE MECHANISMS
- C. COMMUNICATIVE SIGNALS

III. SOCIO-COMMUNICATIVE SKILLS IN THE YOUNG INFANT
- A. REACTIVE PERLOCUTIONARY COMMUNICATION
- B. PROACTIVE PERLOCUTIONARY COMMUNICATION

IV. SOCIO-COMMUNICATIVE SKILLS IN THE OLDER INFANT
- A. PRIMITIVE ILLOCUTIONARY COMMUNICATION
- B. CONVENTIONAL ILLOCUTIONARY COMMUNICATION

V. DEVELOPMENT OF SKILLS FOR PARTICIPATION IN DYADIC INTERACTION
- A. TURN FILLING ROUTINES
  - -PROTO CONVERSATIONS
  - -RITUAL PLAY
  - -AGENCY EXCHANGE
- B. IMITATION

VI. SOCIO-COMMUNICATIVE SKILLS IN EARLY CHILDHOOD
- A. PERFORMATIVES
- B. CONVERSATIONAL SKILLS

OVERHEAD 3-A
DISCUSSION OUTLINE

MODULE 3

THE COGNITIVE BASES OF LANGUAGE

I. GENERAL RELATIONSHIP OF COGNITION TO LANGUAGE
   A. SENSORI-MOTOR ABILITIES CORRELATED WITH COMMUNICATION AND LANGUAGE DEVELOPMENT.
   B. GENERIC SENSORI-MOTOR EXPERIENCES FORM THE KNOWLEDGE BASES FOR THE CONTENT-MEANING OF LANGUAGE.
   C. LANGUAGE HELPS STRUCTURE COGNITIVE HOLDINGS FOR HIGHER LEVEL COGNITIVE FUNCTIONS.

II. THE ROLE OF CAREGIVERS IN EARLY COGNITIVE DEVELOPMENT
   A. "SCAFFOLDING"
   B. ULTIMATELY, CHILD MUST CONSTRUCT OWN COGNITIVE ORGANIZATION

III. GENERIC COGNITIVE ABILITIES CORRELATED WITH LANGUAGE ACQUISITION
   A. SCHEMAS FOR RELATING TO OBJECTS
   B. DEVELOPMENT OF MEANS-ENDS RELATIONSHIPS
   C. DEVELOPMENT OF REPRESENTATIONAL SKILLS - INDEX, SYMBOL, TRUE SIGN

IV. COGNITIVE HOLDINGS: THE SUBSTANCE OF EARLY CHILD LANGUAGE
   A. KNOWLEDGE REFLECTS CHILD'S OWN EXPERIENCE AND ORGANIZATION OF THE WORLD
   B. EARLY CONCEPT CLASSES ARE "MAPPED" BY EARLY SEMANTIC CATEGORIES
   C. THESE EARLY CONCEPTS AND SEMANTIC CATEGORIES REFLECT THE ASPECTS OF THE WORLD THAT ALL HUMANS FIND IMPORTANT AND INTERESTING IN THE ENVIRONMENT.

MODULE 4

THE DEVELOPMENT OF LINGUISTIC SKILLS

I. COMPREHENSION DEVELOPMENT: 0-3 YEARS
   - A. REACTIVE
   - B. DIFFERENTIAL RESPONDING ON BASES OF PARA- AND EXTRA-LINGUISTIC FEATURES
   - C. COMPREHENSION OF SINGLE (SUBSTANTIVE) WORDS
   - D. COMPREHENSION OF MAJOR SUBSTANTIVE WORDS -- RESPONDS ON BASIS OF PAST EXPERIENCE
   - E. RESPONDS ON BASIS OF GRAMMATICAL RELATIONSHIP BETWEEN WORDS AND GRAMMATICAL MORPHEMES

II. PRODUCTIVE LANGUAGE DEVELOPMENT: 0-3 YEARS
   - A. REACTIVE PERLOCUTIONARY
   - B. PRO-ACTIVE PERLOCUTIONARY
   - C. PRIMITIVE ILLOCUTIONARY
   - D. CONVENTIONAL ILLOCUTIONARY
   - E. LOCUTIONARY (EARLY)
     - A. TRUE WORDS
     - B. EARLY 2 WORD COMBINATIONS
       - 1) SUCCESSIVE SINGLE-WORDS
       - 2) FUNCTIONAL RELATIONSHIPS
   - F. LATER LOCUTIONARY
     - A. TRUE SEMANTIC RELATIONSHIPS
     - B. USE OF MORPHEMIC MARKERS AND EARLY FUNCTION WORDS

III. DISTINCTION BETWEEN DESCRIPTIVE GRAMMARS AND ACCOUNTS OF PSYCHOLOGICAL REALITY
   - A. SEGMENTS OF ACTIONS/EVENTS
   - B. TOPIC AND COMMENT

IV. Conversational Skill Development

- A. Evoking listener's attention
- B. Filling turn in temporal sequence
- C. Contingent/relevant responding
  - 1) Contextual
  - 2) Linguistic
    - a) Question answering
    - b) Partial repetition
- D. Pre-suppositions
  - 1. Re: Immediate context
  - 2. Re: Speaker's vs. listener's perspective (I vs. You)
  - 3. Re: Established topics (pronominalization)

OVERHEAD 5-A
DISCUSSION OUTLINE

MODULE 5

I. INTRODUCTION: THE NATURAL TEACHING-LEARNING PROCESS
   - A. CLINICAL IMPLICATIONS OF AN "INNATE-NESS" MODEL
   - B. GENERAL CHARACTERISTICS OF TEACHING-LEARNING PROCESS
     1. CHILD = ACTIVE PARTICIPANT
     2. RESPONSIVE CAREGIVER SCAFFOLDS/FACILITATES
     3. DYNAMIC INTERACTIONS AND INTERACTIVE ROUTINES/ RITUALS
     4. MOTIVATED BY NEED TO COMMUNICATE--NOT CONSCIOUS EFFORT TO TEACH OR LEARN LANGUAGE

II. ADULT FACILITATION STRATEGIES
   - A. RESPOND TO APPARENT INTENT
   - B. SCAFFOLD
   - C. TALK ABOUT THINGS THAT ARE MEANINGFUL TO CHILD
   - D. USE CHILD-SIZED LANGUAGE ("MOTHER-ESE")
   - E. EXPAND AND EMEND

III. CHILD ACQUISITION STRATEGIES
   - A. DRIVE TO ACT ON ENVIRONMENT
   - B. ATTENTION TO SALIENT ENTITIES/EVENTS
   - C. ATTENTION TO JOINT REFERENTS
   - D. EFFORT TO RESPOND APPROPRIATELY
   - E. SELECTIVE LISTENING
   - F. SELECTIVE LISTENING
   - G. QUESTION ASKING
   - H. UTTERANCE PRODUCTION (EVOKES FEEDBACK)

OVERHEAD 5-A CONT.
DISCUSSION OUTLINE

IV. CLINICAL IMPLICATIONS

A. CHILDREN WHO ENTER WORLD WITH LESS THAN A FULL SET OF "ACQUISITION STRATEGIES"

B. APPLICATION OF ALL POSSIBLE "FACILITATION STRATEGIES" TO WORK WITH THE SERIOUSLY LANGUAGE DEFICIENT CHILD

V. THE TEACHING AND LEARNING OF LANGUAGE: A TRANSACTIONAL PROCESS

A. COMPONENTS OF THE MODEL

B. IMPLICATIONS OF THE MODEL

OVERHEAD 6-A
DISCUSSION OUTLINE

MODULE 6
THE TEACHING AND LEARNING OF COMMUNICATION LANGUAGE: A TRANSACTIONAL PROCESS

I. UNITS OF ANALYSIS FOR THE SOCIAL BASES OF LANGUAGE
   - A. LEVELS OF COMMUNICATIVE INTENTIONALITY
   - B. PERFORMATIVES
   - C. PROTO PERFORMATIVES
   - D. DYADIC INTERACTION SKILLS
   - E. DISCOURSE SKILLS

II. UNITS OF ANALYSIS FOR THE COGNITIVE BASES OF LANGUAGE
   - A. SEMANTIC CATEGORIES
   - B. SCHEMES FOR RELATING TO OBJECTS
   - C. MEANS-ENDS SKILLS
   - D. REPRESENTATIONAL ABILITY

III. UNITS FOR ANALYZING THE FORM DIMENSION OF LANGUAGE
   - A. COMMUNICATIVE MODES
   - B. RECEPTIVE LANGUAGE SKILLS
   - C. UTTERANCE CONSTRUCTIONS
     1. ONE-WORD UTTERANCE (SEMANTIC "NOTIONS")
     2. MULTI-WORD UTTERANCES (SEMANTIC RELATIONSHIPS/ GRAMMATICAL WORD ORDER)
   - D. GRAMMATICAL MORPHEMES

OVERHEAD 7-A
DISCUSSION OUTLINE

MODULE 7

ASSESSMENT AND TREATMENT OF COMMUNICATIVE BEHAVIORS IN NON-VERBAL CLIENTS

I. ORGANIZING PERSPECTIVES
   - A. CHARACTERISTICS OF THE NON-VERBAL CHILD
   - B. APPLICATION OF A TRANSACTIONAL MODEL TO CLINICAL INTERVENTION - DOMAINS OF CONCERN

II. ASSESSMENT DOMAINS
   - A. SOCIAL BASES FOR LANGUAGE
   - B. COGNITIVE BASES FOR LANGUAGE
   - C. STRUCTURAL BASES FOR LANGUAGE
   - D. TEACHING AND LEARNING PARTNERSHIPS

III. ASSESSMENT PROCEDURES
   - A. MAJOR APPROACHES
   - B. THE BEHAVIOR SAMPLE
     1. CHARACTERISTICS/PRINCIPLES FOR STRUCTURING
     2. USES

IV. REVIEW OF STUDENTS SEEN ON VIDEOTAPE
   - A. STUDENT #1: JODENE (17 YEARS OLD, PROFOUNDLY MENTALLY RETARDED)
     1. HYPOTHESES RE: BASES FOR LANGUAGE FUNCTION, CONTENT AND FORM BASED ON OBSERVED BEHAVIOR SAMPLE
     2. QUESTIONS FOR FURTHER ASSESSMENT
     3. PROBABLE TARGETS FOR INTERVENTION
   - B. STUDENT #2: CURTIS (13 YEARS OLD; SEVERELY MENTALLY RETARDED)
     1. HYPOTHESES RE: BASES FOR LANGUAGE FUNCTION, CONTENT AND FORM, BASED ON OBSERVED BEHAVIOR SAMPLE
     2. QUESTIONS FOR FURTHER ASSESSMENT
     3. PROBABLE TARGETS FOR INTERVENTION

C. STUDENT #3: MARK (15 YEARS OLD; SEVERELY MENTALLY RETARDED)

1. HYPOTHESES RE: BASES FOR LANGUAGE FUNCTION, CONTENT AND FORM, BASED ON OBSERVED BEHAVIOR SAMPLE

2. QUESTIONS FOR FURTHER ASSESSMENT

3. PROBABLE TARGETS FOR INTERVENTION

D. STUDENT #4: HEATHER (6 YEARS OLD; DEVELOPMENTALLY DELAYED)

1. HYPOTHESES RE: BASES FOR LANGUAGE FUNCTION, CONTENT AND FORM, BASED ON OBSERVED BEHAVIOR SAMPLE

2. QUESTIONS FOR FURTHER ASSESSMENT

3. PROBABLE TARGETS FOR INTERVENTION

V. TREATMENT CONTEXTS

A. GENERAL CHARACTERISTICS OF IDEAL COMMUNICATION TREATMENT CONTEXTS

B. SPECIFIC EXAMPLES OF RICH CONTEXTS FOR COMMUNICATION TRAINING

C. LIMITATIONS OF TRADITIONAL CLINICAL MODELS FOR NON-VEREAL CLIENTS

1. THE "ISOLATED CLINIC ROOM"

2. THE 30 MINUTES/WEEK THERAPY SCHEDULE

D. ALTERNATIVES TO TRADITIONAL CLINICAL MODELS

1. MOVE INTO STUDENT'S TOTAL ECOLOGY

2. INVOLVE ALL SIGNIFICANT OTHERS AS CHANGE-AGENTS

VI. TREATMENT PROCEDURES

A. NEED TO BE SYSTEMATIC

1. INCREASE DENSITY OF LEARNING OPPORTUNITIES

2. INCREASE CONSISTENCY OF APPROPRIATE MODELS AND CONSEQUENCES

B. REINFORCEMENT MUST BE CONSISTENT AND APPROPRIATE TO NATURE OF RESPONSE

C. MODEL AND SCAFFOLD FOR NEXT HIGHER LEVEL OF RESPONDING IN ALL DOMAINS

D. DISPERSED-TRIALS, CONDUCTED IN INTERACTIVE CONTEXTS, REPEATED THROUGHOUT DAY

E. BRANCH TO MASSED-TRIAL, INTENSIVE TRAINING FOR SOME RESPONSE DEVELOPMENT WORK

F. NEED FOR A REALISTIC EVALUATION PLAN

OVERHEAD 8-A
DISCUSSION OUTLINE

MODULE 8
ASSESSMENT AND TREATMENT OF LANGUAGE BEHAVIORS WITH SEVERELY LANGUAGE DEFICIENT CLIENTS

I. THE VERBAL, SERIOUSLY LANGUAGE DEFICIENT CHILD
   - A. GENERAL CHARACTERISTICS
   - B. HOW SIMILAR TO THE NONVERBAL CHILD
   - C. HOW DIFFERENT FROM THE NONVERBAL CHILD

II. ASSESSMENT TARGETS
   - A. FUNCTION DIMENSION
   - B. CONTENT DIMENSION
   - C. FORM DIMENSION
   - D. LANGUAGE TEACHING-LEARNING INTERACTIONS: QUANTITY AND QUALITY

III. ASSESSMENT PROCEDURES
   - A. REVIEW OF GENERAL APPROACHES
   - B. THE LANGUAGE SAMPLE
     1. COLLECTION - GENERAL PROCEDURES
     2. ANALYSIS

IV. REVIEW OF STUDENTS FROM VIDEOTAPE
   - A. STUDENT #1: KIM (5½ YEARS OLD, DEVELOPMENTALLY DELAYED)
     1. IMPRESSIONS RE: THE FUNCTION, CONTENT, AND FORM DIMENSIONS OF KIM'S LANGUAGE
     2. TARGETS FOR FURTHER ASSESSMENT
     3. PROBABLE TREATMENT TARGETS
   - B. STUDENT #2: MARK (17 YEARS OLD; SEVERELY MENTALLY RETARDED)

1. Impressions re: the function, content, and form dimensions of Mark's language
2. Targets for further assessment
3. Probable treatment targets

C. Student #3: Laura (4 years old; language delayed)

1. Impressions re: the function, content, and form dimensions of Laura's language
2. Targets for further assessment
3. Probable treatment targets

V. Communication Treatment Contexts and Procedures

A. Goals and objectives

1. Consider all three dimensions
2. Vertical and horizontal expansion

B. Treatment contexts

1. How similar to those for nonverbal child
2. How different from those for nonverbal child
3. Specific examples of rich language training contexts

C. Treatment procedures

1. Systematic: Increased density + consistency
2. Appropriate reinforcement contingencies
3. Dispersed-trial, in-situ training
4. Limited use of massed-trial, intensive training for some response development

APPENDIX B

Application forms

Application for Participation in
Leadership-Level In-Service Workshop

SECTION I: General Information

1. Please indicate workshop for which you are applying:

☐ Workshop #1: For teams serving handicapped infants and preschool children (April 24-29, 1983; application deadline: February 1, 1983)

☐ Workshop #2: For teams serving school-aged severely handicapped children (May 15-20, 1983; application deadline: March 1, 1983)

2. Team Members:

SET: _____ _____
(Last Name)

S/LC: _____
(Last Name)

Agency: _____

City & State: _____

3. Travel: Would you travel to Kansas City by:

Car: Estimated round-trip mileage: _____ miles

Plane: Current round-trip air fare to KCI $_____
(per traveler)

4. Hotel: Would you prefer:

☐ 2 Single rooms

☐ 1 Double room

5. Credit Options: Please indicate your preference

a) _____
(name)

☐ 4.0 ASLHA, CEU's

☐ 2 hours, Speech Pathology, Graduate Credit

b) _____
(name)

☐ 4.0 ASLHA, CEU's

☐ 2 hours, Speech Pathology, Graduate Credit

SECTION II: To be completed by Special Educator:

1. Name: _____

2. Address: _____

_____

3. Phone: Business_____
Home_____

4. Position/Role:_____

5. Degrees held: _____

_____

6. If you provide services directly to children, please indicate the number of children you work with, their ages and major handicapping conditions/ levels:

_____

_____

_____

_____

7. If you are in a supervisory or administrative role, please indicate:

a. Number of direct service professionals under your supervision/ administration who work with very young and/or severely handicapped children: _____

b. Total number of very young and/or severely handicapped children served by professional staff under your supervision/administration:

_____

8. Any other relevant information re: your professional role: _____

_____

_____

SECTION III: To be completed by Speech Language Therapist:

1. Name: _____

2. Address: _____

_____

3. Phone: Business_____
Home_____

4. Position/Role:_____ _____

5. Degrees held: _____

_____

6. If you provide services directly to children, please indicate the number of children you work with, their ages and major handicapping conditions/ levels:

_____

_____

_____

_____

7. If you are in a supervisory or administrative role, please indicate:

   a. Number of direct service professionals under your supervision/ administration who work with very young and/or severely handicapped children: _____

   b. Total number of very young and/or severely handicapped children served by professional staff under your supervision/administration:

   _____

8. Any other relevant information re: your professional role: _____

_____

_____

SECTION IV:

Please give us a brief, joint statement indicating why you are interested in this workshop, how you might be able to follow-up and apply this training in your agency, etc. If appropriate, you may wish to attach some documentation of administrative support for your participation in and commitment to this inservice training program.

APPENDIX C

Workshop Agenda

WORKSHOP AGENDA

Workshop #1

	Sunday April 24	Monday April 25	Tuesday April 26	Wednesday April 27	Thursday April 28	Friday April 29
Morning 8:30 11:30 or 12:00		Module 2	Finish Module 4 Module 5	Module 7	Module 8	Simulation Task #2 Summary and Planning for Secondary Workshops and Workshop Evaluation
11:30 or 12:00 1:00 or 1:30		Luncheon (Hotel)	Lunch (on your own) (11:30-1:00)	Lunch (on your own)	Lunch (on your own) (11:30-1:00)	Luncheon/ Closing Session
Afternoon 1:00 or 1:30 5:00	Plan to arrive at hotel	Module 3 Start Module 4	Module 6	FREE AFTERNOON	Module 8 (cont.)	
5:00 7:00	Registration; Dinner-Opening Banquet	Attitude Adjustment/ Walking Tour Dinner (on your own)	Dinner (on your own)	Dinner (on your own)	Reception Dinner (on your own)	
Evening 7:00 10:00	Opening Session: Simulation Task #1 Welcome and Introduction (Module 1)	(Reading Assignment: Modules 5 & 6	(Reading Assignment: Modules 7 & 8	Evening Session Module 7 (cont.)	(Assignment: Teams meet and discuss plans for secondary workshop)	

APPENDIX D

Workshop Evaluation form

Do not write in this space:

WS #: _____

$\overline{X}$, I: _____

$\overline{X}$,II: _____

$\overline{X}$: _____

COMMUNICATION TRAINING FOR THE NONVERBAL CHILD: A TRANSACTIONAL APPROACH

WORKSHOP EVALUATION

Please circle the number which best indicates your reaction to each statement

Strongly Disagree ⟷ Strongly Agree

SECTION I: Regarding the information presented in this workshop:

a) The information presented in this workshop <u>accurately</u> represents the most <u>current</u> data available on child language acquisition and intervention	1	2	3	4	5	6
b) The information presented is both <u>useful</u> and <u>relevant</u> to clinical work with non-verbal and severely language deficient children and youth	1	2	3	4	5	6
c) The information presented, including take-home materials, will be sufficient to allow me to <u>explain/teach</u> this intervention approach to my colleagues back home	1	2	3	4	5	6
d) The information presented, including take-home materials, will be sufficient to allow me to work with my colleagues back home to <u>implement</u> this intervention approach with our students/clients	1	2	3	4	5	6
e) I would agree that an effective intervention program for this population must include consideration of form, function and content of early communication and must focus on communication in the context of real interactions/social commerce	1	2	3	4	5	6

SECTION II: Regarding the format of this workshop:

	Please circle the number that best represents your rating of each item Extremely Unsatisfactory ⟷ Very Satisfactory					
a) Overall organization and sequence of the material	1	2	3	4	5	6
b) Scheduling and distribution of time	1	2	3	4	5	6
c) Video-tape materials	1	2	3	4	5	6
d) Trainee-text/reading materials	1	2	3	4	5	6
e) Group discussion and lecture sessions	1	2	3	4	5	6
f) Meeting and general hotel facilities	1	2	3	4	5	6

Comments re: the information content of this workshop:

Please add any additional comments or suggestions you may have regarding this workshop format:

APPENDIX E

Sample Record form for Simulation Activities

Name/ID: _____

SIMULATION #1: Curtis (SMR, 13 years old)

1. Briefly summarize your observations of Curtis, in terms of current status or level of performance in the domains listed below, and identify one behavior or response that justifies or illustrates each.

Domain	Current Status/Level of Functioning	Example/Response Observed
Function		
Content		
Form		

2. What are two specific issues or questions regarding Curtis' current skill levels you might want to probe more directly in future assessments?

   a) _____

   b) _____

3. Based only on the observations you have made at this point, write one behavioral objective for an appropriate horizontal treatment target for Curtis in the content dimension:

4. Based only on the observations you have made at this point, write one behavioral objective for an appropriate vertical treatment target for Curtis in the form dimension:

APPENDIX F

"Workshop Follow-Up" evaluation and
"Workshop Evaluation and Feedback" forms

Do not write in this space: 56
WS#_____ Team #_____
FU#_____ SET SLC
WIF_____

COMMUNICATION TRAINING FOR THE NONVERBAL CHILD

A TRANSACTIONAL APPROACH

Follow-up Questionaire

1. Name of individual(s) completing this questionaire:_____

_____

2. In the past six months, have you conducted any workshop(s) using the training materials provided by our project? Yes No

3. If you answered "yes" to Question #2, please complete the attached "Workshop Information and Feedback" form. (If you conducted more than one workshop, please complete a separate form for each.)

4. Do you have plans to offer any training using the materials provided by our project during the coming six-month period (i.e. between now and_____ _____) ? Yes No

   --If yes, please briefly describe your plans re: date(s), participants, and modules to be used:

5. Have you participated in any other training or consultative activities in your local agency, or region, which were wholly or partly a result of your participation in this training project?

   --If yes, please describe/explain:

6. Have you attempted to implement, or encourage implementation, of a transactional approach to communication training for the nonverbal (and severely language deficient) students/clients served by your agency in the past six months? Yes No

   --If yes, have your efforts been directed towards: (Check all that apply)

   ____ a. modifications of assessment procedures used with your own students/clients

____ b. modifications of treatment procedures used with your own students/clients

____ c. modifications of assessment procedures used with students/clients assigned to your colleagues and/or subordinates

____ d. modifications of treatment procedures used with students/clients assigned to your colleagues and/or subordinates

____ e. modifications of the general service delivery model used by your agency for communication intervention with severely handicapped students/clients

7. If you answered "yes" to Question #6, we would like to know how you perceive the success and impact of your efforts to implement this model. Would you please respond briefly to each of the following questions? Also, please add any additional comments or supporting data that you feel would be helpful to us.

   a. How successful have you been in actually achieving the changes you have sought to make in programming and/or administrative procedures and policies?

   b. If you are not satisfied with the changes you have been able to bring about, what do you see as the major obstacles or barriers to these changes?

   c. How have your colleagues reacted to your efforts to implement this model?

d. How have the student'/clients' parents reacted to implementation of this model?

e. Have you observed changes in your (or your colleagues'/subordinates') students'/clients' actual levels of performance in the area of early communication and language development which you feel are due, at least in some part, to your implementation of this model?

Do not write in this space:

WS#_____ Team #_____
Modules: 1 2 3 4 5 6 7 8
Part's:_____ Ss/Cs_____
Cost-Primary: $_____
Cost-Secondary: $_____
Cost per Trainee $_____
Cost per Student/ Client $_____
Pre $\overline{X}$: _____%
Post $\overline{X}$: _____%

WORKSHOP INFORMATION AND FEEDBACK

1. Name of individual(s) who offered workshop:

   _____

2. Name of agency(ies) which sponsored workshop:

   _____

3. Date(s) of workshop:_____

4. Workshop location:_____

5. Workshop participants: Total number:_____

   (Please indicate number (or approximate number) of each type of participant)

   _____ In-service, SET
   _____ In-service, S/LCs
   _____ Paraprofessionals (classroom)
   _____ Residential, Direct-care staff/House parents
   _____ Parents
   _____ Preservice students
   _____ Other: (_____)

6. Approximate number of students/clients who receive (or will receive) communication programming services from these participants in the coming school year. (Total for whole group-count should be unduplicated--i.e., if an S/LC and SET work with the same child, count that child only once.)

   Total number: _____

7. Modules included in the workshop:

   ___ 1 ___ 3 ___ 5 ___ 7
   ___ 2 ___ 4 ___ 6 ___ 8

8. Scheduling:

   a) Please indicate how you scheduled the material presented. (If you have a workshop schedule/agenda already printed--just attach it to this page.)

b) If you were to do this again, would you schedule the material differently? _____ If yes, please explain:

9. Please list any additional supporting materials (print or mediated) that you used in your workshop:

10. Workshop costs: Please provide actual costs incurred by you or your agency in providing this workshop:

a) Facility and equipment rental $_____

b) Cost of duplicating print materials $_____

c) Release time for instructor(s) (If no substitute was hired, use your agency's formula for calculating cost of your time) $_____

d) Release time for participants (See note above) $_____

e) Refreshments and/or meals served $_____

f) Any other expenses? Please list: $_____

_____

_____ $_____

11. If you used any of the pre-/post-tests provided for these modules, please fill in the group mean scores for each or send us copies of the completed pre-and-post tests.

Module 1: ☐ Pre ($\overline{X}$=_____) ☐ Post ($\overline{X}$=_____)

Module 2: ☐ Pre ($\overline{X}$=_____) ☐ Post ($\overline{X}$=_____)

Module 3: ☐ Pre ($\overline{X}$=_____) ☐ Post ($\overline{X}$=_____)

Module 4: ☐ Pre ($\overline{X}$=_____) ☐ Post ($\overline{X}$=_____)

Module 5: ☐ Pre ($\overline{X}$=_____) ☐ Post ($\overline{X}$=_____)

Module 6: ☐ Pre ($\overline{X}$=_____) ☐ Post ($\overline{X}$=_____)

Module 7: ☐ Pre ($\overline{X}$=_____) ☐ Post ($\overline{X}$=_____)

Module 8: ☐ Pre ($\overline{X}$=_____) ☐ Post ($\overline{X}$=_____)

12. If you used your own evaluation forms and/or procedures, please describe these here or attach copies of forms you used.

13. What additional suggestions or information do you think we should add to the Instructor's Manual?

14. Overall, what is your evaluation of the success and effectiveness of these materials, and of your workshop as a whole?

15. Is there anything else you want to share with us?

THANK YOU!

APPENDIX G

Workshop Evaluation Data

WORKSHOP # 1 - SMH

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Team #	X̄ Post Test Score Primary Trainees	X̄ Workshop Evaluation Rating-Primary Trainees (1-6)	Total # Secondary Workshops	Total # Professionals Trained	Total # Clients Affected	Cost Per Professional Trainee	Cost Per Client
1	88%	5.71	18	259 (3)	1510	$16.05	$2.78
2	91%	5.77	3	68 (2)	1860	$78.58	$2.96
3	79%	5.63	1	10 (2)	327	$266.75	$9.79
4	84%	5.96	2	20 (2)	121	$117.59	$21.38
5	83%	5.55	6	64 (3)	1182	$280.00	$15.87
6	93%	5.72	1	38 (2)	464	$78.26	$6.75
	X̄ Team Score = 86	X̄ rating = 5.72	Total: 31 X̄ = work-shops = 5.17	Total: 459 X̄ number of professionals trained by team = 76.50	Total: 5464 X̄ clients affected per team = 910.67	$ 81.45	X̄ = $ 6.84

WORKSHOP # 2 - PRESCHOOL

Team #	$\bar{X}$ Post Test Score Primary Trainees	X Workshop Evaluation Rating-Primary Trainees (1-6)	Total # Secondary Workshops	Total # Professionals Trained	Total # Clients Affected	Cost Per Professional Trainee	Cost Per Client
7	87%	5.91	1	20 (3)	70	$188.61	$61.98
8	85%	5.93	1	16 (2)	163	$77.11	$8.52
9	95%	5.80	0	0 (3)	500	$1117.23	$6.70
10	85%	5.30	1	15 (2)	166	$171.63	$17.58
11	90%	5.71	1	20 (2)	124	$119.59	$21.14

WORKSHOP # 3 - PRESCHOOL

Team #	$\bar{X}$ Post Test Score Primary Trainees	$\bar{X}$ Workshop Evaluation Rating-Primary Trainees (1-6)	Total # Secondary Workshops	Total # Professionals Trained	Total # Clients Affected	Cost Per Professional Trainee	Cost Per Client
12	91%	5.56	0	(2)	385	$1435.96	$7.46
13	90%	5.41	0	(2)	44	$757.46	$34.43
14	96%	5.81	0	(2)	150	$993.46	$6.62
15	78%	--	0	(2)	33	$1208.46	$73.24
16	86%	5.18	0	(2)	75	$985.9[illegible]	$26.29
17	89%	4.45	0	(2)	444	$814.26	$3.67
18	49%	--	1	16 (2)	152	$88.27	$10.45
19	86%	5.45	0	(2)	4	$357.46	$178.73
	$\bar{X}$ Team Score = 83	$\bar{X}$ rating = 5.31	Total: 1 $\bar{X}$ # work-shops = .13	Total: 32 $\bar{X}$ number of professionals trained by team = 2	Total: 1287 $\bar{X}$ clients affected per team = 160.88	$459.22	$\bar{X}$ = $11.42

WORKSHOP # 4 - SMH

eam #	X Post Test Score Primary Trainees	X Workshop Evaluation Rating-Primary Trainees (1-6)	Total # Secondary Workshops	Total # Professionals Trained	Total # Clients Affected	Cost Per Professional Trainee	Cost Per Client
20	80%	5.55	2	36 (2)	692	$153.17	$8.41
21	46%	5.41	0	(2)	112	$974.88	$17.41
22	83%	5.80	4	99 (2)	1247	$117.13	$9.49
23	90%	5.71	1	7 (2)	650	$280.62	$3.89
24	84%	5.30	0	(2)	66	$1528.88	$46.33
25	89%	5.55	0	(2)	65	$467.88	$12.65

X Team Score 79 | X rating = 5.71 | Total: 7 | Total: 154 | Total: 2832 | $ 169.61 | X = $9.22

X # workshops = .88

X number of professionals trained by team = 142

X clients affected per team = 354.00

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WORKSHOP # 5 - SMH

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eam #	$\bar{X}$ Post Test Score Primary Trainees	X Workshop Evaluation Rating-Primary Trainees (1-6)	Total # Secondary Workshops	Total # Professionals Trained	Total # Clients Affected	Cost Per Professional Trainee	Cost Per Client
26	88%	5.71	0	(2)	185	$684.63	$7.40
27	87%	5.93	1	27 (2)	1082	$90.25	$2.25
28	90%	5.81	2 presentations	0 (2)	54	$1254.93	$46.48
29	85%	5.30	1	40 (2)	173	$74.89	$18.18
30	95%	6.00	0	0 (2)	71	$1012.33	$28.52
31	1%	5.30	1	23 (2)	170	$156.28	$22.98
32	8J%	5.63	2	48 (2)	382	$80.46	$10.53
33	91%	5.55	0	0 (2)	130	$827.33	$12.73
	$\bar{X}$ Team Score = 87	$\bar{X}$ rating = 5.65	Total: 5 $\bar{X}$ # workshops= .63	Total: 154 $\bar{X}$ number of professionals trained by team = 17.25	Total: 247 $\bar{X}$ clients affected per team = 281	$ 147.43	$\bar{X}$ = $ 10.10

Workshop Evaluation, Individual Scores

	$\bar{X}$, Section I	$\bar{X}$, Section II	Overall $\bar{X}$
#1	5.83	5.83	5.83
	5.40	5.83	5.61
	5.00	4.50	4.75
	6.00	5.83	5.91
	6.00	6.00	6.00
	6.00	5.83	5.91
	6.00	6.00	6.00
	6.00	5.83	5.91
	5.20	5.50	5.35
	5.60	5.66	5.63
	6.00	5.83	5.91
	5.40	5.83	5.61
	6.00	6.00	6.00
	5.40	5.66	5.55
	=79.83	=80.13	=79.97
	$\bar{X}$ = 5.70	$\bar{X}$ = 5.72	$\bar{X}$ = 5.72
#2	6.00	5.83	5.91
	6.00	6.00	6.00
	5.00	5.66	5.83
	6.00	6.00	6.00
	6.00	5.66	5.85
	6.00	5.16	5.58
	6.00	5.83	5.91
	5.20	5.83	5.91
	6.00	4.83	5.01
	6.00	5.16	5.58
	5.80	5.33	5.66
	5.40	5.66	5.75
	5.80	4.50	4.95
		6.00	5.90
	=70.20	=77.45	=79.84
	$\bar{X}$ = 5.01	$\bar{X}$ = 5.53	$\bar{X}$ = 5.71
#3	5.60	5.00	5.27
	4.20	4.33	4.27
	4.40	4.83	4.63
	5.60	6.00	5.81
	4.80	5.50	5.18
	5.60	5.66	5.63
	5.40	4.83	5.09
	6.00	5.50	5.72
	5.70	5.16	5.40
	=52.90	=46.81	=47.00
	$\bar{X}$ = 5.87	$\bar{X}$ = 5.20	$\bar{X}$ = 5.31

#4 $\overline{X}$ = 5.76
Range = 5.40-6.00

$\overline{X}$ = 5.68
Range = 5.00-6.00

$\overline{X}$ = 5.71
Range of mean score= 5.18-6.00

#5

6.00	6.00	6.00
6.00	5.66	5.83
6.00	5.80	5.90
6.00	6.00	6.00
5.40	5.16	5.27
6.00	5.66	5.83
5.00	5.16	5.09
6.00	6.00	6.00
4.40	4.80	4.60
5.80	5.80	5.80
6.00	6.00	6.00
5.40	5.66	5.50
5.80	5.66	5.73
=73.80	=73.36	=73.55
$\overline{X}$ = 5.68	$\overline{X}$ = 5.64	$\overline{X}$ = 5.65

APPENDIX H

Pre-/Post-Test Data and Item Analysis for two workshops

Summary Table

PRE-TEST (#1)

BEST COPY AVAILABLE

Trainee	Module 1		Module 2		Module 3		Module 4		Module 5		Module 7		Module 8	
	#Correct		#Correct		#Correct		#Correct		#Correct		#Correct		#Correct	
	3	21	9	41	6	24	0	0	6	40	12	41	9	36
	11	79	14	64	14	56	15	75	12	80	22	76	19	76
	6	43	15	68	13	52	13	65	10	67	21	72	17	68
	6	43	9	41	11	44	5	25	6	40	14	48	10	40
	13	93	15	68	20	80	17	85	13	87	23	79	23	92
	10	71	15	68	14	56	10	50	12	80	22	76	17	68
	5	36	7	32	2	8	12	60	2	13	14	48	10	40
	1	7	6	27	8	32	9	45	3	20	15	52	9	36
	6	43	6	27	16	64	11	55	4	27	21	72	16	64
	0	0	5	23	1	4	1	5	0	0	7	24	5	20
	8	57	15	68	13	52	16	80	11	73	15	52	10	40
	7	50	6	27	4	16	11	55	7	47	18	62	14	56
	9	64	9	41	13	52	9	45	8	53	20	69	19	76
	8	57	12	55	10	40	14	70	8	53	24	83	18	72
	$\bar{X}$=5.64	47.43	$\bar{X}$=10.21	46.43	$\bar{X}$=10.36	41.43	$\bar{X}$=10.21	51.07	$\bar{X}$=7.29	48.57	$\bar{X}$=17.71	61.00	$\bar{X}$=14.00	56.00
	Total Possible 14		Total Possible 22		Total Possible 25		Total Possible 20		Total Possible 15		Total Possible 29		Total Possible 25	

Summary Table

POST-TEST (#1)

Trainee	Module 1		Module 2		Module 3		Module 4		Module 5		Module 7		Module 8	
	#Correct	%	#Correct	%	#Correct	%	#Correct	%	#Correct	%	#Correct	%	#Correct	%
	12	86	11	50	21	84	17	85	12	80	21	72	22	88
	13	93	22	100	22	88	18	90	15	100	27	93	23	92
	14	100	20	91	23	92	17	85	15	100	27	93	22	88
	12	86	18	82	23	92	15	75	14	93	26	90	16	64
	14	100	22	100	25	100	20	100	15	100	28	97	24	96
	13	93	20	91	22	88	19	95	14	93	29	100	25	100
	10	71	6	27	17	68	15	75	10	67	20	69	18	72
	9	64	17	77	21	84	18	90	12	80	25	86	13	52
	14	100	21	95	22	80	17	85	14	93	27	93	22	88
	13	93	13	59	15	60	12	60	13	87	13	45	12	48
	14	100	20	91	25	100	20	100	14	93	28	97	19	76
	14	100	20	91	23	92	19	95	14	93	21	72	25	100
	14	100	19	86	24	96	16	80	13	87	28	97	24	96
	14	100	21	95	24	96	17	85	15	100	28	97	24	96
	$\bar{X}$=12.86	91.86	$\bar{X}$=35.00	81.07	$\bar{X}$=21.93	87.71	$\bar{X}$=17.14	85.71	$\bar{X}$=13.57	90.43	$\bar{X}$=24.86	85.79	$\bar{X}$=20.64	82.57
	Total Possible 14		Total Possible 22		Total Possible 25		Total Possible 20		Total Possible 15		Total Possible 29		Total Possible 25	

Summary Table

PRE-TEST (#2)

Trainee	Module 1		Module 2		Module 3		Module 4		Module 5		Module 7		Module 8	
	#Correct	%	#Correct	%	#Correct	%	#Correct	%	#Correct	%	#Correct	%	#Correct	%
	6	43	9	41	5	20	13	65	2	13	0	0	11	44
	7	50	5	23	2	8	4	20	2	13	2	7	8	32
	11	79	14	64	13	52	8	40	6	40	11	38	7	28
	10	71	6	27	11	48	5	25	1	7	10	34	7	28
	3	21	7	32	7	28	3	15	2	13	1	3	3	12
	5	36	6	27	3	12	9	45	2	13	6	21	2	8
	6	43	8	36	12	48	8	40	5	33	8	28	1	4
	2	14	7	32	6	24	3	15	2	13	5	17	2	8
	6	43	7	32	7	28	2	10	0	0	2	7	2	8
	14	100	15	68	19	76	6	30	12	80	13	45	7	28
	7	50	13	59	19	76	16	80	9	60	18	62	18	72
	13	93	7	32	13	52	10	50	5	33	0	0	0	0
	7	50	8	36	4	16	8	40	5	33	7	24	6	24
	1	7	6	27	8	32	8	40	4	27	1	3	1	4
Total Possible 14	$\bar{X}$=7.00	50.00	$\bar{X}$=8.43	38.29	$\bar{X}$=9.21	37.14	$\bar{X}$=7.36	36.79	$\bar{X}$=4.07	27.00	$\bar{X}$=6.00	20.64	$\bar{X}$=5.36	21.43
Total Possible 22														
Total Possible 25														
Total Possible 20														
Total Possible 15														
Total Possible 29														
Total Possible 25														

Summary Table

POST-TEST (#2)

Trainee	Module 1		Module 2		Module 3		Module 4		Module 5		Module 7		Module 8	
	#Correct	%	#Correct	%	#Correct	%	#Correct	%	#Correct	%	#Correct	%	#Correct	%
	13	93	19	86	12	48	18	90	14	93	24	83	16	64
	9	64	21	95	22	88	17	85	15	100	25	86	21	84
	13	93	22	100	25	100	19	95	13	87	26	90	25	100
	13	93	18	82	22	88	18	90	13	87	24	83	21	84
	12	86	16	73	21	84	14	70	13	87	26	90	22	88
	14	100	21	95	23	92	20	100	15	100	29	100	22	88
	14	100	21	95	25	100	20	100	14	93	27	93	25	100
	11	79	20	91	23	92	19	95	15	100	26	90	24	96
	13	93	17	77	16	64	17	85	15	100	26	90	19	76
	14	100	17	77	23	92	17	85	13	87	24	83	20	80
	12	86	19	86	22	88	17	85	15	100	24	83	24	96
	12	86	21	95	21	84	20	100	15	100	23	79	23	92
	14	100	22	100	22	88	20	100	15	100	27	93	24	96
	13	93	21	95	22	88	18	90	15	100	26	90	24	96
	$\bar{X}$=12 64	90.43	$\bar{X}$=19.64	89.07	$\bar{X}$=21.36	85.43	$\bar{X}$=18.14	90.71	$\bar{X}$=14.29	95.29	$\bar{X}$=25.50	88.07	$\bar{X}$=22.14	88.57
	Total Possible 14		Total Possible 22		Total Possible 25		Total Possible 20		Total Possible 15		Total Possible 29		Total Possible 25	

Item Analysis

	Group I				Group II			
	Pre-Test		Post-Test		Pre-Test		Post-Test	
1.	4/14	29%	11/14	79%	6/14	43%	9/14	64%
2.	11/14	79%	14/14	100%	14/14	100%	14/14	100%
3a.	1/14	7%	14/14	100%	5/14	36%	14/14	100%
b.	6/14	43%	11/14	79%	7/14	50%	12/14	86%
4a.	8/14	57%	14/14	100%	10/14	71%	14/14	100%
b.	8/14	57%	12/14	86%	5/14	36%	10/14	71%
5a.	7/14	50%	14/14	100%	7/14	50%	11/14	79%
b.	5/14	36%	12/14	86%	10/14	71%	13/14	93%
6a.	4/14	29%	13/14	93%	5/14	36%	14/14	100%
b.	6/14	43%	14/14	100%	8/14	57%	14/14	100%
c.	6/14	43%	14/14	100%	6/14	43%	11/14	79%
7a.	10/14	71%	13/14	93%	7/14	50%	14/14	100%
b.	11/14	79%	12/14	86%	6/14	43%	14/14	100%
c.	6/14	43%	12/14	86%	2/14	14%	13/14	93%

Item Analysis

	Group I				Group II			
	Pre-Test		Post-Test		Pre-Test		Post-Test	
1a.	8/14	57%	13/14	93%	11/14	79%	14/14	100%
b.	8/14	57%	12/14	86%	10/14	71%	14/14	100%
2a.	4/14	29%	13/14	93%	3/14	21%	14/14	100%
b.	2/14	14%	13/14	93%	0/14	0%	10/14	71%
c.	5/14	36%	12/14	86%	1/14	7%	14/14	100%
d.	5/14	36%	13/14	93%	5/14	36%	13/14	93%
3a.	14/14	100%	13/14	93%	12/14	86%	13/14	93%
b.	10/14	71%	10/14	71%	11/14	79%	14/14	100%
4a.	12/14	86%	12/14	86%	11/14	79%	12/14	86%
b.	6/14	43%	13/14	93%	6/14	43%	12/14	86%
5a.	10/14	71%	11/14	79%	11/14	79%	14/14	100%
b.	7/14	50%	11/14	79%	5/14	36%	13/14	93%
6a.	11/14	79%	13/14	93%	4/14	29%	14/14	100%
b.	11/14	79%	13/14	93%	4/14	29%	14/14	100%
7a.	7/14	50%	12/14	86%	4/14	29%	14/14	100%
b.	3/14	21%	11/14	79%	1/14	7%	12/14	86%
c.	4/14	29%	11/14	79%	3/14	21%	11/14	79%
d.	3/14	21%	9/14	64%	2/14	14%	11/14	79%
8.	6/14	43%	12/14	86%	4/14	29%	11/14	79%
9.	2/14	14%	10/14	71%	0/14	0%	10/14	71%
10a.	4/14	29%	7/14	50%	7/14	50%	11/14	79%
b.	1/14	7%	7/14	50%	3/14	21%	10/14	71%

Item Analysis

	Group I				Group II			
	Pre-Test		Post-Test		Pre-Test		Post-Test	
1.	4/14	29%	10/14	71%	6/14	43%	11/14	79%
2.	2/14	14%	14/14	100%	6/14	43%	14/14	100%
3a.	3/14	21%	13/14	93%	2/14	14%	10/14	71%
b.	7/14	50%	12/14	86%	2/14	14%	13/14	93%
c.	1/14	7%	12/14	86%	0/14	0%	12/14	86%
4.	5/14	36%	12/14	86%	0/14	0%	13/14	93%
5a.	7/14	50%	14/14	100%	13/14	93%	13/14	93%
b.	7/14	50%	12/14	86%	6/14	43%	11/14	79%
6a.	9/14	64%	12/14	86%	4/14	29%	9/14	64%
b.	6/14	43%	8/14	57%	3/14	21%	5/14	36%
7a.	11/14	79%	14/14	100%	7/14	50%	14/14	100%
b.	11/14	79%	14/14	100%	7/14	50%	13/14	93%
8a.	5/14	36%	12/14	86%	6/14	43%	13/14	93%
b.	4/14	29%	12/14	86%	5/14	36%	10/14	71%
9.	6/14	43%	6/14	43%	5/14	36%	8/14	57%
10a.	1/14	7%	14/14	100%	1/14	7%	12/14	86%
b.	1/14	7%	13/14	93%	2/14	14%	13/14	93%
c.	4/14	29%	14/14	100%	5/14	36%	13/14	93%
11.	13/14	93%	14/14	100%	11/14	79%	14/14	100%
12a.	11/14	79%	14/14	100%	11/14	79%	14/14	100%
b.	8/14	57%	14/14	100%	10/14	71%	13/14	93%
c.	4/14	29%	13/14	93%	7/14	50%	13/14	93%
13a.	7/14	50%	12/14	86%	5/14	36%	13/14	93%
b.	5/14	36%	11/14	79%	4/14	29%	13/14	93%
c	3/14	21%	11/14	79%	3/14	21%	12/14	86%

Item Analysis

	Group I				Group II			
	Pre-Test		Post-Test			-Test		Post-Test
1a.	8/14	57%	14/14	100%	1a.	6/14	43%	14/14 100%
ex.	7/14	50%	13/14	93%	ex.	3/14	21%	14/14 100%
b.	5/14	36%	14/14	100%	b.	4/14	29%	14/14 100%
ex.	4/14	29%	14/14	100%	ex.	2/14	14%	14/14 100%
c.	12/14	86%	14/14	100%	c.	10/14	71%	14/14 100%
ex.	11/14	79%	14/14	100%	ex.	7/14	50%	14/14 100%
2.	3/14	21%	9/14	64%	2.	2/14	14%	8/14 57%
3.	11/14	79%	12/14	86%	3.	14/14	100%	14/14 100%
4.	10/14	71%	12/14	86%	4.	6/14	43%	12/14 86%
5.	11/14	79%	14/14	100%	5.	10/14	71%	13/14 93%
6.	8/14	57%	14/14	100%	6.	7/14	50%	14/14 100%
7.	9/14	64%	12/14	86%	7.	11/14	79%	13/14 93%
8.	10/14	71%	13/14	93%	8.	8/14	57%	14/14 100%
9.	9/14	64%	12/14	86%	9.	6/14	43%	13/14 93%
10a.	6/14	43%	11/14	79%	10a.	2/14	14%	13/14 93%
b.	4/14	29%	11/14	79%	b.	2/14	14%	12/14 86%
11.	1/14	7%	6/14	43%	11.	0/14	0%	10/14 71%
12	0/14	0%	7/14	50%	12.	0/14	0%	7/14 50%
13.	11/14	79%	14/14	100%	13.	4/14	29%	14/14 100%
14.	2/14	14%	11/14	79%	14.	0/14	0%	13/14 93%

Item Analysis

	Group I				Group			
	Pre-Test		Post-Test		Pre-Test		Post-Test	
1a.	2/14	14%	13/14	93%	0/14	0%	13/14	93%
b.	3/14	21%	13/14	93%	2/14	14%	14/14	100%
2a.	5/14	36%	14/14	100%	5/14	36%	14/14	100%
b.	6/14	43%	14/14	100%	2/14	14%	13/14	93%
c.	4/14	29%	13/14	93%	4/14	29%	13/14	93%
3a.	8/14	57%	8/14	57%	3/14	21%	12/14	86%
b.	7/14	50%	13/14	93%	5/14	36%	12/14	86%
4a.	10/14	71%	12/14	86%	9/14	64%	14/14	100%
b.	4/14	29%	14/14	100%	6/14	43%	13/14	93%
c.	3/14	21%	14/14	100%	0/14	0%	14/14	100%
5a.	5/14	36%	9/14	64%	3/14	21%	13/14	93%
b.	12/14	86%	14/14	100%	6/14	43%	14/14	100%
c.	11/14	79%	14/14	100%	5/14	36%	14/14	100%
d.	12/14	86%	14/14	100%	5/14	36%	13/14	93%
e.	10/14	71%	12/14	86%	2/14	14%	14/14	100%

Item Analysis

	Group I				Group II			
	Pre-Test		Post-Test		Pre-Test		Post-Test	
1a.	9/14	64%	12/14	86%	8/14	57%	13/14	93%
b.	6/14	43%	9/14	64%	8/14	57%	13/14	93%
2a.	14/14	100%	14/14	100%	1/14	7%	12/14	86%
b.	14/14	100%	14/14	100%	2/14	14%	12/14	86%
c.	14/14	100%	14/14	100%	4/14	29%	14/14	100%
3a.	10/14	71%	13/14	93%	2/14	14%	10/14	71%
b.	4/14	29%	7/14	50%	1/14	7%	10/14	71%
4a.	11/14	79%	13/14	93%	2/14	14%	14/14	100%
b.	13/14	93%	14/14	100%	1/14	7%	13/14	93%
c.	9/14	64%	11/14	79%	2/14	14%	12/14	86%
5a.	8/14	57%	12/14	86%	1/14	7%	11/14	79%
b.	2/14	14%	12/14	86%	0/14	0%	13/14	93%
6a.	4/14	29%	11/14	79%	0/14	0%	14/14	100%
b.	14/14	100%	14/14	100%	7/14	50%	14/14	100%
c.	14/14	100%	13/14	93%	0/14	0%	12/14	86%
7a.	9/14	64%	11/14	79%	2/14	14%	8/14	57%
b.	6/14	43%	10/14	71%	0/14	0%	9/14	64%
8.	7/14	50%	10/14	71%	5/14	36%	11/14	79%
9a.	7/14	50%	11/14	79%	1/14	7%	13/14	93%
b.	7/14	50%	9/14	64%	0/14	0%	12/14	86%
10.	5/14	36%	13/14	93%	4/14	29%	13/14	93%
11.	7/14	50%	14/14	100%	4/14	29%	14/14	100%
12.	11/14	79%	14/14	100%	5/14	36%	14/14	100%
13.	4/14	29%	11/14	79%	2/14	14%	12/14	86%
14a.	5/14	36%	11/14	79%	6/14	43%	13/14	93%
b.	4/14	29%	13/14	93%	3/14	21%	13/14	93%
15a.	11/14	79%	14/14	100%	6/14	43%	13/14	93%
b.	10/14	71%	14/14	100%	5/14	36%	14.14	100%
c.	9/14	64%	9/14	64%	2/14	14%	12/14	86%

Item Analysis

	Group I				Group II			
	Pre-Test		Post-Test		Pre-Test		Post-Test	
1a.	10/14	71%	13/14	93%	5/14	36%	14/14	100%
b.	5/14	36%	12/14	86%	3/14	21%	12/14	86%
c.	12/14	86%	12/14	86%	5/14	36%	14/14	100%
d.	13/14	93%	14/14	100%	5/14	36%	14/14	100%
e.	14/14	100%	14/14	100%	6/14	43%	14/14	100%
2a.	12/14	86%	13/14	93%	2/14	14%	12/14	86%
b.	3/14	21%	10/14	71%	1/14	7%	9/14	64%
3a.	11/14	79%	12/14	86%	3/14	21%	10/14	71%
b.	5/14	36%	11/14	79%	1/14	7%	13/14	93%
4a.	10/14	71%	12/14	86%	1/14	7%	10/14	71%
b.	5/14	36%	12/14	86%	3/14	21%	14/14	100%
c.	6/14	43%	9/14	64%	3/14	21%	12/14	86%
d.	3/14	21%	7/14	50%	1/14	7%	11/14	79%
5a.	7/14	50%	13/14	93%	5/14	36%	13/14	93%
b.	8/14	57%	13/14	93%	1/14	7%	12/14	86%
6a.	7/14	50%	12/14	86%	3/14	21%	13/14	93%
b.	12/14	86%	13/14	93%	7/14	50%	14/14	100%
7.	3/14	21%	10/14	71%	2/14	14%	11/14	79%
8a.	7/14	50%	12/14	86%	2/14	14%	12/14	86%
b.	5/14	36%	8/14	57%	1/14	7%	12.14	86%
9a.	4/14	29%	12/14	86%	2/14	14%	11/14	79%
b.	4/14	29%	8/14	57%	2/14	14%	11/14	79%
10a.	11/14	79%	12/14	86%	4/14	29%	14/14	100%
b.	9/14	64%	13/14	93%	3/14	21%	14/14	100%
c.	11/14	79%	12/14	86%	4/14	29%	14/14	100%

APPENDIX I

Complete responses to Follow-up and Feedback Questionnaires

FOLLOW-UP QUESTIONNAIRE "COMMENTS"

7b. If you are not satisfied with the changes you have been able to bring about, what do you see as the major obstacles or barriers to these changes?

I anticipate some of the staff discounting the information because they don't understand it. I have prepared a videotape to offset some of that.

Planning, scheduling and training the large numbers of staff who wish to and/or need to be provided with the workshop information. Our major obstacle in doing the above has been acquiring the needed videotape equipment. Hopefully this will be remedied. Another barrier has been the extremely high academic level of the videotape modules. Many of the people who could have the most impact (direct care and paraprofessionals) do not have the academic skills to master this material which is extremely difficult even for professionals. Attempting to develop presentations which would be meaningful to them is very time consuming.

More changes need to be made in the entire IU for assessing procedures. The changes need to be made at the administrative end.

I believe I could have been more successful with more consistency in promoting target behaviors. The obstacles over which I have little control, e.g. the autistic tendencies of the child, have been the greatest reason for difficulties in changing social behaviors.

Time should take care of obstacles of staff changes and reorientation for new staff to transactional approach.

1) Who "owns" these students, regular classroom teacher or SPED.
2) SPED staff have been taught to bring students to grade levels by removing them from classroom--it's hard to change.

Not sufficient time to plan and implement changes; educating staff and parents; keeping appropriate data.

The major obstacle I have in making changes in the administrative procedures is the lack of knowledge on the part of the administration and the fact I am not in an administrative role.

FOLLOW-UP QUESTIONNAIRE "COMMENTS"

7c. How have your colleagues reacted to your efforts to implement this model?

The few that have seen our changes and the flow chart we developed are most interested. Also, they were most interested in my offering the modules again.

Very supportive and eager to be included in the workshops. Some however are overwhelmed by the information.

They have been very open to the information. Many expressing a need for the course after the introductory workshop.

They do not know that I am implementing this particular program.

High supportive and eager to learn.

It varies with individuals. If I can go in and model what I mean, it helps. Some people just resist.

They are very interested and anxious to learn more about the model.

Very positively.

My colleagues have been very receptive to the model. The teachers I work with directly have made many changes in their classroom program. Not only have they changed classroom activity, but communication I.E.P. have been changed.

Yes, with acceptance and enthusiasm. The Transactional Model is currently being used in some form by all Speech Pathologists and Speech and Hearing Department Staff.

FOLLOW-UP QUESTIONNAIRE "COMMENTS"

7d. How have the student'/clients' parents reacted to implementation of this model?

I have no information on this as I don't work with any parents directly.

Our sampling of this is extremely limited. We have very little contact with parents. In at least one case, the reaction has reportedly been negative as she wants her daughters scheduled for individual language therapy as they were in the previous institution. However many of the students who will be directly affected through implementation of this model have never been considered candidates for service beyond annual screenings/evaluations.

The parents were satisfied in changes in their IEP goals. They felt that the goals were more realistic. However, I haven't gotten specific reactions after 3 months of implementation in the classroom.

The parents are unaware of what program is being used but they are happy with the language progress in their children.

To be tried soon.

1 student did more initiating in 1 week of partial integration than in 2 months of 1/1 remediation. Parents like it.

Have just begun explaining approach to them.

Positive!

With some caution but generally very well. We have some parents who attended our presentation and they have responded very well and are excited about this model.

Parents that I have met with seem very receptive to the change of programming, although some don't see any difference from previous programming.

Positively, in general, although their comprehension of the material is limited due to lack of time for real consultation with them on the goals and objectives of the Transactional Approach.

FOLLOW-UP QUESTIONNAIRE "COMMENTS"

7e. Have you observed changes in your (or your colleagues'/subordinates') students'/clients' actual levels of performance in the area of early communication and language development which you feel are due, at least in some part, to your implementation of this model?

Some of the instructors who attended the spring workshop have indicated that it has changed their perspective and emphasis in language programming.

Most definitely. Colleagues within the speech and hearing staff and other professionals and paraprofessionals report significant performance changes for some of their students after implementing this model. At this time, it is felt that many of these changes are attributable to a change of approach that encourages and allows experiences and opportunities to communicate rather than actual training based on this model. However that in and of itself is very exciting.

My assistants are more aware of the stages of normal development and how it relates to our students. Their language stimulates the children's language development. They are "holding out" more allowing more opportunities for the child to communicate.

I believe that the teacher in the classroom has increased her knowledge of language development. This is particularly true as the program is very logical and easy to understand.

Yes, I believe much of this notion also comes from my ability to assess and move a child along appropriate contin. rather than drastic changes in interactions. I would love any help and suggestions for developing play rituals like "washing the babies". (Especially for the low level and physically impaired child.)

Peer interaction has improved as well.

Hard to say at this point.

I definitely have seen changes in both my colleagues and students performance. Many of the lower functioning students are beginning to show more early communication behaviors due to the fact that I have worked with the teachers directly. I have discussed in detail many of the behaviors of early communication. I am quite pleased with the changes in many of my colleagues and the resulting changes made in IEP's and classroom activities. The transactional model has made a great impact in all of my classes and there has been changes in students performance.

FOLLOW-UP QUESTIONNAIRE "COMMENTS"

7e. Have you observed changes in your (or your colleagues'/subordinates') students'/clients' actual levels of performance in the area of early communication and language development which you feel are due, at least in some part, to your implementation of this model?

Included as 1 comment on questionnaire

1. Yes, definitely. All clients presently receiving services in my Unit have made some degree of improvement, some have made a significant improvement in 6 short months.

2. Another great improvement is in staff interaction style and interpretation of client behaviors. Most staff in the communication cottages actually see themselves as instructors and have taken pride in their work as a result of the in-service training. They have an understanding of communication development in their clients which approximates my own!

3. A final positive change is a student assistantship with the University of Connecticut in which two students each work 17½ hours per week under my supervision. They first receive in-service training on the Transactional Approach (See attached sheet on our presentations) and then work with clients from the Communication Cottages in a small workshop setting. This is a very positive step toward education of graduate students on this model.

FOLLOW-UP QUESTIONNAIRE "COMMENTS"

7a. How successful have you been in actually achieving the changes you have sought to make in programming and/or administrative procedures and policies?

With a small percentage of the staff members the success has been very good and these staff members come and ask for new ideas and are trying to change their approach to communication in the classroom. The majority of the staff however have not really accepted the idea. They found it interesting but have not shown a great deal of interest in implementing it within their classes.

With a high level of consultant and direct services to teachers from communication specialist success has been encouraging for a number of students.

We have been very successfuly in involving our staff in the use of the trans-actional model particularly in the assessment of very young or severely delayed children. It has also changed the way in which we communicate diagnostic findings directly to parents and through diagnostic reports. These changes in programming have not necessitated any changes in administrative procedures and policies.

Changes in treatment procedures and programming have just begun.

It is still early in the application phase of our pilot project, but we are very optimistic that changes in communication programming will continue to be made as teachers and clinicians involved become more familiar and comfortable with this approach. All participants have completed assessments and several have already begun to implement changes in intervention strategies based on what they have found. The supervisors who are responsible for SPMR programs are supportive of our efforts and anxious to see any change implemented that will show increased communication skills in our students.

Since I work quite independently, the success I have had has been with my own client's programming goals. I have generally been very successful with these goals, and find them relevant and compatible with other programs I have used, particularly MacDonald.

Recognition by administration of our competencies (due to attendance at McLeans' workshop) give more weight to our opinions/suggestions. All s/p students will now receive the minimum of 4 hrs/mo. consultative services automatically ("consultative" means working with child and teacher), whereas, formerly the discrepancy between M.A. & L.A. had to be "significant" before service could be granted (anyone believe that?)

Changes in my own assessment and treatment procedures have gone smoothly and seems to have served to make understanding client conditions, evaluation, and record keeping simpler.

I feel that I have been very successful in helping other team members, become more comfortable and proficient in language programming. Also, the teachers are making goals more functional and developmentally appropriate. We are now working on using more dispersed trials and more appropriate contextual settings for our teaching. The approach has been very helpful in assisting our direct care staff to be more responsive to communicative behaviors.

FOLLOW-UP QUESTIONNAIRE "COMMENTS"

7b. If you are not satisfied with the changes you have been able to bring about, what do you see as the major obstacles or barriers to these changes?

It seems that the teachers are concerned about the development of communication skills but that they still feel that the students need to be pulled out of class and into the therapists room. I feel this is still the case with many of the parents also.

Hopefully the major obstacle was level of training for the classroom staff. The August mini workshop resulted in a positive attitude but not a high level of information. The current class being taught should solve that problem.

Have not pressured implementation on wide scale. Concept presented to colleagues for evaluation and information.

In any program, carry-over is sometimes problematic as the home environment of the clients is in one language mode (i.e. sign) while many of my goals are in the verbal mode. Use of daycare and other such programs can promote carry-over in the verbal mode.

Dissatisfied with knowledge of direct service providers (teachers & aides). McLeans' videotapes not well received by these teachers due to their inability to perceive relevance to S/P children (too many normal students--too lengthy discussions--too technical language).

FOLLOW-UP QUESTIONNAIRE "COMMENTS"

7c. How have your colleagues reacted to your efforts to implement this model?

Most have been very interested and have reacted positively.

Cooperation by staff and support by administration both in inservice expenses and purchasing materials.

Have been receptive.

They have been very positive and eager to incorporate this model into their work.

Overall we are extremely encouraged by the response of our colleagues. Most have shown extraordinary support by putting the additional time and effort needed to learn the material and adjust their programs, data sheets, etc. Of the additional 4 teachers and 3 speech/language clinicians involved, all but one clinician and one teacher have shown remarkable acceptance and eagerness in applying what they have learned. The clinician and teacher who have not responded favorably have had the following problems:

1. The teacher has changed classrooms and has had to make several adjustments already in the programming she is used to. She has also been preoccupied with problems concerning one of her students. Thus she has not had the mental energy and time needed to devote to this project. We believe she will later.

2. The clinician does not see the applicability of this approach to her adolescent population with behavioral problems. However, she is willing to try and has requested additional help in applying this approach.

Yes-teachers perceive its importance but negative about having to go through videotape sessions--two workshops cut short due to this (amongst other factors-administrative).

Many have been very interested in the program and sought to learn the model themselves.

Interested in approach, enjoyed workshop. Will add to repertoire but do not agree to totally adopt.

They have been very enthusiastic and willing to learn the new approach. The Special Education teachers were very excited because it gave them a place to start in the area of language with their profoundly multi-handicapped students.

FOLLOW-UP QUESTIONNAIRE "COMMENTS"

7d. How have the student'/clients' parents reacted to implementation of this model?

The parents still are very concerned about IEP's that say their child will receive 1/2 hour of individual therapy 2x per week etc. and the ones I have had contact with recently seem to be becoming more concerned that this happen. This has been particularly true this year.

We have not presented the program to parents as a group formally. However, we are involving parents as team members for planning and implementing individual programs.

Students are making the adjustment to the new procedures and programming. Parents have not yet been involved.

They have been very positive since the model provides a way for them to observe and encourage communicative growth in their prelinguistic children.

Parents/guardians have not been involved at this point. They will be as changes in IEP objectives need to be made and we expect a favorable response.

Parents accept and see its value when it is explained at individual parent meetings. Nothing very formal done--only relating theory of model.

They have responded well although not all have been very aware of the objectives.

Our parents are happier that we have placed more emphasis on language programming. Also the parents of those students who are non-verbal, understood the "Generic Skills Assessment" and were pleased that the cognitive/social goals were aimed at the development of a communication program.

FOLLOW-UP QUESTIONNAIRE "COMMENTS"

7e. Have you observed changes in your (or your colleagues'/subordinates') students'/clients' actual levels of performance in the area of early communication and language development which you feel are due, at least in some part, to your implementation of this model?

Yes I have found that when programming takes place at an appropriate level and in an appropriate context gains in communicative ability can be achieved.

Yes - with the most profoundly handicapped, including young adults. We will share our data with you when we are further into the program.

Yes, we have noted improvement in the students' ability to communicate. We have been particularly pleased with the changes we have noticed in the area of function.

Our clients have made progress but it is impossible to directly state cause and effect.

Yes, in one student, the level of performance has increased; from reactive to proactive level of perlocutionary communication.

Changes have been observed in that progress and abilities are viewed and evaluated from a new perspective.

My clients have shown greater improvement under this model than any other I have tried this year.

Yes--teachers more perceptive to nuances of early communication; they rely heavily upon our consultative direction; easier now to see students' communication attempts and to feel progress is being made.

Our younger children (under 3 years) appear to be exhibiting more communicative behaviors to which the staff is consistently responding to. Also, 2 children are identifying objects who were not before. We have only made our changes in the last 3-4 months and I am anticipating much more progress over the next year especially in the skills necessary to language acquisition and the transfer of skills.

APPENDIX J

Questionnaire used to assess perceived impact on students/clients and summary of responses

Team:_____

Team Number:_____

General Instructions: Please respond to each question with the number of students for whom the statement is true. If the statement is not true for any students, enter a 0. (We realize some of these numbers may be approximate. If this is the case, please give us as accurate as estimate as you can.)

I.

A. How many students/clients of whom you have direct knowledge were affected in some way by your participation in this program:

0-3 yrs.	_____	students
3-8 yrs.	_____	
8-13 yrs.	_____	
13 and over	_____	

Please provide an unduplicated count of these affected students by handicapping condition:

Severely multiply handicapped	_____
Mentally retarded/developmentally delayed	_____
Sensory impaired	_____
Motorically/orthopedically impaired	_____
Behavior disordered/emotionally disturbed	_____
Autistic	_____
Other	_____

B. Assessment Process

Number of children for whom the statement is true:

_____ 1. Incorporated some of the "Transactional Approach" ideas/materials into existing assessment battery/process.

_____ 2. Assessment process and materials was significantly revised to reflect the "Transactional Approach".

_____ 3. All, or subscales, of the Generic Skills Assessment Inventory (from the monograph) was used. (May include students reflected in count from questions #1 and #2 above.)

_____ 4. Other effects on assessment process (explain)
_____
_____
_____

C. IEP Conference

Number of students for whom the statement is true:

_____ 1. Improved quality of interdisciplinary communication among professionals.

_____ 2. Had a negative effect on quality of interdisciplinary communication among professionals.

_____ 3. Improved quality of communication with parents.

_____ 4. Had negative impact upon communication with parents.

_____ 5. Other effects: _____
_____

C. IEP Goal Statements

_____ 1. Deleted some previous goals from existing IEP deemed inappropriate in light of "Transactional Approach".

_____ 2. Expanded or modified one or more existing IEP goals to reflect the "Transactional Approach" (e.g. added vertical or horizontal expansion component).

_____ 3. Added one or more new goals to existing IEP which reflect the "Transactional Approach".

_____ 4. Totally rewrote/replaced relevant sections of the IEP to reflect "Transactional Approach".

_____ 5. Other effects: _____
_____
_____

D. Programming Procedures

Number of students for whom the statement is true:

_____ 1. Scheduling/service delivery model for communication programming has been changed or modified.

_____ 2. Materials and/or context/setting of communication programming have been modified.

_____ 3. Individuals who assist or share responsibility for communication programming have changed.

_____ 4. Method of presenting and/or consequating "trials" has changed.

_____ 5. Other: _____
_____
_____

E. Child Progress

Respond only for children whose programming was influenced by your participation in the workshop. If you have "real data" and can share those with us, please do. If not, try to summarize your results to date in this section.

Number of students

_____ Rate of progress greater than in previous communication programming

_____ Rate of progress less than in previous communication programming

_____ Rate of progress about the same as in previous communication programming

_____ Other: _____
_____
_____

II. Reactions to any changes you have made to reflect Transactional Approach.

Directions: Please circle the number which best indicates your reaction to each statement.

		Not true			Very true
1.	Parents were very accepting and supportive of the changes we made in our programming approach as a result of participation in the Transactional Approach workshops	1	2	3	4
2.	Colleagues and staff were very accepting and supportive of the changes we made in our programming approach as a result of participation in the Transactional Approach workshops	1	2	3	4
3.	Administrators were very accepting and supportive of the changes we made in our programming approach as a result of participation in the Transactional Approach workshops	1	2	3	4
4.	Children/clients seemed to enjoy and be more actively engaged in communication programming which used Transactional Approach than in previous programming approaches	1	2	3	4
5.	I found communication programming that incorporated Transactional Approach to be more satisfying and enjoyable	1	2	3	4

Other reactions you care to share:

IMPACT QUESTIONNAIRE

	CLIENTS AFFECTED	ASSESSMENT PROCESS			
Team	# of students/clients affected by your participation in this program	# for whom some of T.A. ideas/materials were incorporated	Assessment materials significantly revised to reflect T.A.	All, or subscales, of Generic Skills used	Other effects on assessment process
1					
2	265	150	50	40	--
3	360	360	360	0	--
4					
5	319	217	211	242	--
6					
7	22	15	15	4	--
8	58	46	2	0	--
9					
10					
11	29	--	27	2	--
12					
13	45	15	20	10	--
14					
15					
16					
17					
18					
19	73	73	73	73	--
20	90	90	--	--	--
21					
22	40	20	20	--	--
23	20	11	4	2	--
24					
25					
26					
27	160	60	--	--	--
28	106	27	1[illegible]	5	--
29	92	65	65	5	--
30					
31	38	12	11	8	--
32					
33	--	--	--	--	--
(34)	30	30	30	--	--

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Team	CLIENTS AFFECTED: # of students/clients affected by your participation in this program	IEP CONFERENCE: # of students for whom improved quality of interdisciplinary communication among professionals	IEP CONFERENCE: Had negative effect on quality of interdisciplinary communication	IEP CONFERENCE: Improved quality of communication with parents	IEP CONFERENCE: Had negative impact upon communication with parents
1					
2	265	N.A.	N.A.	N.A.	N.A.
3	360	N.C.	N.C.	N.C.	N.C.
4					
5	319	185	--	42	3
6					
7	22	10	--	10	--
8	58	2	--	22	--
9					
10					
11	29	29	--	29	--
12					
13	45	10	--	10	--
14					
15					
16					
17					
18					
19	73	73	--	20	--
20	90	60	--	30	--
21					
22	40	40	0	40	--
23	20	18	0	18	--
24					
25					
26					
27	160	120	0	120	--
28	106	44	2	19	1
29	92	60	0	29	--
30					
31	38	38	0	5	--
32					
33	--	--	--	--	--
(34)	30	N.A.	N.A.	30 *	--

*Improved parental skill in promoting speech and language development

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Team	CLIENTS AFFECTED: # of students/clients affected by your participation in this program	IEP GOAL STATEMENTS: Deleted some previous goals from existing IEP deemed inappropriate in light of T.A.	Expanded/modified one or more existing IEP goals to reflect T.A.	Added one or more new goals to existing IEP which reflect T.A.	Totally rewrote/replaced relevant sections of IEP to reflect T.A.
1					
2	265	N.A.	N.A.	N.A.	N.A.
3	360	360	360	360	360
4					
5	319	50	24	48	0
6					
7	22	5	1	2	0
8	58	8	16	18	0
9					
10					
11	29	5	14	--	4
12					
13	45	0	7	2	--
14					
15					
16					
17					
18					
19	73	73	--	--	73
20	90	50	20	--	20
21					
22	40	10	40	40	10
23	20	7	6	12	0
24					
25					
26					
27	160	160	--	160	--
28	106	9	42	27	8
29	92	0	0	30	0
30					
31	38	10	7	20	0
32					
33	--	--	--	--	--
(34)	30	30	30	30	0

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Te...	CLIENTS AFFECTED: # of students/clients affected by your participation in this program	PROGRAMMING PROCEDURES: Scheduling/service delivery model for communication programming changed/modified	Materials and/or context/setting of communication programming modified	Individuals who assist or share responsibility for communication programming have been changed	Method of presenting and/or consequating trials changed
1					
2	265	60	--	40	100
3	360	30	30	0	30*
4					
5	319	241	201	156	0
6					
7	22	20	15	3	10
8	58	16	38	22	38
9					
10					
11	29	--	--	--	--
12					
13	45	8	10	8	7
14					
15					
16					
17					
18					
19	73	0	73	0	0
20	90	30	--	45	--
21					
22	40	40	40	0	40
23	20	16	16	16	16
24					
25					
26					
27	160	60	60	160	--
28	106	35	49	15	44
29	92	37	37	N.A.	37
30					
31	38	0	5	0	5
32					
33	--	--	--	--	--
(34)	30	0	30	0	30

*Represents 3 totally changed classrooms

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Team	CLIENTS AFFECTED: # of students/clients affected by your participation in this program	CHILD PROGRESS: Rate of progress greater than in previous communication programming	CHILD PROGRESS: Rate of progress less than in previous communication programming	CHILD PROGRESS: Rate of progress about the same as in previous communication programming	
1					
2	265	30*	--	10*	
3	360	30**	0	330***	
4					
5	319	10	0	12	
6					
7	22	2	0	0	
8	58	6	0	52	
9					
10					
11	29	--	--	--	
12					
13	45	4	0	4	
14					
15					
16					
17					
18					
19	73	73	--	--	
20	90	25	--	--	
21					
22	40	38	0	2	
23	20	16	1	3	
24					
25					
26					
27	160	--	--	60	
28	106	32	2	10	
29	92	20	--	--	Already implamented activity based instruction-72 students
30					
31	38	8	0	10	Too early to tell with 13 students
32					
33	--	--	--	--	
(34)	30	30	--	--	

*Children he's had continuous contact with

**Those children in totally changed classroom

***Unchanged classrooms

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Section II: Reactions to changes made reflecting the Transactional Approach

	Not true			Very true
Question #	1	2	3	4
1 No response 3	0	2	9	4
2 No response 3	0	3	8	5
3 No response 3	0	1	7	7
4 No response 3	0	0	3	12
5 No response 2	0	0	2	14

APPENDIX K

Complete summary of costs and secondary workshops

COMPLETE SUMMARY OF COSTS IN SECONDARY WORKSHOPS

Workshop #1 - SMH

Team	Team Name	Team Cost	Local Cost	% of General	Total Cost	Direct Child Work	Children Served by Supv. Staff	Total Level #1 Clients	Cost Per Client	# of Prof. Under Supv.	Workshops Held	# of Part. Workshops	Approx. # of Secondary Clients	Cost of Secondary Workshop	Cost Per Secondary Workshop Trainee	Cost Per Secondary Student	Combined Cost Per Student
1		$ 414.00	$ 494.18	445.45	$ 1,353.63	0	95	95	$ 14.25	25							
		414.00	494.19	445.45	1,353.63	2	495	497	2.72	9	18	259	798		16.24	5.2[illegible]	2.78
		558.00	494 19	445.45	1,497.64	120	-	120	8.36	-							
2		737.00	380.00	445.45	1,562.45	24	43	67	23.62	6	3	68	1670	2,450.00	514.72	56.06	20.82
		663.00	380.00	445.45	1,488.45	43	80	123	[illegible]2.10	20							
3		546.00	445.30	445.45	1,436.75	--	155	155	9.27	35	1	10	130	327.50	320.10	24.62	9.79
		546.00	445.30	445.45	1,436.75	42	--	42	34.21	--							
4		641.00	214.00	445.45	1,300.45	9	--	9	144.49	--	2	20	80	10.00	129.35	32.34	21.38
		617.00	214.00	445.45	1,276.45	32	--	32	39.89	--							
5		459.00	448.33	445.45	1,352.78	27	--	27	50.10	--	6	17	150	776.00	45.65	31.43	10.87
		483.08	448.33	445.45	1,376.86	13	--	13	105.91	--		19	140	3,127.00	371.86	50.47	16.70
		315.00	448.33	445.45	1,208.78	6	237	243	4.97	7		28	609	10,918.94	2,713.15	216.22	59.56
6		609.00	522.75	445.45	1,577.20	--	200	200	7.87	27	1	38	150	--	82.38	20.87	6.75
		585.00	522.75	445.45	1,553.20	--	114	114	13.62	6							
	Totals	$7,587.08	$5,951.65	6,236.30	$19,775.03	318	1,419	1,737	$471.38	135	31	459	3,727	$17,609.44	$4,193 45	$437.28	$148.65

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Workshop #2 - Preschool

Teams	Team Names	Team Cost	Local Cost	% of General	Total Cost	Direct Child Work	Children Served by Supv. Staff	Total Level #1 Clients	Cost per Client	# of Prof. Under Supv.	Work-shops Held	# of Part. Work-shops	Approx. # of Secondary Clients	Cost of Secondary Workshop	Cost Per Secondary Workshop Trainee	Cost Per Secondary Student	Combined Cost Per Student
7		$ 1,075.00	$ 157.00	519.61	$ 1,751.61	10	(10)	10	$ 175.16	3	2	20	60	10.00	216.94	72.31	61.98
		861.00	157.00	519.61	1,537.61	(10)	(10)			2							
		363.00	157.00	519.61	1,039.61												
8		543.00	--	519.61	882.61	18	(18)	18	59.03	5	2	16	100	265.00			
		580.00	--	519.61	919.61	45	(45)	45	24.44	5							
9		481.00	164.67	519.61	1,165.28	5	40	45	25.90	7	-	--	--				
		481.00	164.67	519.61	1,165.28	-	440	440	2.65	26	-	--	--				
		337.00	164.66	519.61	1,021.27	15	--	15	68.08	--	*Conf.	(25)	(449)				
10		792.00	102.81	519.61	1,414.42	16	--	16	88.40	--	2	15	100	51.95	194.52	29.18	
		829.00	102.81	519.61	1,451.42	50	--	50	29.03	--							
11		703.00	37.38	519.61	1,259.99	26	--	26	48.46	--							
		814.00	37.38	519.61	1,370.99	23	50	73	18.78	20	1	9	25				
	Totals	$ 7,499.00	$ 1,245.38	6,235.32	$14,979.70	208	530	738	$ 539.93	68	7	60	285	$326.95	$411.46	$101.49	$61.98

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Workshop #3 - Preschool

Teams	Team Names	Team Cost	Local Cost	% of General	Total Cost	Direct Child Work	Children Served by Supv. Staff	Total Level #1 Clients	Cost Per Client	# of Prof. Under Supv.	Work-shops Held	# of Part. Work-shops	Approx. # of Secondary Clients	Cost of Secondary Workshop	Cost Per Secondary Workshop Trainee	Cost Per Secondary Student	Combined Cost Per Student
12		$ 724.00	$ 412.50	297.46	$ 1,433.96	25	--	25	$ 57.36	9	--						
		728.00	412.50	297.46	1,437.96	360	--	360	4.00	12	--						
13		563.00	--	297.46	860.46	8	8	16	53.78	10	--						
		357.00	--	297.46	654.46	8	20	28	23.37	2	--						
14		661.00	--	297.46	958.46	50	100	150	6.62	1	--						
		731.00	--	297.46	1,028.46	(50)	(100)	(150)		(1)	--						
15		946.00	--	297.46	1,243.46	8	--	8	73.24	--	--						
		876.00	--	297.46	1,173.46	25	--	25									
16		606.00	82.50	297.46	985.96	15	--	15	65.73	--	--						
		606.00	82.50	297.46	985.96	60	--	60	16.43	--	--						
17		602.60	--	297.46	900.06	49	95	144	6.25	10	--						
		431.00	--	297.46	728.46	100	200	300	2.43	39	--						
18		563.00	--	297.46	860.46	25	(25)	25	14.19	2	1	16	40				
		431.00	--	297.46	728.46	42	45	87		22							
19		60.00	--	297.46	357.46	4	--	4									
		60.00	--	297.46	357.46	(4)	--	(4)									
	Totals	$8,945.60	$ 990.00	4,759.36	$14,694.96	779	468	1247	$323.40	107	1	16	40				

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Workshop #4 - SMH

Teams	Team Names	Team Cost	Local Cost	% of General	Total Cost	Direct Child Work	Children Served by Supv. Staff	Total Level #1 Clients	Cost Per Client	# of Prof. Under Supv.	Work-shops Held	# of Part. Work-shops	Approx. # of Secondary Clients	Cost of Secondary Workshop	Cost Per Secondary Workshop Trainee	Cost Per Secondary Student	Combined Cost Per Student
20		$ 725.00	$ 329.35	392.88	$ 1,447.23	--	251	251	$ 9.16	51	1	12	250	$1,682.00	$ 381.37	$ 18.31	$ 8.09
		725.00	329.35	392.88	1,447.23	65	--	65		--	1	24	126	1,244.00			
21		580.00		392.88	972.88	42	--	42	17.41	14	-						
		584.00		392.88	976.88	70	--	70			-						
22		692.00	292.25	392.88	1,377.13	120	(120)	120	10.20	18	5	99	968	9,075.84			
		692.00	292.25	392.88	1,377.13	150	(150)	150									
23		570.00	107.90	392.88	1,070.78		115	115	3.60	49	1	7	35	310.00			
		644.00	107.90	392.88	1,144.78		500	500									
24		730.00	406.00	392.88	1,528.88	6	-	6	46.33								
		730.00	406.00	392.88	1,528.88	60	-	60									
25		75.00		392.88	467.88	9	(9)	9	12.65	5	-						
		75.00		392.88	467.88	56	9	65		1							
	Totals	$6,822.00	$2,271.00	4,714.56	$13,807.56	578	1453	1453	$ 99.35	138	8	142	1379	$12,311.84	$ 381.37	$ 18.31	$ 8.09

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Workshop #5 - SMH

Team #	Team Names	Team Cost	Local Cost	% of General	Total Cost	Direct Child Work	Children Served by Supv. Staff	Total Level #1 Clients	Cost Per Client	# of Prof. Under Supv.	Work-shops Held	# of Part. Work-shops	Approx. # of Secondary Clients	Cost of Secondary Workshop	Cost Per Secondary Workshop Trainee	Cost Per Secondary Student	Combined Cost Per Student
26		$ 434.60	$	7.33	$ 731.93	--	135	135	$ 7.40	24	--						
		340.00		297.33	637.33	50		50									
27		554.50	306.60	297.33	1,158.43		60	60	29.35	22	2	27	1,000	30.00	90.25	2.41	2.25
		644.5;	306.60	297.33	1,248.43	22	(60)	22		3							
28		588.00	369.60	297.33	1,254.93	4		4	46.48		2	59	2,600	653.00	78.63		46.48
		588.00	369.60	297.33	1,254.93	50		50									
29		699.00	576.35	297 33	1,572.68	83	(83)	83	23.65	29	1	40	40	980.00	74.89	78.63	18.18
		699.00	576.35	297.33	1,572.68	50		50									
30		715.00		297.33	1,012.33	(7)	60	60	28.52	15							28.52
		715.00		297.33	1,012.33	11		11									
31		709.00	332.20	297.33	1,338.53		40	40	26.77	10	1	23	70	1,230.00	169.87	55.82	22.98
		709.00	332.20	297.33	1,338.53	60		60									
32		671.00	877.15	297.33	1,845.48	12		12	32.36		2	48	270	332.00	83.81	14.90	10.53
		671.00	877.15	297.33	1,845.48	(60)	100	100		4							
33		530.00		297.33	827.33	(30)	70	70	12.73	14							
		530.00		297.33	827.33	60	(25)	60		1							
	Totals	$9,797.60	$4,923.80	4,757.28	$19,478.68	402	465	867	$207.86	122	8	197	2,360	$3,225.00	$4,477.45	$151.76	$128.94

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APPENDIX L

Materials developed by trainees

EVALUATION FORMS

– : not demonstrated in eval.
+/– : inconsistent/emerging
R : reportedly demonstrated
F : further evaluation needed

EVALUATION FORM

CLIENT:

DATE:

SOCIAL

COMMUNICATIVE INTENTIONALITY

_Reactive Perlocutionary (Reflexive Behavior)
_Proactive Perlocutionary (Intentional Beh., non-com
_Primitive Illocutionary (Intentional Ambig. Comm.)
_Conventional Illocutionary (Intentional Unambig.Com.)
_Locutionary (Intentional Comm. with true signs)

PERFORMATIVES

SELF INITIATED:
_Request Food
_Request Object/ Action
_Comment
_Question
_Greet
_Draw Attention to Self
_Cease an Interaction

IN RESPONSE:
_Repeat/Imitate
_Greet
_Answer/ Reply
_Protest
_Rejection

NON-COMMUNICATIVE:
Label
_Practice

PRE-VERBAL DYADIC INTERACTION

__ Attends to Other Person
__ Attend to/Maintain Joint Foc
__ Fills Turn (in response only
__ Waits Turn & Fills Appropria
__ Assumes Leadership Role
__ Initiate Interact./Evoke Att
__ Establish Focus/Direct Other Attention
__ Peer Interaction
__ Early Conversation/Discourse (see addendum)

COGNITIVE

RELATING TO OBJECTS

_Reflexive
_Undifferentiated
_Exploration/Differentiated
_Conventional/Functional Use
_Combinatorial/Sequenced Action
_Creative Use

MEANS-END

_Reflexive
_Random/Repetitious
_Direct Means
_Indirect Means
_Primitive Tool Use
_Conventional Tool Use

REPRESENTATION-Receptive Decoding

_Index (part of referent represents the whole)
_Symbol (symbol resembles refere i.e. picture, iconic sign)
_True Sign (arbitrary sign repre sents referent; i.e. word, non-iconic sign)

STRUCTURAL

RECEPTIVE LANGUAGE

_Para & Extralinguistic Cues
_Single Words - Referent present
_Single Words - Referent not present
_2-Word Combinations
_Grammatical Conventions

EXPRESSIVE LANGUAGE

—Para & Extralinguistic Cues
  —Point
  —Give object
  —Show
  —Open Palm
  —Wave
  —Head nod or shake
  —Pantomimed Action
  —Extend hands/arms/feet
—Proto-Words/Signs
—Single Words-Referent Present
—Single Words-Ref. not Pres.
—Two-Word Combinations-Ref. Pres
—Two-Word Combinations-Ref. not Present
Grammatical Conventions

POSSIBLE COMMUNICATION MODE

_Schemes for Relating to objec or people: Target social an cognitive areas.
_Para and Extralinguistic Cues vocalizations/gesture/objec
_Non-Oral Concrete: pictures, iconic manual signs.
_Non-Oral Abstract: Blissymbol manual signs, fingerspelli synthetic speech, spelling instrument, signt word voc
_Oral Abstract: Spoken Words

Kathleen St. Rock
Anne Schwed

Bette Zilles
Caroline Brice

O B J E C T S

FOR USE WITH GENERIC SKILLS ASSESSMENT INVENTORY

1. Variety of interesting objects, texture or perceptually interesting e.g. Simon game, jewelery box that has music activated with opening, etc.
2. Some novel objects. eg. magic bubbles,
3. Objects for combinatorial activities; 2 or more as with blocks and a box, legos, food items as kool-aid, toast & butter, etc.
4. Objects with activation mechanisms (i.e., wind-up,)
5. Objects that can be used as primitive tools
6. Common familiar objects electric razors, etc.
7. Conventional tools, e.c. lock & key
8. Objects for sequenced actions, 2 or more (see #3)
9. Objects that make sounds and/or visual patterns
10. Matching objects
11. Matching objects and pictures
12. Objects whose functions can be pantomimed. hair dryer, jar with lid, brush & comb

13. Objects that can be matched based on perceptual class: color, size, texture, scent, etc.
14. Objects that can be matched based on functional properties (things that are worn, people in the environment, items on the cottage, etc.)
15. Objects that can be used for turn-filling/turn waiting games or activities

QUESTIONS?

ASSESS YOUR CLASSROOM ON FUNCTION OF LANGUAGE OPPORTUNITIES:
Does your class schedule allow students to:

1. Play and interact with peers?
2. Play and interact with adults? Are the adults describing or guessing what non-verbal child wants?
3. Initiate interactions by reaching or do you help too much? Do other students help low functioning students too much?
4. Request and describe needs during a snack activity or do you set up snack so child doesn't have to ask?
5. Take turns rolling ball; playing peek-a-boo; role playing in group; sharing Show and Tell?
6. Initiate communication throughout the day to request, describe?

ASSESS YOUR CLASSROOM ON CONTENT OF LANGUAGE OPPORTUNITIES:
Does your class schedule allow students to:

1. Play with a variety of age appropriate toys or objects?
2. Investigate new unfamiliar objects and to attempt to manipulate and problem-solve how to use them?
3. Use objects in functional activity; i.e., stir with spoon; wipe table with sponge; sweep floor with broom; etc?
4. Interact with adults as playing with toys so adults can define actions (i.e. push, etc.).

ASSESS YOUR CLASSROOM ON OPPORTUNITIES TO DEVELOP FORM OF LANGUAGE:
Does your class schedule allow students to:

1. Practice within 1:1 or small group program specific receptive or expressive skills? (i.e. identify objects - receptive; name actions - expressive).
2. Interact with adult speakers to expand child's utterances or emend (correct) child's utterances.
3. Practice a variety of language forms: Prepositions (in, on, under); Actions (go, come); Adjectives (hot, cold); etc.

BEHAVIORAL OBSERVATION SCREENING FORM

NAME: _____ AGE: _____ OBSERVER _____

SETTING: _____ DATE OBSERVATION _____

INTERACTION WITH: _____ LENGTH OBSERVATION _____

CODE:
+ = Correct use of skill
E = Emerging skill
- = Lacking skill

FUNCTION

LEVELS OF INTENTIONALITY:

Per-locutionary (Pre-intentional/non-verbal)

Illocutionary (Intentional/non-verbal)

Locutionary (Intentional/verbal)

A) PERFORMATIVES/
B) PROTO-PERFORMATIVES:

	A	B
Request:		
Protest:		
Attention Self:		
Attention Item:		
Greet:		
Answer/Reply:		
Request Info:		
Other:		

DYADIC INTERACTION SKILLS:

Joint Reference:

	Visual	Gesture	Verbal
Wait turn			
Fill turn			
Get attention			
Ask assistance			

CONTENT

OBJECT MANIPULATION:

RESPONSES: (DESCRIBE)

Attend:

Reach/Grasp:

Differentiated Actions:

Functional Use:

Conventional/Combinational Use:

Means-End:

LEVEL OF REPRESENTATION:
Index:

Symbol:

True Sign:

SEMANTIC CATEGORIES OBSERVED:

Possession:

Location:

Recurrance:

Existance:

Non-Existance:

Adjectives:
(Shape, Size, Color)

FORM

MODE:

RECEPTIVE LANGUAGE:

	Verbal	Para-Linguistic	Extra-Linguis
1-Part			
2-Part			
Higher Grammatical Forms			

Concepts Observed:

EXPRESSIVE LANGUAGE:

	1-Word	2-Word	3-Word	4+ Wo
Nouns:				
Verbs:				
Adjectives:				
Prepositions:				
Questions: Ask/Answer				

Approximate MLR: _____

NAME_____ IEP PLANNING WORKSHEET SCHOOL_____
SPEECH AND LANGUAGE

AGE_____ DATE_____ CLINICIAN_____

PROJECTED FOR:_____

FUNCTION	CONTENT	FORM
Follow-up Assessments:	Follow-up Assessments:	Follow-up Assessments:
Suggested Goal	Suggested Goal	Suggested Goal
Possible Activities	Possible Activities	Possible Activities
Comments	Comments	Comments

'84 - Freese-Shillingburg

GENERIC SKILLS ASSESSMENT INVENTORY -- Screening Tool

Client _____ ID# _____

Date of assessment _____ Examiner _____

KEY: + skill observed 0 skill not observed

OBJECT RELATIONSHIPS

			Score
I.	1.	Visual or tactile attending to food item for at least 5 seconds.	0
	2.	Visual or tactile attending to nonfood item for at least 5 seconds.	0
II.	1.	Reaches and captures food item.	0
	2.	Reaches and captures nonfood item.	0
III.	1.	Acts on different objects according to the object's properties -- differential action schemas.	0
	2.	Switches an object on/off.	0
IV.	1.	Carries out sequence of actions with 2 or more objects (lego, makes a sandwich, etc.)	0

REPRESENTATION

I.		(no skills indicated at this level)	
II.	1.	Locates visibly hidden food item.	0
	2.	Locates visibly hidden nonfood item.	0
III.	1.	Locates invisibly hidden food item.	0
	2.	Locates invisibly hidden nonfood item.	0
IV.	1.	Photo-object match.	0
	2.	Matches objects according to perceptual class (size, color, shape, etc.).	0

DYADIC INTERACTION

I.	1.	Returns gaze.	0
	2.	Tolerates proximity to person with nonfood item.	0
II.	1.	Attends to speaker.	0
	2.	Releases objects when person extends open palm.	0
III.	1.	Evokes attention for communication.	0
	2.	Maintains joint focus on nonfood item.	0

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			Score
IV.	1.	Fills turn.	0
	2.	Answers simple questions.	0

EXPRESSIVE COMMUNICATION

I.	1.	Reported behavior interpreted as pleasure (reactive).	0
	2.	Reported behavior interpreted as displeasure (reactive).	0
II.	1.	Produces behavior interpreted as request (proactive).	0
	2.	Produces behavior interpreted as protest (proactive).	0
III.	1.	Uses primitive intentional means to express at least 3 different communicative intents (request, protest, attention to self, attention to referent, other).	0
	2.	Uses at least 3 different primitive intentional signals (gaze alternation, establishes proximity, pulls another person, etc.).	0
IV.	1.	Uses conventional intentional means to express at least 3 different communicative intents (request, protest, attention to self, attention to referent, greeting/parting, answer, request information, other).	0
	2.	Uses at least 3 different conventional gestures (point, give, show, open palm request, wave, head nod/shake, vocalization, other).	0

COMPREHENSION AND IMITATION

I.	1.	Maintains behaviors when hears a positive voice.	0
	2.	Stops behaviors when told "NO" or hears negative voice.	0
II.	1.	Completes physical action after being guided through part of it (clapping hands, stirring with a spoon, etc.).	0
	2.	Anticipates routine events/responds to ritualized utterances.	0
III.	1.	Responds to conventional gestures.	0
	2.	Imitates demonstrated actions on objects.	0
IV.	1.	Retrieves objects not immediately present on request.	0
	2.	Comprehends 2 or more terms in an utterance.	0

Comments _____

Instructions:
1. Begin at category level where you think client is functioning.
2. Administer items at this level.
3. Keep testing until one skill is not observed at a level.
4. Go on to next category.

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forms sent w/ assessment from early int. project we trained

Check behaviors observed

'2/83

I. Social Bases of Language (function)

A. Levels of Communicative Intentionality

1. Perlocutionary (preintentional)

a. Reactive (meaning assigned by adult ___

b. Proactive (operates on environment) ___

2. Illocutionary (intentional)

a. Primitive (child → receiver behavior) ___

b. Conventional (non-linguistic signals) ___

3. Locutionary (intentional linguistic)

B. Performatives (verbal)

Initiated by child

1. Greetings signed + use of voice ✓

2. Regulate attention " ✓

3. Regulate action signed only ✓

4. Request information signed only ✓

Respone to dialogue context

5. Repeat/imitate signed - attempt some vocal ✓

6. Greet signed + voice ✓

7. Answer signed ✓

8. Reply signed ___

9. Continuant signed ___

10. Level (referential) ___

11. Rehearse (word play/non-referential) sign play on words yes

C. Protoperformatives (nonverbal)

1. Proto-Imperatives (food/drive) ___

2. Proto-Imperative (non-food) ___

3. Proto-Declarative ___

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Eleanor Brush

4. Proto-Interrogative ___

5. Answer ✓

6. Greeting (waves/vocalizes at arrival or departure) ✓

D. Dyadic Interactive Skills

1. Attend to another person ___

2. Maintain joint focus of interaction ___

3. Fill turn ___

4. Fill turn with relevant response ✓

5. Initiate interaction/evoke attention ✓

6. Establish joint focus to entity or event ✓

E. Discourse Skills

1. Initiate interaction ___

2. Fill turn ___

3. Establish joint focus ___

4. Maintain joint focus....

contextually ✓

linguistically ✓

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TRANSACTIONAL LANGUAGE PROCESS ANALYSIS SYSTEM

		check behavior observed
		observation 12/83
II.	**Cognitive Bases of Language** (CONTENT)	
	A. Semantic Categories	
Perceptual properties	1. Action or functional use attributes	✓
	2. Auditory attribute	—
	3. Tactile attribute	✓
	4. Size attribute big little, to big	✓
	5. Form attribute circle	✓
	6. Color attribute	✓
Relational properties	7. Possession/Association	—
	8. Part/Whole	✓
	9. Location (entity)	✓
	10. Location (action)	✓
	11. Idiosyncratic experiential relationship	✓
Relationships in time and space	12. Existence/Notice	✓
	13. Non-existence/disappear	✓
	14. Recurrence	✓
Elements in a perceived event	15. Agent/instrument on action	✓
	16. Objection receiver of action	✓
	17. Action/Process	✓
	18. State cold	✓
	19. Entity/Experiencer	—

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B. Schemes for Relating to Objects

1. Undifferentiated actions

2. Differential actions

3. Functional/conventional use of objects

4. Combinational/creative play

C. Means-Ends Skills

1. Circular reactions

2. Direct means to attain ends

3. Indirect means to attain ends

4. Tool use

D. Representational Ability

1. Index

2. Symbol

3. True-Sign

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TRANSACTIONAL LANGUAGE PROCESS ANALYSIS SYSTEM

check behaviors observed

III. Form 12/83

A. Communicative Modes

1. Act-out-symbolic (pantomine, oral intonations) ____
2. Conventional gestures ____
3. Non-oral symbolic (pictures) ____
4. Non-oral true sign — sign language ✓
5. Oral true sign ____

B. Receptive Language Skills

C. Utterance Constructions

1. One-word utterance ____
   a. nominals ____
   b. action words ____
   c. modifiers ____
   d. personal-social ____
   e. function words ____
2. Multi-word utterances (semantic relationships, grammatical word order) ✓

D. Grammatical Morphemes — appropriate to ASL ✓

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FACILITATION-ACQUISITION STRATEGIES

12/83

Parent

1. Respond to apparent intent ✓
2. Scaffold ✓
3. Talk about meaningful things ✓
4. Use child-sized language + −
5. Expand and emend ✓

Child

1. Drive to act on environment ✓
2. Attention to salient events ✓
3. Attention to joint referents ✓ needs physical cues to do so.
4. Effort to respond appropriately ✓
5. Selective listening − (attending yes ✓)
6. Selective imitation ✓
7. Question asking ✓
8. Utterance production ✓

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Eleanor Brush

Kathy St. Rock
Anne Schwed

1. List 3 strategies a child/client may use when developing language/ communication skills:

   a. _____

   b. _____

   c. _____

2. List 3 strategies a parent/caregiver can use to help children/clients learn better language/communication skills:

   a. _____

   b. _____

   . _____

3. Read the descriptions of client communicative behaviors. Then, beside each description, tell what you might do or say to best respond to get the best possible communicative attempt from the client. In the final column, circle which of the following strategies you used when responding to the clients intended message.

   1) Responded to apparent intent of client's signals.
   2) "Scaffolded" for higher/expanded level of communication.
   3) "Holding out" for better response.
   4) Simplified speech ("Mother-ese").
   5) Expansion of client's utterance.

Client's Communicative Attempt:	Your Responses:	Strategies Used
1) During snack time Johnny begins banging his empty cup on the table and vocalizes		1 2 3 4 5
2) During snack, Lorraine remains in her seat and looks at the cookies you are handing out to others who came up and requested one.		1 2 3 4 5
3) Client walks up to you, taps you on the arm and sign "walk" when you look at him.		1 2 3 4 5
4) Client pulls you to closet door where toys are kept. He stands in front of the door with you. (He didn't put your hand on the doorknob)		1 2 3 4 5
5) Client is standing beside you while you're playing ball with another client. He appears to be interested but hasn't yet indicated		1 2 3 4 5

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ASSESSMENT OF STAFF FACILITATION STRATEGIES

_____ Responds to apparent intent of client's signals
_____ Scaffolds for client in his interactions with the world
_____ Holds out for client response
_____ Talks about things that are meaningful to the client
_____ Marks dynamic segments of events
_____ Uses shorter length of utterances
_____ Uses simplified grammar
_____ Uses more complete grammar
_____ Uses simplified lexicon
_____ Frequently paraphrases and repeats client utterances
_____ Uses slower phrasing with pauses
_____ Clearly enunciates
_____ Uses exaggerated intonation and stress
_____ Expands and emends client utterances
_____ Directs client attention to referents of interest
_____ Follows client's visual/gestural indication of referent
_____ Demonstrates and encourages object manipulation and use
_____ Reinforces with appropriate consequences
_____ Models gesture/picture/sign use appropriately
_____ Generalizes program goals to other activities (Dispersed trial training)
_____ Conducts massed trial training as needed

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EVALUATIONS

Resident Name:

Resident Number:

Age: 2 years, 1 month

Date of Birth: 4-27-82

Date of Assessment: May 29, 1984

Test Instruments: Vulpe' Assessment Battery
Generic Skills Assessment Inventory

Diagnosis: Werdnig-Hoffman Disease

Reason for Assessment: The reason for assessment on Jerry today was to prepare an annual review. The annual report will be part of an interdisciplinary team meeting where a new IEP and a new habilitation plan for Jerry will be established.

Impressions: Jerry is a handsome, nonambulatory, thin black male. He was tested in a quiet room with a variety of materials. He responded well to the examiner and the testing situation. He seemed highly motivated by the materials and examiner. He vocalized and interacted with materials and examiner throughout session. Test results will have a high degree of validity because of Jerry's response to testing.

Basic Senses and Functions: Jerry seems to have acute capabilities in visual and auditory senses. He is able to name several primary caregivers by seeing or hearing them. Olfactory awareness seems to be normal because of movement and vocalizations. Jerry is aware of tactile stimulation and demonstrates awareness by laughing, touching area on body stimulated and looking at examiner.

Test Results: In the Cognitive domain, Jerry was assessed in four separate areas: object concepts, cause effect/means ends, combining schema, and attention and orientation.

In the object concepts area, Jerry scored at an approximate level. He is able to find hidden objects, point to a few pictures in books, match toys and identify parts of a face by pointing. Weaknesses include inability to identify objects by use and joining parts to make a whole.

In the cause effects/means ends area, Jerry scored at an approximate 18 to 24 month level. He shows the understanding that his own activity is an instrument to achieving desired ends. He also demonstrates activities which show knowledge of relationship of objects to each other and to his own motor activity. He is beginning to use objects to obtain other (i.e. pulling toy by string). At this time he is starting to search for parts of objects that will activate them.

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In the combining schema area, Jerry scored at an approximate 16 to 18 month level. He recognizes the names of several body parts, objects, and people in his environment and is able to identify them by pointing. He repeats many vocalizations and actions which cause caregivers to laugh. Weaknesses include inability to combine concepts verbally.

In the area of attention and goal orientation, Jerry scored at an approximate 12 to 18 month level. Strengths in this area include selective attention abilities. Weaknesses include low persistence level in frustrating activities. Jerry's attention span is appropriate for his age level.

In adaptive behavior skills there are four areas: grooming, toileting, dressing and feeding. Jerry did not score in areas of grooming or toileting but he does brush his teeth when given a toothbrush with toothpaste on it. He also assists in diapering by raising his hips when requested by primary caregiver.

In the area of dressing, Jerry scores at an approximate 6 to 9 month level. He pulls off hats and socks and is passively cooperative during dressing.

In the area of feeding, Jerry scored at an approximate 9 month level. He does not exhibit tongue thrust, and aids in bringing cup and spoon to his mouth. Severe health and motor inability have impaired progress in this area.

Fine motor testing revealed that Jerry is at an approximate 12 to 14 month level. He is able to turn pages in a book, push small toys, grasp and release as desired, and push a crayon. Weaknesses include inability to demonstrate advanced pincer grasp, and stacking blocks. Jerry is not able to lift objects that weigh over 3 to 4 ounces. This is a factor in his decreased progress in this area.

In the Generic Skills Inventory there are five areas: object relationships, representation, dyadic interaction, expressive communication, and comprehension and imitation.

In the object relations area, Jerry used a few familiar objects in appropriate manner. He exhibits primitive tool use (touching string of see-n-say) and used combinatorial actions actions on objects.

In the representation area, Jerry was able to match identical objects, locate invisibly hidden objects and locate objects to auditory cue.

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SPEECH AND LANGUAGE REPORT

STUDENT:

B.D.: 1/4/81 AGE: 3-4

SCHOOL: Highland Preschool

DATE: 5/23/84

CLINICIAN: Nancy F. Shillingburg

TESTS ADMINISTERED:
On 5/23/84 the following tests were administered:
- McLean-Snyder/McLean Observation

LANGUAGE ABILITY:
RECEPTIVE DOMAIN:
Based on the results of the observation, Scott demonstrated the following skills:
1) Visually tracks desirable object up and down and to his left and right.
2) Found desirable item (car) hidden under paper and demonstrated skill several times.
3) Attempted to demonstrate a "Give me" response when paired with a gesture.
4) Put blocks in box when given a model and gesture.
5) Stacked blocks when given a model and gesture.
6) Pushed car with a model and gesture.

NEEDS WORK ON:
1) Attending behaviors: look, responding to name, hands down, wait.
2) Unable to discriminate one-part commands with gestures.
3) Unable to match object to object.
4) Unable to identify common objects.
5) Attend to noisemakers and voices, by localizing to sounds or change in his position.

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EXPRESSIVE DOMAIN:
Scott demonstrated the following expressive skills:
1) Parent reports indicate that he has said some words, but now says "kitty" and "car."
2) He spontaneously babbles while interacting with toys and was observed saying: wo-wo; ēē; tuh; and a lot of high pitched sounds when he's excited.
3) Communicates by going to desired objects: car, bubbles, rattle, mirror, paper and pencil (he loved to scribble).
4) He goes to activities such as play, or when left alone will crawl to an adult as if to say "I want to play."
5) Attempts to reach for some desired objects held in teacher's hand, but not consistently.

NEEDS WORK ON:
1) Making choices by reaching/pointing.
2) Develop pre-linguistic communication skills to emphasize the functions of: request, protest initially.
3) Increase interaction skills with people and objects.
4) Develop motor imitation skills with actions on objects.
5) Develop functional gross motor actions to later form into functional sign/say communication system.

HEARING:
No formal hearing evaluation was done at this time. However, since Scott was unable to respond to noisemakers consistently, this may be an area in which to get some further assessment.

RECOMMENDATIONS:
It appears that the Multihandicapped Program is appropriate for Scott at this time. He should receive services in Speech and Language. The reporting Clinician will assist the family if they request a hearing evaluation.

jm

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SPEECH AND LANGUAGE REPORT

STUDENT:
B.D. 2/13/80
SCHOOL: Gilbert Heights Preschool
DATE OF REPORT: 5/14/84
CLINICIAN: Nancy Freese Shillingburg

TESTS ADMINISTERED:

On 4/18/84, and again on 5/9/84, the following tests were administered:
- MESD Speech and Language Test, Level 1 and Level 2
- Test for Auditory Comprehension of Language
- Hejna Articulation Test

LANGUAGE ABILITY:

RECEPTIVE DOMAIN:

Adam correctly responded to the following receptive tasks:
1) Followed basic commands, i.e. look at me/give me/take/point.
2) Identified several body parts, i.e. nose/mouth/ear/eyes/leg/arm/hand/hair/tummy/elbow/back.
3) Correctly matched object to object.
4) Correctly identified a variety of common objects.
5) Correctly matched object to picture.
6) Correctly identified common pictures.
7) Correctly identified an object when the function was described.
8) Correctly identified a picture of an object when its function is described.
9) Attempted to give two out of three objects sequentially.
10) Correctly followed a two-part sequential command.
11) Correctly identified a variety of action verb pictures.
12) Correctly identified items within the categories of eat/wear/play.
13) Correctly discriminated the pronouns - my/your.
14) Correctly discriminated the prepositions - in/under.
15) Correctly identified the polar pictures of big/little, up/down, fat/skinny.

Adam demonstrated difficulty on the following receptive tasks:
1) Was unable to follow two and three-part sequential directions, i.e. "Give me the ___ and the ___" when four objects are present.
2) Was unable to identify the prepositions over/in front/in back/next to/on.

3) Was unable to discriminate a variety of polar pictures.
4) Was unable to discriminate singular/plural.
5) Had difficulty with pronouns - he/she/they.
6) Was unable to discriminate same/different, although the skill seems to be emerging.
7) Was unable to discriminate first/middle/last.

RECEPTIVE I.E.P.:
Adam has made gains on the following receptive objectives. He correctly identified a variety of action pictures on 10/5/83 upon baselining this objective. He also was able to identify pictures by function on 10/5/83 at baseline. On 10/6/83, a program was initiated to match object to object and picture to picture, matching such items as colors/objects/shapes/sizes. He completed this program on 2/24/84. He also was asked to match a variety of non-identical matching items, and he met this objective on 3/2/84. On 3/2/84 the program to identify a variety of prepositions was initiated. As stated above, he correctly places objects in/under, and we are working on other positions.

Based on the results of the Test for Auditory Comprehension of Language, Adam's raw score is 53, yielding an age equivalency of 3 years 2 months. In comparing this test to the results of the ESD Speech and Language Test, the items he had difficulty on were tasks at the three to four year level. Therefore, it appears that Adam is functioning at approximately the 3 to 3½ year level in receptive language.

EXPRESSIVE DOMAIN:
Adam correctly responded to the following expressive tasks:
1) He correctly imitated fine and gross motor actions.
2) He imitates a variety of vowel-consonant and consonant-vowel chains.
3) He named a variety of body parts.
4) He names a variety of objects and pictures of nouns and verbs.
5) He correctly described action pictures using a noun-verb or verb-noun phrase.
6) He correctly named some polars, i.e. big/little, fat/skinny, tall/short.
7) He correctly answered a variety of yes/no questions. i.e. "do you want _____/is this a _____?"
8) He correctly imitated two digits or two unrelated words sequentially.
9) He correctly named objects when the function was described, i.e. scissors/cup/chair/pencil.
10) He correctly named the functions of pencil/knife/chair.
11) He correctly answered a variety of "wh" questions, i.e. "what is your teacher's name/where do you live/where do fish swim/ who is your friend/whose shoes are these?"

Adam demonstrated difficulty on the following expressive tasks:
1) Was unable to name a variety of prepositions.
2) Was unable to name some polars.

3) Was unable to name two and three digits or unrelated words sequentially.
4) Was unable to name items in the categories, i.e. "tell me what you eat/wear/play with."
5) Was unable to name plural forms.
6) Was unable to use pronouns consistently - you/I/she/he/they.
7) Was unable to answer questions such as "Why/how many/how much/how far/when?".

Based on observation of Adam's spontaneous language, it appears he is using between two and three words in his sentences. In comparing his language sample from the beginning of the year to now, he is using a lot more verbs and subject-noun-verb phrases. He also uses some pronouns such as you/I, and asks some questions appropriately. In reviewing Adam's function of language, he does initiate a lot of communication and communicates basic needs, i.e. request/protest/asking assistance/getting attention, etc. His communication interactions are with both adults and peers.

EXPRESSIVE I.E.P.:
Adam has made gains in the following expressive objectives this year. On 9/23/83, the program to have Adam use noun-verb or verb-noun phrases at snack or play activities was initiated. He met criteria on 1/6/84. He continues to expand and use a variety of different verbs.

On 1/13/84 a program to have him use a three-word phrase during snack or play was initiated utilizing the pronouns I/you. We are currently working on this objective and, with a verbal prompt at the beginning of the sentence, he will say a three-word phrase. We will continue this objective. On 3/5/84 a program to have Adam answer a yes/no question was initiated. As noted above during our evaluation, he can answer a variety of yes/no questions in response to "do you want this/is this a ____?" He also has opportunity during a language group time to practice describing action pictures and utilizing a variety of different descriptors. His goal is to use a three-word subject-verb-noun phrase. In reviewing Adam's expressive language over the past year, he has made tremendous gains from the one-word level last year up to the two to three-word level this year. He continues to develop language along a developmental continuim.

Although no standardized test was given to assess his expressive language score, it appears that Adam is functioning at approximately the 2 year level expressively.

ARTICULATION:
No formal articulation program has been ran on Adam this year since the emphasis has been on language development. However, on 5/16/34, the Hejna Articulation Test was administered and the following errors were noted:

Initial:	th/f, w/y, w/l
Medial:	th/f, b/m, w/l
Final:	th/f, t/d
Final Omissions:	ng, l

The Articulation Test was only given up to the 5 year level and it appears evident that articulation therapy is not a priority at this time.

RECOMMENDATIONS:
It is recommended that Adam continue to receive intensive speech and language services in the Fall of 1984. Adam is making nice progress in both receptive and expressive language and is learning his language through functional activities as well as structured programs to practice new concepts. Any opportunities that Adam has to interact with his peers should help enhance his communication skills.

jm

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SPEECH AND LANGUAGE REPORT

STUDENT:

B.D: 4/6/81

SCHOOL: Gilbert Heights Preschool

DATE OF REPORT: 5/15/84

CLINICIAN: Nancy Freese Shillingburg

TESTS ADMINISTERED:

On 3/29/84 and throughout the month of April, the following tests and observations were administered:

- McLean McLean Communication Assessment Profile
- Teacher Observation

BACKGROUND HISTORY:

JoDon has attended the multihandicapped preschool program for the past two years. JoDon is a three-year old student with cerebral palsy affecting all limbs. While sitting in his wheelchair or barrel chair, he can perform a variety of motor tasks such as picking up a 2" block or pointing toward specified objects by reaching with his fist. He also has the motor skills to push buttons on/off on a switch to activate a tape recorder and to push small buttons on a Fisher-Price tape recorder. JoDon can adequately keep his head up to run programs and the more motivating the program is or the activity, the longer he will keep his head up. The teaching staff and the reporting clinician have found that JoDon seems to get easily bored by the same toys or the same activity every day so we have tried to find a variety of toys he can manipulate in a variety of different activities for him to interact in. It appears that when he is tired of an activity or will not work, he puts his head on his tray and acts very tired. JoDon's parents have been very involved in developing toys for him to manipulate at home, i.e. trains that he can operate by pushing a switch, etc.

COMMUNICATION:

FUNCTION OF LANGUAGE:

Based on the results of the McLean McLean Observation, JoDon appears to be at the intentional stage of communicating, however he is non-verbal. This was demonstrated by putting food in a container and having

him attempt to push it toward the examiner or lean over and touch the examiner. At one point, he was unable to physically reach and touch the examiner so he bent his whole body and touched the examiner with his head. Therefore, as far as specific functions that he is attempting to communicate non-verbally, he's trying to communicate a request and demonstrates this by making choices between two food items presented, by attempting to give the box with the hidden food in the container to ask for assistance. He is beginning to communicate a protest response or "no" response by pushing things away or turning his head away when an undesirable food is presented. He also demonstrates protests by crying or putting his head down when he doesn't want to work or do an activity that the teacher is requesting of him.

JoDon continues to need work on developing his functions of language skills at the pre-linguistic level. At this point, he doesn't consistently have a way of getting attention to himself or drawing a person's attention to a specific item. He continues to need to expand his ability to request/protest to a variety of different items. He also demonstrated limited interaction skills with the examiner or with other teaching staff. If he's given a toy that he is motivated to play with, he would rather play with it by himself rather than take turns interacting with the examiner to play.

CURRENT I.E.P. OBJECTIVE:

The objective this year has been to work on JoDon's pre-language communication skills. The first objective, which was initiated on 10/14/83, was to have JoDon vocalize, touch adult, or pull on an adult, to ask for assistance in obtaining an object. This program was met on 2/3/84, and, as noted above, he continues to maintain this skill. The program was taught by putting desired food items in a plastic clear box that he could see through and systematically teaching him to give the box to the teacher to ask for assistance to open it. This program was then generalized to a variety of activities at snack to have him learn to touch the teacher's hand that has food in it to request it, etc. We are continuing to work on this program through a variety of activities. In 10/83, a program to have JoDon participate in some recriprocal babbling with a student tutor was initiated. This program is also carried on throughout the day, trying to get him to say specific sounds like "mm" for more at snacks. The emphasis, however, this year has been on the pre-language gesturing while informally working on vocalization, as appropriate. On 2/7/84, a program to have JoDon indicate a yes/no response by shaking his head was initiated. At this point, he can indicate "no" when the teacher models it and gives partial physical assistance. His mother reports that he has indicated "no" by shaking his head at home. We have used undesirable food items, i.e. taco sauce, to elicit the "no" response. We plan to continue this program through the remainder of the year. JoDon can indicate "yes" for desired wants about 70% of the time.

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CONTENT/COGNITIVE BASIS OF LANGUAGE:
Based on the results of the McLean McLean and teacher observation, the following was noted. When JoDon was given novel objects to manipulate, the following was observed: He can attend to novel objects, i.e. tape recorder or hair dryer, and does attempt to reach out and grasp at the objects. There are some objects that he has learned the functional use of, i.e. tape recorder by pushing the button, the Soft Sound Music Box by hitting it, pushing the lever on the tape recorder to make it go. He also did demonstrate knowledge of object permanence by finding hidden objects and means-end by understanding "if I push the button, the tape recorder will come on." JoDon does attempt to follow some commands, but relies heavily on the intonational patterns of the speaker as well as the gestures of the speaker.

He responds to the following with intonation and gestures: Arms up/stop crying then you can have toy/give me (with teacher's hand out). He also attempts to respond to his name, particularly when called from a familiar voice such as his mother. However, he has responded to his name from a variety of teaching staff. JoDon does attempt to match block to block when one distractor is present, but when we attempted to expand this program, he became very confused or uninterested in the task.

JoDon needs to continue to work on following a variety of one-part directions and discriminating intonational and gestural prompts. He needs to continue working on attending skills, i.e. look at me/wait/hands back, etc. It seems evident at this time that JoDon really needs to have a lot of visual gestures in order to decode messages and discriminate tasks.

CURRENT I.E.P. OJBECTIVE:
In the area of receptive language, we have been working on the content of cognitive basis of language. On 9/15/83, we started the progrm to have JoDon respond to his name from a variety of people. As stated above, our data shows that he is capable of responding to his name from a familiar person. however it appeared he was responding to the intonation or person's voice rather than his name. We discontinued this program on a formal basis and have informally been working on it during morning circle or language group time and he appears to be responding from a variety of people. However, this continues to need maintenance. On 1/12/84, we initated a program to have JoDon match objects to object. The first object we had him match was block to block and then bowl to bowl. However, as stated above, data was real inconsistent and we found he was having difficulty responding to the one-part direction, i.e. give me/put here/ which are skills he needed to understand prior to matching. Therefore, on 4/19/84 we decided to isolate specific commands for JoDon to follow emphasizing the command "put it in/give me _____/put it here/ with the goal being that JoDon would discriminate gestural prompts paired with the verbal prompts. As of 5/15/84 he is imitating, on cue, "put it in/give me _____." We will continue this program as needed.

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RECOMMENDATIONS:
Based on the above results, it appears that JoDon continues to need intensive speech and language services. Up to this point, emphasis has been on the pre-linguistic aspects of communication which are necessary in order to develop a functional communication system. In the area of receptive language, emphasis has been on following directions and discriminating verbal and gestural commands. JoDon is showing some nice progress in his pre-linguistic communication skills and upon mastery of a yes/no response, further investigation on a communication system would be appropriate.

jm
CC:

Daniel [redacted]

I. Background Information and Observations:

Danny [redacted] was seen for a joint speech and language update and educational assessment update during the months of April and May, 1984. He was referred by School Admission, Review and Dismissal Committee for a 3-year re-evaluation of skills, to include a psychological evaluation as well as this assessment. Danny has been a student at Green Holly School since September, 1976. Handicaps are listed as mentally retarded, speech/language impaired, orthopedically impaired, and other health impaired: Noonan's Syndrome. On a psychological evaluation administered in February, 1982 (P. Allen), Danny was functioning as a severely/profoundly retarded individual with I.Q. estimates below 30. Developmental range was 6 to 18 months, with average ability at a 12 month level; psycho-social profile was stable, and consistent with developmental range.

In the educational setting, Danny presents as a medically complicated child who requires multiple services provided in a highly coordinated, team approach. He appears smaller than his 12&1/2 years, and although he is an attractive child, he also has obvious physical anomolies. Recent medical diagnoses (John F. Kennedy Institute, 4/84) include mild spastic quadraplegic cerebral palsy, significant equinovarus deformity, profound mental retardation, expanded Strauss syndrome, dental caries, and status post non-A non-B hepatitis. Danny is non-verbal, and uses few signs for communication. Limited eye contact, self-stimulatory behaviors, limited voluntary interaction with others, and non-compliant behaviors all contribute to his communication deficits. Motor skills are significantly impeded by orthopedic involvement. Services provided to Danny include Level V classroom instruction, speech/language therapy, occupational and physical therapies, and daily health services.

II. Educational Update

Danny was rated on the Initial Communication Processes, which consists of 10 skill areas, developed to assess the skill levels of severely handicapped populations.

The following is a list of the skill areas assessed, Danny's percentage correct for each area, and a general description of his abilities within each area.

A. Auditory Skills - 100% correct. Danny demonstrates differentiated response to environmental sounds.

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Educational up-date (continued)

B. Visual Skills - 43% correct. Danny obtains an object that is hidden (10 to 12 month skill), yet he will not inspect objects held in front of his eyes (1 month skill), or held in his hand (4 month skill).

C. Manual Fine Motor Skills - 80% correct. Danny displays a controlled release of objects (15 month skill); he does not use neat-pincer grasp (12 month skill), or bang two objects together (12 month skill).

E. Oral Vocal Motor Skills - 13% correct. Danny vocalizes at least one sound other than cry (2 month skill), but displays no higher level vocal skills.

F. Object Play Skills - Manipulative - 43% correct. Danny removes lids (14 month skill), builds a two-block tower (15 month skill), and put lids on containers (16 month skill). He does not place a form in a puzzle (13 month skill), take objects (pop-beads) apart, or match objects.

G. Object Play Skills - Symbolic - 0% correct. Danny was unable to demonstrate any symbolic use of objects (15 to 24 month skills).

H. Problem Solving Skills - 50% correct. Danny demonstrates appropriate use of objects in actual situations, and he will make a detour in pursuit of an object (18 month skill). He does not reach persistently to obtain an object (6 month skill), and he does not release one object to obtain another (10 month skill). He also does not demonstrate foresight in problem solving (10 to 19 month skill).

I. Affective Development - 27% correct. Danny cooperates in the routines of daily living (13 month behavior, and demonstrates parallel play with peers (24 months behavior.) He does not smile in response to attention from familiar adult (2 month behavior) he does not indicate a desire for continued interaction with an adult (5 month behavior), and he does not give unsolicited affection to familiar adults (12 month behavior).

Educational up-date (continued)

J. Communication Skills - Comprehension -33% correct. Danny comprehends "No" (9 month skill), and comprehends at least two simple common phrases in highly familiar situations (13 month skill). He does not comprehend pointing; it cannot be documented that he comprehends 3 nouns when objects are presented out of context (14 month skill).

K. Communication Skills - Expression - 40% correct. Danny requests or refuses items through total body action (11 to 19 month behavior), he uses two words (signs) as labels for a general class, and he uses at least two words (signs) as requests (18 month behavior). He does not seek attention by repeating a behavior that has earned attention (12 month behavior), he does not point to show needs or wants (15 month behavior), and he does not use a single word (or conventional gesture) to protest or to greet.

Danny's performance on the Initial Communication Processes is most comparable to the severely profoundly retarded and multiply handicapped normative populations, with mental age below two years. Relative to average expectations for these populations, Danny's better abilities were auditory skills and expressive communication; his weaker abilities were visual skills, oral vocal motor skills, and affective deveopment. According to these test results, Danny is well described as severely/profoundly retarded and multiply handicapped.

In preparation for annual review of services, Danny was rated on "Developmental Pinpoints", from Teaching the Severely Handicapped (Haring and Brown). Danny had been rated on pinpoints, and results described in detail when evaluated by Schmitt and Taylor in December, 1981. The following is a comparison of performance levels displayed on the two ratings:

	Pinpoint 2/81	Pinpoint 5/84
fine motor skills	10 month	12 month
gross motor skills	12 month	18 to 24 month
receptive language	12 month	12 month
expressive language	9 to 12 month	9 to 12 month
social	not rated	12 to 24 month

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According to these comparisons, Danny has made significant progress in motor development, with a six to twelve month increase in gross motor abilities. Language abilities remain essentually the same, although analysis of items shows that, in fact, some specific skills have been acquired. Overall development at this time can be summarized as at a 12 to 24 month level with gross motor skills a strength and expressive language skills a weakness.

Mobility and self-help skills were assessed through observation and by teacher report. Danny uses a walker. He no longer wears braces on his legs, but he does wear high top shoes. He walks on the outside of his feet. Danny is able to avoid obstacles when walking (with walker); he occasionally cruises and he can take steps alone, but is quite fearful of falling. He can go backwards if necessary, and he can stand alone momentarily. Danny can get down onto the floor and up off the floor without assistance; he can go up and down stairs with one hand held, he gets on and and off the school bus with an adult assisting by holding his hands, and he can climb on and off furniture. Danny can pedal and maneuver a tricycle, and he can throw a ball without falling. When Danny is relaxed, his gross motor movements are smooth; when he is not relaxed (i.e. hurried, anxious), his gross motor movements become very jerky. Danny can independently find his way to his classroom from the bus each day.

Danny is dependent in all self-help areas. He demonstrates a significant increase in toleration for having his teeth brushed. He will go to the sink independently, and he turns the water on to drink. He will attempt to brush by putting the brush in his mouth and moving it back and forth a few times, but continues to need an adult to actually clean the teeth. Danny displays no hand or face washing skills. He will place a cloth to his lips if given the cloth and told to wash his face. He will hold his hands under water, but does not manipulate them, hold or rub the soap, or dry his hands. Danny is not toilet trained (wears pampers), but he shows potential for training; however, when stood at the urinal he does not void. Danny is very cooperative in the dressing and undressing routines. He appears to be aware of what is happening and what will happen next, and he appears to anticipate what he needs to do next. He will pull off a shirt if it is up far enough to have his arms trapped, and he pulls his socks off. He will raise his feet up for an adult to put pants and shoes on, and he hold his arms out to have his jacket put on. Self-help skills are limited to a degree by motoric involvement.

III. Speech & Language Therapy Update

Therapy Program, and Progress

Danny has received speech and language therapy once per week, individually. In addition, he has participated in some classroom language groups conducted by the therapist, and has been observed during other classroom activities. There has been close consultation between teacher and therapist. Danny's overall progress this year has been very good, with some variation due to health problems, "mood swings", or changes in routine. Details of his performance level and progress will be described in the following section.

Testing Results

The Environmental Pre-Language Battery (EPB) and the Communicative Evaluation Chart (CEC) were administered in October 1981. He achieved a Non-Verbal score of 40% and a Verbal score of 0% on the EPB. On the CEC his language age was 9-12 months. Although Danny has made progress in communication, his scores on these two tests remain unchanged. The Pragmatic Abilities Checklist (Taylor and Troy) was given in May,1983 and updated in May, 1984. Danny progressed from 48% correct on Level I of this checklist in 1983 to 59% correct in 1984. Items showing significant improvement included:

--using and responding to different facial expressions
--using physical force to direct others
--seeking attention, giving affection
--vocalizing to call attention to self
--vocalizing to regulate the actions of others

A "Behavior/Language Sample" (a la McLean and McLean) was also completed. The following observations and data were obtained over the school year while Danny was engaged in a "transactional process" type task (making "Tang") and other therapy activities. While making "Tang", there were 20 distinct behaviors expected from Danny. He progressed from 2/20 correct in October '83 to 18/20 correct in March '84.

Social Bases of Language

A. Level of Intentionality: Danny is operating at a "primitive illocutionary" level of communication primarily. He does intend to affect the actions of others to control his environment. However, most of the actions and gestures that he uses are not truly "conventional" --not easily recognized by others. He does not use the conventional gestures of: request (gimme), point, show, greet; however, he does "give" objects if he needs assistance with them or wants "more" (eg. handing the music box to be turned on, or handing the cup to be filled). Other gestures that he has that he uses to initiate certain games are "Danny specific" (eg. pats his head if he wants

[illegible] head rubbed). Danny does use two modified signs "eat/drink" and "music" consistently most of the time. On a recent sampling, Danny produced these 3 signs correctly 90% of the time to request the item presented. Another conventional gesture is "patting the chair" for "sit down". He has not made progress on two other modified signs "more" and "go".

B. Specific Performatives: The only specific performative that Danny exhibits is "regulating the actions of others". He does this for food/drink items and for non-food items that he is highly motivated for. While making juice, he gestures for for the therapist to sit d[illegible] he puts her hand on the jar lid to remove it and to put it back on; he forces the therapist's hand to sprinkle the powder, turn the water on, pour the wat[illegible] and pour the juice. He then forces the therapist's hand to open the door. Performatives that Danny does not exhibit are: calling attention to himself, objects or events; greetings and farewells; answering questions (even gesturally) or replying to comments; initiating activities with no cues present.

C. Dyadic Interaction Skills: Although Danny's attending ability has improved markedly, it is still highly dependent on his mood, and how motivating the stimulus is. He still has several self-stimulatory and/or interfering behaviors. A "joint focus" can be maintained and Danny will "fill his turn" under carefully structured and highly motivated situations (eg. making juice).

Cognitive Bases of Language

A. Skills for Relating to Objects: Danny exhibits some functional/conventional use of objects (eg. appropriate use of cup, spoon, ball, music box, tape recorder and headphones). He will play with some other toys for brief periods, given encouragement and supervision. He does not fully explore new items, and tends to resort to inappropriate actions on objects such as tapping or spinning.

B. Means-Ends Skills: Danny has acquired some indirect means to ends skills. He knows to turn the handle on the water fountain to get water. Further he has demonstrated "tool use", by using the therapist's hand to turn the water on for him. He tends not to use object tools (eg. spoons to scoop Tang, and stir juice), and has difficulty waiting for the "end" of the activity (eg. the prepared juice).

C. Level of Representation: Danny appears to be operating at the "Symbol" level rather than a "True-Sign" level. His use of gestures tends to "look like" or be

directly related to what he wants (eg. patting chair for "sit down", patting face for "eat/drink"). It is difficult for him to acquire a totally arbitrary sign (eg. "more"), although his "music" sign was established through years of training.

Structural Bases of Language

A. Receptive language: Danny knows his name, can follow several commands, can identify (by touching) a few body parts or clothing during familiar games. He consistently points to "Jeanne" (his therapist) when named. While making juice, he can get the spoon, pitcher and cup when requested at the appropriate time. During isolated activities, his receptive identification of objects is poorer. It is quite possible that he understands the spoken words, but chooses to get what he is most interested in regardless of what is requested. On a recent sampling of five familiar objects, Danny chose the correct item 18 out of 40 times, or approximately 50%. But, he correctly chose his "favorite" item (drink) 7 out of 8 times, or 88%. The breakdown of his performance is as follows:

item	drink	eat	music	ball	shoe
#correct	7	6	4	1	0
#chances	8	8	8	8	8

It is interesting to note that when "drink" and "eat" were presented together, Danny discriminated between these two highly motivating items only 40% of the time which is less than chance.

B. Expressive Communicative Forms: Danny relies on his idiosyncratic gestures, and tends not to combine them in any sequence. though he will repeat them over and over until his needs are met. While making juice, he does "hand cup", force Jeanne to "pour", and then sign "drink" in rapid succession.

C. Mode Stimulability: Danny has a few specific vocalizations that he uses to express pleasures or displeasure. Occasionally a new sound is heard, but it is not often repeated. He does not imitate sounds or engage in true vocal turn-taking. His communication mode is clearly gestures leading to signs. An additional system (eg. some simple picture cards) might be useful when Danny enters into more community based activities, where his gestures would not be understood by the public. Danny's pleasant vocalizations should continue to be encouraged, especially during social interactions.

IV. Summary and Recommendations:

Danny [redacted] is a 12 year 5 month old student functioning as a severely/profoundly retarded, multiply handicapped individual. Mental age is below two

years, globally at a 12 to 24 month level. Danny exhibits a severe communication disorder, with profound deficiencies in his oral expressive ability. On the IOWA Severity Rating Scale, Danny's overall rating is 5. Recommendations are:

1. Continued placement in a level V special education facility, with related services.
2. Speech and language therapy, 1 to 2 times per week individually including a classroom component. A joint therapy/classroom communication IEP should be written, with objectives to be carried out by both therapist and teacher.
3. A toilet-training regieme should be considered.

PVS/lew

DISCUSSION FORMS

Kathy_St. Rock
Anne Schwed

BEHAVIOR	LEVEL	EXAMPLE OF SCAFFOLDING
Staff says "Billy, get your coat' which is not in the room. Billy goes to get it.		
Staff says "give me the cup". client does not respond. They repeat "Give me the cup" and extend their hand, client hands empty cup to staff.		
Client is deaf. Staff point to chair and client sits down.		
Staff says "Billy, put the spoon under the bowl" - Billy puts it in the bowl.		
Staff says "Get your cup and spoon". Client brings up his cup only from the table.		
Staff says "Roll the ball" and client throws it.		
Staff says, "put your coat in the car", Client puts coat on.		
Staff says "Can you get me some cups?" and client returns from kitchen with a cup.		
Staff says "put the ball behind the couch". And client does so correctly.		
Staff says "The bus is here, get on the bus", client does not respond. When brought to the door where bus was visible, and says"Get on the bus", he does so.		

Kathy St. Rock
Anne Schwed

BEHAVIOR	INTENT	EXAMPLE OF SCAFFOLDING
Staff person is holding the cups Mabel needs to set the table. They ask her what she needs and she incorrectly signs "napkin".		
Client walks up to a stranger and says "so what do you think about that happened yesterday?".		
Client walks up to staff member, pulls them to the window and points at the dump truck removing dirt and signs truck.		
Staff member asks a client "Where's Brian?". Client points to the room at other end of building and says, "There".		
Staff asks Joey what he wants for lunch. He says, "hamburger, french fries, pie, coffee. Last night I had spaghetti, my mother loves spaghetti".		
Client walks up with 2 dolls. Staff asks "which one do you like best?" Client points to one and points to the hair and says "hair". Staff says "Oh, you like her hair best, she also has pretty eyes". Client points to doll's eyes, says "eyes" and points to her own.		
Client comes up to staff with arms open and says "hug". Staff says "you want a hug?" "Sure!"		
Staff asks client "Do you want a cracker or some jello?" Client says "jello".		
Client walks up to staff and signs "home". Staff says "Oh you're going home?" Client shakes head "yes" and signs "cookies". Staff says "what about cookies". Client signs "Mommy make cookies".		

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Kathy St. Rock
Anne Schwed

SOCIAL: LEVELS OF INTENTIONALITY
(EXAMPLES FOR GROUP DISCUSSION)

BEHAVIOR	LEVEL OF INTENT	EXAMPLE OF SCAFFOLDING
Client looks at and reaches for food		
Client pulls staff to window to go out		
Client continually drinks from empty cup		
Client puts staff's hand on doorknob to open.		
Client grasps staff's finger in palm		
Client gives staff empty cup		
Client continually attempts to tie shoe and does not ask for help.		
Client pulls staff to kitchen door and just stands there.		
Client reflexively smiles		
Client points to closet door, when opened, he points specifically to cookies.		

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BEHAVIOR:	INTENT	EXAMPLE OF SCAFFOLDING
Client holds out arms and runs toward staff member as they come on duty		
Client is reading a book, vocalizing and signing what he sees in the pictures		
Client gets staff's attention and points to an airplane going by		
Client hands an empty glass to staff and points to the juice can		
Client walks up to staff member, points to a new person who is working in the cottage and vocalizes using a rising intonation		
Client pushes staff off his chair when they attempt to sit with him and play		
Client cannot open a container holding his blocks. He yells out and bangs on the container. Two staff members walk toward him from the other end of the room. Client does not acknowledge them.		
Client pulls you towards the toy closet and puts your hand on the doorknob.		
Holding a box of crackers, staff member signs "cracker" and client does the same		
Staff member asks client what he wants. Client says "outside"		

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INFORMATION MAPS

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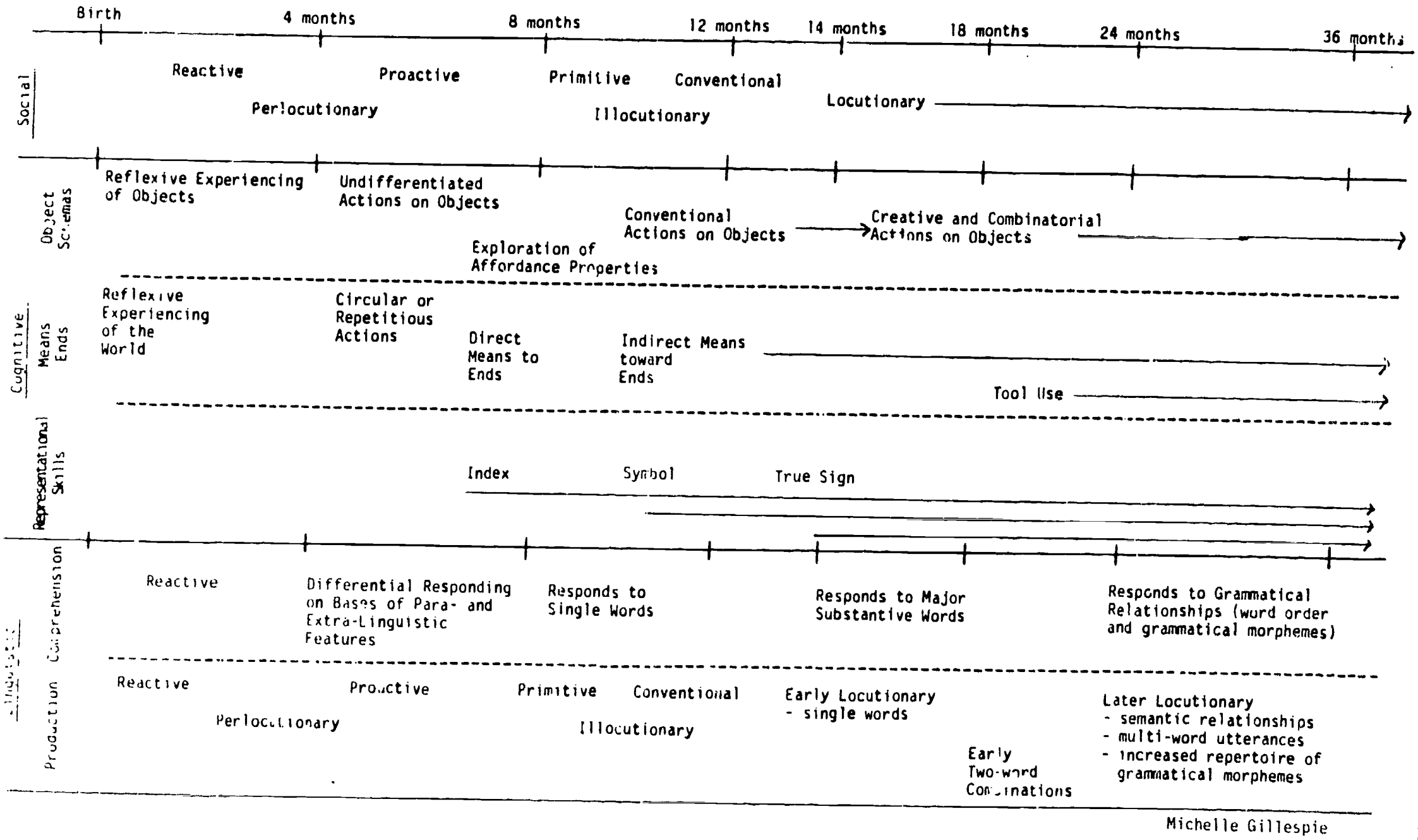
COMPONENT SKILLS IN LANGUAGE ACQUISITION

A Transactional Approach to Early Language Training
McLean and Snyder-McLean



Michelle Gillespie

The Teaching and Learning of Communication Language: A Transactional Process

Units of Analysis for the Social Bases of Language (FUNCTION)	Units of Analysis for the Cognitive Bases (CONTENT)	Units of Analysis for the Form Dimension (FORM)
A. Levels of communicative intentionality	A. Semantic categories	A. Communicative modes
B. Performatives		B. Receptive language skill
C. Protoperformatives	B. Schemes for relating to objects	
D. Dyadic Interaction Skills	C. Means-Ends skills	C. Utterance Constructions 1. One-word utterance (semantic "notions")
E. Discourse skills	D. Representational ability	2. Multi-word utterances (semantic relationships/ grammatical word order)
		D. Grammatical morphemes

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FACILITATION-ACQUISITION STRATEGIES

Parent

A. Respond to apparent intent

B. Scaffold

C. Talk about meaningful things

D. Use child-sized language

D. Expand and emend

Child

A. Drive to act on environment
B. Attention to salient entities/eve
C. Attention to joint referents
D. Effort to respond appropriately
E. Selective listening
F. Selective imitation
G. Question asking
H. Utterance production (evokes feed back)

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COMMUNICATION SKILLS SUMMARY

START

I. ESSENTIAL LANGUAGE PREREQUISITES
A. Cognition Skills
1. Uses objects in conventional/functional manner (S#28 or #34)
NO ☐ YES ☐ NA ☐
2. Uses direct/indirect means to obtain desired end (S#29 or #31)
NO ☐ YES ☐
B. Receptive Language Skills
1. Identifies one familiar object (R.L.#16 or #18)
NO ☐ YES ☐
2. Follows two commands accompanied with conventional gestures (R.L.#17)
NO ☐ YES ☐
C. Social Interaction Skills
1. Maintains common focus (#13)
NO ☐ YES ☐
2. Fills turn in motor/vocal game (S#20)
NO ☐ YES ☐
3. Initiates motor/vocal game (#21)
NO ☐ YES ☐
D. Expressive Language Skills
1. Demonstrates primitive intentional communication (E.L.#25)
NO ☐ YES ☐

Train to acquisition

Move to Section II., MODE SELECTION

II. MODE SELECTION
A. Uses three conventional gestures (E.L.#28)
YES ☐ NO ☐
B. Imitates five motor movements (E.L.#27)
YES ☐ NO ☐

Train to criteria or move to Section IV

BEGIN TRAINING on Iconic Signs
If potential candidate for more advanced manual signing or verbal language, move to Section III., SYMBOLIC LANGUAGE

III. SYMBOLIC LANGUAGE

A. Manual Signing Programs
1. Uses objects creatively (S#35)
YES ☐ NO ☐
2. Imitates five familiar signs (E.L.#33)
YES ☐ NO ☐

BEGIN TRAINING

Train to criteria & continue iconic signs

A. Verbal Language
1. Uses objects creatively (S#35)
YES ☐ NO ☐
2. Imitates two novel sounds (E.L.#24)
YES ☐ NO ☐

BEGIN TRAINING

Train to acquisition & continue gestures accompanied with intonations

IV. COMMUNICATION BOARD PRE-TRAINING
A. Chooses between two objects (S#40)
YES ☐ NO ☐
B. Object matching (F.M.#65)
YES ☐ NO ☐
C. Object to picture matching
YES ☐ NO ☐
D. Picture identification (R.L.#34)
YES ☐ NO ☐

BEGIN TRAINING with simple communication boards. Refer to Guidelines.

Train to acquisition
Refer to Pre-training Guidelines

Form developed by Barb Faircloth to track clients by cottage (20/cottage)

GENERIC SKILLS GROUP PROGRAMMING GUIDE

Skills Requiring Intervention

GROUP:_____

CLIENTS	GSAI DATE	OBJECT RELATIONSHIPS Levels 1	2	3	4	REPRESENTATION Levels 1	2	3	4	DYADIC INTERACTION Levels 1	2	3	4	EXPRESSIVE COMMUNICATION Levels 1	2	3	4	COMPREHENSION & IMITATION Levels 1	2	3	4	SECONDARY DISABILITIES

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INDIVIDUALIZED EDUCATION PROGRAM
Individualized Implementation Plan

Student's Name	Special Ed./Related Services	Level	Service Provider(s):	I.E.P. Meeting Date
D	Classroom Speech Therapy	IV II	Classroom Teacher Speech Pathologist	6-12-84

ANNUAL GOAL D will improve her understanding and expression of a variety of semantic notions.

	DATE	STATUS
1. Short Term Objective D will understand the following pronouns and when presented with a who-question will express them as they occur in functional activities in a variety of settings (classroom, pre-voc, therapy): Criteria for Evaluation he, hers, him, his, they, them, you, your, we, it. *	Begin 9/84 Complete / Review 4/85	Achieved Not Achieved: Continue Revise Delete
2. Short Term Objective D will understand the following notion of space and when presented with a where question will express them as they occur in functional activities in a variety of settings: under, next to, in front of, in back of, around, top, bottom, high. Criteria for Evaluation *	Begin 9/84 Complete / Review 4/85	Achieved Not Achieved: Continue Revise Delete
3. Short Term Objective D will understand the following notions of size and when presented with a what-question will express these notions as they occur in functional activities in a variety of settings: tall/short, fat/skinny. Criteria for Evaluation y-	Begin 9/84 Complete / Review 4/85	Achieved Not Achieved: Continue Revise Delete
4. Short Term Objective D will understand the following notions of ~~size~~ quantity and to how-much questions will express these notions as they pertain to functional activities in a variety of settings: all/each, lots, more. Criteria for Evaluation y-	Begin 9/84 Complete / Review 4/85	Achieved Not Achieved: Continue Revise Delete

~~ANNUAL GOAL~~	DATE	STATUS
5 Short Term Objective D will understand the following notions of time and when presented with a when-question will express these notions as they occur in functional activities in a variety of settings: now, later, today, tomorrow, yesterday. Criteria for Evaluation y-	Begin 9/84 Complete / Review 4/85	Achieved Not Achieved: Continue Revise Delete
6 Short Term Objective D will understand the following notions of quality and will express them in a variety of settings as they occur in functional activities. Criteria for Evaluation y	Begin 9/84 Complete / Review 4/85	Achieved Not Achieved: Continue Revise Delete
7. Short Term Objective D will understand and will express a variety of labels (nouns) as they occur in functional ~~set~~ activities in a number of settings. Criteria for Evaluation *	Begin 9/84 Complete / Review 4/85	Achieved Not Achieved: Continue Revise Delete
8 Short Term Objective D will understand a variety of action words, and when asked what doing questions will express these actions as they pertain to a variety of functional activities and settings. Criteria for Evaluation * Teacher [illegible]	Begin 9/84 Complete / Review 4/85	Achieved Not Achieved: Continue Revise Delete

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INDIVIDUALIZED EDUCATION PROGRAM
Individualized Implementation Plan

Student's Name	Special Ed./Related Services	Level	Service Provider(s):	I.E.P. Meeting Date
David	Classroom Spl Lang Therapy	IV II	Classroom Teacher SpalLang Pathologist	6-12-84

ANNUAL GOAL D will improve his expressive language skills through more consistent expansion of his utterances

DATE / STATUS

1. Short Term Objective David will express 5-6 words utterances consistently and spontaneously to indicate the notion of recurrence i.e. "I want to play it again", to call attention to himself, to regulate the action of others, to comment on events.
Criteria for Evaluation
*
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

2. Short Term Objective D will express 5-6 word utterances consistently and spontaneously to indicate non-existence, rejection, denial, i.e., "I don't want it" "I didn't do it." for the above communicative intents.
Criteria for Evaluation
*
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

3. Short Term Objective D will express 5-6 word utterances consistently and spontaneously to indicate possession, including possessive 's' ending i.e. "I see Craig's coat." "Gimme my coat now please." for the above communicative intents.
Criteria for Evaluation
*
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

4. Short Term Objective D will express 5-6 word utterances consistently and spontaneously to indicate attribution, i.e. "I need a little spoon." "I want the ~~blu~~ blue crayon." for the above communicative intents.
Criteria for Evaluation
*
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

~~ANNUAL GOAL~~ DATE / STATUS

5 Short Term Objective D will express 5-6 word utterances consistently and spontaneously to indicate state and locative state, i.e. "I feel sick, Mrs. B-E." "It's a big cloud in the sky." for the above communicative intents
Criteria for Evaluation
*
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

6 Short Term Objective D will express 5-6 word utterances consistently and spontaneously to indicate quantity, i.e. "I want lots of peanuts", for the above communicative intents.
Criteria for Evaluation
*
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

7. Short Term Objective D will express 5-6 word utterances consistently and spontaneously to indicate action and locative action, i.e. "Put it up there" "Craig is running in the hall", for the above communicative intents.
Criteria for Evaluation
*
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

8. Short Term Objective D will express 5-6 word utterances consistently and spontaneously to indicate time through words, i.e. "It's raining today" "Can I go now?"
Criteria for Evaluation for the above communicative intents
*
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

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INDIVIDUALIZED EDUCATION PROGRAM

Individualized Implementation Plan

Student's Name	Special Ed./Related Services	Level	Service Provider(s):	I.E.P. Meeting Date
—	Classroom Spllang Therapy	V II	Classroom Teacher Spllang Pathologist	6-12-84

ANNUAL GOAL D. will improve his expressive syntax and morphological skills — DATE — STATUS

1. Short Term Objective D will express simple wh-questions who, what, where, why in syntactically correct form in spontaneous speech in a variety of settings, i.e., Where is Craig going?"
Criteria for Evaluation
Begin 1/85 — Complete —/— — Review 4/85 — Achieved / Not Achieved: Continue, Revise, Delete

2. Short Term Objective D will express simple yes/no questions in syntactically correct form in spontaneous speech in a variety of settings, i.e., "Can I go?"
Criteria for Evaluation
Begin 1/85 — Complete —/— — Review 4/85 — Achieved / Not Achieved: Continue, Revise, Delete

3. Short Term Objective D. will express consistently the present progressive verb tense, i.e., He is going, in his spontaneous speech in a variety of settings.
Criteria for Evaluation
Begin 9/84 — Complete —/— — Review 4/85 — Achieved / Not Achieved: Continue, Revise, Delete

4. Short Term Objective D will express the future verb tense through "gonna" or "will" + verb in his spontaneous speech in a variety of settings.
Criteria for Evaluation
Begin 9/84 — Complete —/— — Review 4/85 — Achieved / Not Achieved: Continue, Revise, Delete

~~ANNUAL GOAL~~ — DATE — STATUS

5 Short Term Objective D. will express past verb tense, either simple irregular verbs or by adding "ed" suffix in spontaneous speech, in therapy and classroom settings
Criteria for Evaluation
Begin 1/85 — Complete —/— — Review 4/85 — Achieved / Not Achieved: Continue, Revise, Delete

6. Short Term Objective D. will consistently express is/are am as auxiliaries and copulas in spontaneous speech. in therapy and classroom settings.
Criteria for Evaluation
Begin 1/85 — Complete —/— — Review 4/85 — Achieved / Not Achieved: Continue, Revise, Delete

7. Short Term Objective D will consistently express plural "s" suffix in spontaneous speech.
Criteria for Evaluation
Teacher/clinician observation + data; tests if appropriate; spontaneous language sample.
Begin 1/85 — Complete —/— — Review 4/85 — Achieved / Not Achieved: Continue, Revise, Delete

4. Short Term Objective
Criteria for Evaluation
Begin —/— — Complete —/— — Review —/— — Achieved / Not Achieved: Continue, Revise

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INDIVIDUALIZED EDUCATION PROGRAM
Individualized Implementation Plan

Student's Name	Special Ed./Related Services	Level	Service Provider(s):	I.E.P. Meeting Date
David	Classroom/Sp.Lang. Therapy	I, II		6-12-84

ANNUAL GOAL — **DATE** — **STATUS**

D Will improve functional language skills

1. Short Term Objective
D will independently reciprocate social signals with both familiar and unfamiliar persons.
Criteria for Evaluation
T.O.
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

2. Short Term Objective
D Will verbally direct adult in a known procedure to complete a familiar task (ie making juice; Washing the baby) in a group situation
Criteria for Evaluation
T.O. Tele
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

3. Short Term Objective
D will exhibit turn fitting in a variety of games and fine motor activities.
Criteria for Evaluation
T.O.
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

4. Short Term Objective
D Will regulate the action of peers during routine activities throughout the day; such as line up; coats on (when filling the classroom job of teacher helper.
Criteria for Evaluation
Teacher Observation
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

ANNUAL GOAL — **DATE** — **STATUS**

1. Short Term Objective
D will evidence mutual attending to an activity by staying on task and responding appropriately
Criteria for Evaluation
Teacher Observation
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

2. Short Term Objective
D will request clarification of information with intonational questions yes/no questions and simple Wh-questions
Criteria for Evaluation
Teacher Observation
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

3. Short Term Objective
D will add new information to a dyadic interaction to maintain a conversation through 2 related exchanges with familiar adult.
Criteria for Evaluation
Teacher Observation
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

4. Short Term Objective
D Will relate one incident to his "buddy" when cued or reminded by adult.
Criteria for Evaluation
Teacher Observation
Begin 9/84 — Complete ___/___ — Review 4/85
Achieved / Not Achieved: Continue / Revise / Delete

INDIVIDUALIZED EDUCATION PROGRAM
Individualized Implementation Plan

Student's Name	Special Ed./Related Services	Level	Service Provider(s):	I.E.P. Meeting Date
Dawia	Classrm/Sp Lang Therapy	IV II		6-12-84

ANNUAL GOAL	DATE	STATUS
functional lang. skills (C:)		
1. Short Term Objective D will share experience at previous class with teacher (with cues from aide) Criteria for Evaluation Teacher Observation	Begin 9/84 Complete ___/___ Review 4/85	Achieved Not Achieved: Continue Revise Delete
2. Short Term Objective D will maintain and exhibit current level of language with a variety of adults. Criteria for Evaluation Teacher Observation	Begin 9/84 Complete ___/___ Review 4/85	Achieved Not Achieved: Continue Revise Delete
3. Short Term Objective D will deliver a simple message to another adult. Criteria for Evaluation Teacher Checklist	Begin 9/84 Complete ___/___ Review 4/85	Achieved Not Achieved: Continue Revise Delete
4. Short Term Objective Criteria for Evaluation	Begin ___/___ Complete ___/___ Review ___/___	Achieved Not Achieved: Continue Revise Delete

ANNUAL GOAL	DATE	STATUS
1. Short Term Objective Criteria for Evaluation	Begin ___/___ Complete ___/___ Review ___/___	Achieved Not Achieved: Continue Revise Delete
2. Short Term Objective Criteria for Evaluation	Begin ___/___ Complete ___/___ Review ___/___	Achieved Not Achieved: Continue Revise Delete
3. Short Term Objective Criteria for Evaluation	Begin ___/___ Complete ___/___ Review ___/___	Achieved Not Achieved: Continue Revise Delete
4. Short Term Objective Criteria for Evaluation	Begin ___/___ Complete ___/___ Review ___/___	Achieved Not Achieved: Continue Revise Delete

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Area	Strengths	Weaknesses
Physical Date of Medical Evaluation: 7/6/83 Hearing Screening: Normal Vision Screening: Visual Impairment?	-no allergies -no seizure disorder	-difficulty handling secretions -poor weight gain -requires frequent postural drainage -soft teeth
Language Present Level of Functioning Receptive: 10-12 months Expressive: 10-12 months Combined: 11 months	-localizes sound -vocalizes to speech -vocal signs of pleasure -imitation of familiar sounds -waves bye-bye	-small vocabulary -following commands -communicating needs through a true sign system
Cognitive Present Level of Functioning 10 Months Developmental level I.Q. Score _____	-grasps, releases, transfers and manipulates objects -good attenton span -object permenance -activation of sound producing toys by swiping/patting	-complex, combinator skills -naming objects
Motor Present Level of Functioning Fine Motor: N/A Gross Motor: N/A	-tracks horizontally and vertically -rolls supine to side -can turn head 180° -initiates movement proximally -good ROM	-extension movements less than flexion -hypotonicity -hips in external rotation with knee flexion -prone to scoliosis -no locomotion
Adaptive Behavior	-will attempt to feed himself	-basically depende on caregivers for all physical care
Recreation Present Level of Functioning Social Skills: 12-18 months Play Skills: 12-18 months	-attempts to maintain interaction -enjoys repetitious activities -interacts with other children in side to side play -exploration skills	-interactive soci: speech game accurate partici ation

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Resident Number: 011096 INDIVIDUALIZED EDUCATION PLAN

Long Range Goal	Objective	Beginning and Projected Ending Dates	Review Date	Method of Evaluation	Responsible Person	Date Revis Termin
LRG 1/83-Jerry will improve his gross motor skills.	1/83/1 Jerry will improve the ability to roll supine to prone and begin prone on elbows.	10/83 - 10/84	10/84	PT Data Sheets		
	1/83/2-Jerry will improve head control in various positions (i.e. over bolster, supported sitting, being held).	10/83 - 10/84	10/84	PT Data Sheets		
	1/83/3-Jerry will sit erect in well supported wheelchair.	10/83 - 10/84	10/84	PT Data Sheets		
LRG 2/83-Jerry will improve his fine motor skills	2/83/1-Jerry will improve grasp and release activity with verbal cues to pick up and release objects for instructor.	10/83 - 10/84	10/84	PT Data Sheets		
	2/83/2-Jerry will begin to transfer objects left to right.	10/83 - 10/84	10/84	PT Data Sheets		
	2/83/3-Jerry will bang two objects together in midline.	10/83 - 10/84	10/84	PT Data Sheets		
LRG 3/83-Jerry will increase his receptive language skills.	3/83/1-When presented with activity involving naming objects/pictures, Jerry will sustain interest toward the object/pictures for at least one minute.	10/83 - 10/84	10/84	Response Sheets		

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Res[illegible]:
Resident Number: 011096

HOL[illegible] LS
INDIVIDUALIZE[illegible] EDUCATION PLAN

Long Range Goal	Objective	Beginning and Projected Ending Dates	Review Date	Method of Evaluation	Responsible Person	Dat. Rev Term.
	3/83/2-Jerry will demonstrate comprehension through appropriate nonverbal response of 5 different ritualiz[illegible]s request when these are given with supp[illegible]ing gestural and facial cues 80% of the time.	10/83 - 10/84	10/84	Data Sheets		
	3/83/3-Upon request, Jerry will be able to touch or give the instructor a total of 5 familiar objects when they are named with 80% accuracy.	10/83 - 10/84	10/84	Data Sheets		
LRG 4/83-Jerry will increase expressive language skills.	4/83/1-In situations where Jerry needs assistance from the instr[illegible]or to obtain a desi[illegible]d object/food/e[illegible]t, he will evoke the attention of the instructor through a verbal communicative signal 80% of the time.	10/83 - 10/84	10/84	Response Sheets		
	4/83/2-Through imitation, Jerry will approximate the names of 10 objects or people.	10/83=10/84	10/84	Response Sheets		

2 2

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Long Range Goal	Objective	Beginning and Projected Ending Dates	Review Date	Method of Evaluation	Responsible Person	Date Revi. Termir
	4/83/3-After prompting, Jerry will utilize communicative gestures (waving bye-bye, shaking head no, etc.) in the appropriate contextual setting 80% of the time.	10/83 - 10/84	10/84	Data Sheets		
LRG 5/83-Jerry will increase his self-help skills.	5/83/1-With prompting, Jerry will take a spoon filled with food to his mouth, remove the food from the spoon and return the spoon to the plate a minimum of 6 times per feeding session.	10/83 - 10/84	10/84	Data Sheets		
LRG 6/83-Jerry will increase his cognitive skills.	6/83/1-After modeling, Jerry will repeat an action on a toy that produces a sound utilizing simple schemes 80% of the time.	10/83 - 10/84	10/84	Data Sheets		
	6/83/2-When shown an object hidden under one to two screens, Jerry will uncover the hidden object on the first trial 80% of the time.	10/83 - 10/84	10/84	Data Sheets		
	6/83/3-With prompting, Jerry will obtain a toy by pulling a string 80% of the time.	10/83 - 10/84	10/84	Data Sheets		

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Res [illegible]:
Resident Number: 011096

INDIVIDUALIZ. EDUCATION PLAN

Long Range Goal	Objective	Beginning and Projected Ending Dates	Review Date	Method of Evaluation	Responsible Person	Date Revi Termi
LRG 7/83-Jerry will increase body awareness skills.	7/83/1-Upon request, Jerry will touch three large body parts (head,arm, leg) on himself 80%of the time.	10/83 - 10/84	10/84	Data Sheets		
LRG 8/83-Jerry will increase his socialization skills.	8/83/1-When involved in face-to-face play with an adult, Jerry will participate in interactive games (peek-a-boo, pat-a-cake) with approximate gestures and vocaliz-ations 80% of the time.	10/83 - 10/84	10/84	Data Sheets		
LRG 9/83-Jerry will increase his responsiveness to the environment.	9/83/1-During sensory stimulation activities, Jerry will demonstrate an obvious response 80% of the time.	10/83 - 10/84	10/84	Response Sheets		

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SPEECH AND LANGUAGE FINAL REPORT

Student Name
School Highland Preschool
B.D.: 7/2/81 Age: 2 years 10 months
Date: 5/14/84
Clinician: Nancy Freese Shillingburg
MESD, Portland, Oregon

LANGUAGE MODE:
- [ ] Pre-Verbal
- [ ] Language Board
- [X] Sign
- [X] Verbal

HEARING STATUS:
- [X] Normal
- [ ] Hearing Aids
- [X] History of Ear Problems
- [ ] Untestable

GOAL/STO	PRE-TEST	POST-TEST	RECOMMENDATIONS
RECEPTIVE LANGUAGE 1) To follow basic one-part commands.	As of 9/83, David followed some one-part directions in a one-to-one setting, i.e. give/ put/take. However, these skills were not generalized to a variety of people and a variety of settings.	On 3/9/84, David met objective. He was observed to follow the commands /give me/point to/ look/wait/come/ from a variety of people in a variety of settings.	It is evident through the year that David continues to need work on following one-part directions without giving verbal prompts or gestural prompts. The staff has attempted to get a baseline of tasks that are firm for him to follow. Our data shows he can follow the commands /give me 5/touch tummy/ touch nose/stand up/ give me/look/point to. Our data still continues to be inconsistent. We have also found that by using the firm tasks he has in teaching him a new task is an appropriate approach to teaching him a hard task. This approach may be evaluated in the Fall of '84.
2) To match object to object.	On 9/83 - He attempted to match some objects to objects but this skill wasn't firm.	On 10/5/83 - It was determined that David could correctly match shoe/cup/crayon/spoon/ baby/ when given the cue "Match spoon" etc.	The main intent of this objective was to work on a pre-step to identifying objects. It is recommended next year that David work on some other matching skills, i.e. matching object to picture or matching objects that aren't exactly alike and

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GOAL/STO	PRE-TEST	POST-TEST	RECOMMENDATIONS
			learning how to respond to the cue "match or find one like this."
3) To identify 15 different objects.	On 10/10/83, David attempted to identify objects by matching them as stated in previous objective.	As of 5/11/84 - David correctly identifies the following objects: shoe/cup/crayon/baby/ ball/book/sock/car/block/ toothbrush. He currently is working on comb/spoon.	It is recommended that this program be continued through the remainder of the year and be re-evaluated in Fall, 1984. At times the reporting Clinician feels that David could identify or make faster progress on this program, but he is distracted by other students in the group and would rather imitate their behaviors. This is where introducing two firm tasks along with the hard tasks seemed to help David.
4) To identify 5 major body parts.	10/10/83 - Inconsistently pointed to some body parts.	As of 3/9/84, David was having difficulty identifying body parts. He currently identifies his nose/tummy/ and attempts to identify his head. This program was discontinued so emphasis could be put on identifying objects and determining firm one-part directions David had.	It is recommended that this objective be re-evaluated in the Spring of 1984. It seems that this objective can be taught during large group informal activities.
EXPRESSIVE LANGUAGE 1 & 2) To imitate isolated vowels and consonant-vowel chains.	On 9/83, David was not demonstrating any ability to imitate isolated sounds, however observing him in play, he did evoke some sounds. His mother also reported he makes some sounds.	As of 5/14/84 - David has learned to chain several vowels and consonant-vowel chains with his signs and is rarely observed using his signs without some attempt to verbalize. He started consistently making sounds with his signs around March, 1984.	It is recommended that a complete evaluation of the sounds he can imitate be conducted in the Fall, 1984 to determine the possibility of some sound imitation programs.

GOAL/STO	PRE-TEST	POST-TEST	RECOMMENDATIONS
3) To sign/say cheese, cracker and juice at snack.	9/83 - He was unable to make these signs.	1/13/84 - Met criteria for cheese, juice and cracker. He also says "chee" or "ee" for cheese; "oo" for juice, and "ca" for cracker.	See his Sign Vocabulary Book in his IEP for specific descriptions of signs.
4) To correctly sign/say 10 new food signs.	Program was initiated on 1/13/84, at which point he used 3 food signs - cheese/ cracker/juice.	As of 5/14/84, in addition to those stated above, raisin, he says "er"; cup, he says "ku"; napkin he signs, but needs to work on verbalization; more - he continues to need work on.	It is recommended we continue to add to his sign list.
5) To sign/say 10 objects or pictures.	1/9/84 - Program initiated.	As of 5/14/84, David correctly signs and says the following: /book he says "bu"/bubbles he says "bu"/car he say "ca"/ shoe he says "ooe"/music he signs - we are working on saying it/puppet he signs - needs to work on saying it/ block he needs work on/.	We will continue to add to his signs.

SUGGESTIONS TARGETED FROM PLANNING MEETING 5/1/84:	FUNCTION Possible Activities: 1) Structure environment to practice functions of request/protest/attention.	CONTENT Possible Activities: 1) Follow one-task directions with gestures.	FORM Possible Activities: 1) Increase use of verbs. 2) Use noun-verb/verb-noun phrases. 3) Imitate specific sounds.

BEHAVIORAL OBSERVATION SCREENING FORM

NAME _____ AGE: _____ OBSERVER _____

SETTING: _____ DATE OBSERVATION 5-1-84

INTERACTION WITH: _____ LENGTH OBSERVATION _____

CODE:
+ = Correct use of skill
E = Emerging skill
- = Lacking skill

FUNCTION

LEVELS OF INTENTIONALITY:

Per-locutionary (Pre-Intentional/non-verbal)

Illocutionary (Intentional/non-verbal)

Locutionary (Intentional/verbal) +

A) PERFORMATIVES/

B) PROTO-PERFORMATIVES:

	A	B
Request:	+	
Protest:	+	
Attention Self:	E	
Attention Item:	E	
Greet:		
Answer/Reply:	E	
Request Info:	-	
Other:		

DYADIC INTERACTION SKILLS:

Joint Reference:

	Visual	Gesture	Verbal
Wait turn	-	-	
Fill turn	E	E	E
Get attention	E	E	E
Ask assistance	E	E	

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CONTENT

OBJECT MANIPULATION:

RESPONSES: (DESCRIBE)

Attend: +

Reach/Grasp: +

Differentiated Actions: +

Functional Use: E

Conventional/Combinational Use: E

Means-End: E

LEVEL OF REPRESENTATION:

Index:

Symbol:

True Sign: +

SEMANTIC CATEGORIES OBSERVED:

Possession: E

Location: -

Recurrance: +

Existance: +

Non-Existance: +

Adjectives: (Shape, Size, Color) -

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FORM

MODE: Sign/Say

RECEPTIVE LANGUAGE:

	Verbal	Para-Linguistic	Extra-Linguist
1-Part	+	+	+
2-Part			
Higher Grammatical Forms			

Concepts Observed:
Common objects

EXPRESSIVE LANGUAGE:

	1-Word	2-Word	3-Word	4+ Wor
Nouns:	+			
Verbs:	+			
Adjectives:				
Prepositions:				
Questions: Ask/Answer	/	/	/	/

Approximate MLR: _____

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84 - Freese-Shillingburg

" lower level

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INDIVIDUALIZED EDUCATION PROGRAM
Individualized Implementation Plan

Student's Name	Special Ed./Related Services	Level	I.E.P. Meeting Date
Chris	Communication	V	

ANNUAL GOAL I — Improve Verbal Expression

	DATE	STATUS
1. Short Term Objective: Chris will answer yes/no questions reliably to express his desires eg. "do you want ___?")	Begin 9/84	Achieved
	Complete ___/___	Not Achieved: Continue Revise Delete
Criteria for Evaluation: teacher + therapist observations/charts	Review 3/85	
2. Short Term Objective: will ask for "help" spontaneously without cues, when he cannot complete a task satisfactorily or independently	Begin 9/84	Achieved
	Complete ___/___	Not Achieved: Continue Revise Delete
Criteria for Evaluation: teacher + therapist observations	Review 3/85	
3. Short Term Objective: will carry out 80% of the steps in a functional activity (eg. simple home living task) & will describe steps or tell teacher "what to do".	Begin 9/84	Achieved
	Complete ___/___	Not Achieved: Continue Revise Delete
Criteria for Evaluation: teacher + therapist charts + observations	Review 3/85	
4. Short Term Objective: will improve overall intelligibility of words used frequently, especially syllables and final consonants (eg. open; out, off, block)	Begin 9/84	Achieved
	Complete ___/___	Not Achieved: Continue Revise Delete
Criteria for Evaluation: teacher, therapist's + others' observations	Review 3/85	

ANNUAL GOAL II — Improve Pragmatic Skills

	DATE	STATUS
1. Short Term Objective: Chris will consistently use "I want ___ please" and/or a pointing gesture to request all needs and classroom items.	Begin 9/84	Achieved
	Complete ___/___	Not Achieved: Continue Revise Delete
Criteria for Evaluation: teacher's, therapist's + others' observations	Review 3/85	
2. Short Term Objective: will use greetings/farewells & names consistently (eg. Hi Jensen, Bye Taylor) and respond to "how are you?"	Begin 9/84	Achieved
	Complete ___/___	Not Achieved: Continue Revise Delete
Criteria for Evaluation: teacher's, therapist's, + others' observations	Review 3/85	
3. Short Term Objective: will state "finished" when he completes an activity and request "more" if appropriate	Begin 9/84	Achieved
	Complete ___/___	Not Achieved: Continue Revise Delete
Criteria for Evaluation: teacher's, therapist's, + others observations	Review 3/85	
4. Short Term Objective: will use more 2-4 word phrases to request items, to describe actions, and to tell others "what to do"	Begin 9/84	Achieved
	Complete ___/___	Not Achieved: Continue Revise Delete
Criteria for Evaluation: teacher's + therapist's charts + observations	Review 3/85	

"higher level"

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INDIVIDUALIZED EDUCATION PROGRAM
Individualized Implementation Plan

Page 2 _____

Student's Name	Special Ed./Related Services	Level	Service Provider(s):	I.E.P. Meeting Date
Jim [redacted]	Sp + Lang Therapy	II	J. Taylor	6/6/84

ANNUAL GOAL Improve Pragmatic Abilities

	DATE	STATUS
1. Short Term Objective will initiate conversation, pay compliment, respond to and ask appropriate social questions, and terminate spont. with an expanded farewell (eg. bye, have a nice day)	Begin 9/84	Achieved
Criteria for Evaluation therapist's charts, others' observations	Complete /	Not Achieved: Continue Revise Delete
	Review 3/85	
2. Short Term Objective will introduce himself and a friend; will ask another person for his name, address, phone no.; will add "nice to meet you".	Begin 10/84	Achieved
Criteria for Evaluation therapist's charts, "Let's Talk" program	Complete /	Not Achieved: Continue Revise Delete
	Review 3/85	
3. Short Term Objective will "plan" his message (or go back and think about it) then relate events in a sequential manner with clear refferants [illegible] time, person, and place	Begin 9/84	Achieved
Criteria for Evaluation therapist's charts teacher's observations	Complete /	Not Achieved: Continue Revise Delete
	Review 3/85	
4. Short Term Objective will maintain joint focus of attention, and fill his turn with appropriate, not irrelevant, comments.	Begin 9/84	Achieved
Criteria for Evaluation Pragmatic Abilities Checklist	Complete /	Not Achieved: Continue Revise Delete
	Review 3/85	

ANNUAL GOAL Improve Verbal Expression

	DATE	STATUS
1. Short Term Objective will discuss current activities, answering when questions consistently, especially involving time concepts: next + last	Begin 10/84	Achieved
Criteria for Evaluation therapist's charts	Complete /	Not Achieved: Continue Revise Delete
	Review 3/85	
2. Short Term Objective will describe recent events using correct past, present, and future tenses	Begin 10/84	Achieved
Criteria for Evaluation [illegible] charts, approtests a la SPLT	Complete /	Not Achieved: Continue Revise Delete
	Review 3/85	
3. Short Term Objective will perform a functional activity (eg. household task) using appropriate language	Begin 11/84	Achieved
Criteria for Evaluation 90% of steps completed independently	Complete /	Not Achieved: Continue Revise Delete
	Review 3/85	
4. Short Term Objective will describe from memory the steps in the above functional activity	Begin 12/84	Achieved
Criteria for Evaluation 75% correct description of steps	Complete /	Not Achieved: Continue Revise Delete
	Review 3/85	

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DYADIC INTERACTION

1 B Returns Gaze

Client _____
Date Begun _____
Date Achieved _____

GOAL: Visually focuses briefly on the face of a person who approaches within four feet and speaks.

MATERIALS/ACTIVITIES: Not specified; program may be run in conjunction with other programs or activities.

PROCEDURE: Prior to mealtime or snacktime, program implementer approaches client carrying glass of juice. Client may attend to glass of juice. The program implementer holds the glass of juice next to his/her face briefly, giving client time to focus on both the glass of juice and the program implementer's face.

TARGET RESPONSE: The client focuses on the face of the program implementer for at least 2 seconds.

IF SCORE + : Reinforce client with smile, verbal praise or other naturally-occurring consequence.

IF SCORE - : Repeat procedure again, using the client's name to gain his attention. If still unsuccessful, gently direct client's head/eyes to the face of the program implementer before giving the consequence.

ANY SECONDARY DISABILITIES:

PROGRAM MODIFICATION(S):

EXPRESSIVE COMMUNICATION

2 A/B #1 Desire for specific actions or entities (proactive)

Client _____
Date Begun _____
Date Achieved _____

GOAL: Produces apparently purposeful behaviors in attempt to act on or affect the environment: Desire for specific actions/entities.

ENTITY

MATERIALS: Interesting objects, such as dolls, cars/trucks, book/magazine, kalidescope, Rubic's Cube, etc. (use edibles if client has no interest in objects).

PROCEDURE: Seat client at table in quiet area. Place interesting object out of his reach on the table. Observe his behavior.

TARGET RESPONSE: Maintains eyecontact with object and/or reaches for it.

IF SCORE + : Reinforce by assuring client obtains object and verbal praise.

IF SCORE - : Direct client's attention to the object. Wait for him to make a move toward obtaining it. If he still doesn't try to obtain the object, generate his interest in it by moving to the other side of the table and manipulating the object out of his reach. While playing with it, keep talking to the client about it and alternating your gaze between him and the object. Wait for him to now try to obtain the item.

ACTION

MATERIALS: Interesting objects that move, such as wind-ups, jack-in-the-box, item with on/off switch, etc.

PROCEDURE: Stand at opposite side of table and produce object's movement for the client, but out of his reach. Make the movement stop. Look from the object to the client and wait for the client to try to make the object move again.

TARGET RESPONSE: Maintains eyecontact with the object, jiggles self while looking at the object (as if trying to make it move) or tries to obtain the item.

IF SCORE + : Assure that client obtains object and that it moves for him and verbal praise.

IF SCORE - : Focusing on the object's action, direct client's attention to it. Talk about it, keeping it out of reach. Wait for him to try to obtain it.

EXPRESSIVE COMMUNICATION (continued)

Client _____

2 A/B Desire for specific actions or entities (proactive)

ANY SECONDARY DISABILITIES:

PROGRAM MODIFICATIONS:

REPRESENTATION

3 A Locates invisibly hidden objects

Client _____
Date Begun _____
Date Achieved _____

GOAL: Retrieves desired object after observing it being concealed in such a way that it might be found in any one of the limited number of possible locations.

MATERIALS: Small interesting objects, such as wind-ups, plastic cars, small dolls, etc. (use edibles if client is not interested in objects) and cups, small boxes, etc.

PROCEDURE: Seat client at table in a quiet area. Show the client the object to be hidden and say the name of it. Be sure the client is watching. Place the object on the table and place a cup (or box) over it. Put two or three other cups (or boxes) next to the one with the item under it. Shuffle them around several times. Then tell the client to obtain the hidden item. Wait for his response.

TARGET RESPONSE: Searches systematically for the object until he locates it. If it is not under the first cup or box, he immediately looks under the others until object is found.

IF SCORE + : Reinforce with verbal praise and allow the client to manipulate the object if he wishes to.

IF SCORE - : If the client doesn't search at all or else gives up after looking under the first cup, lift all the others until the item is located. Immediately repeat the procedure to see if the client will now search on his own.
If he still doesn't search systematically, point to each cup and have the client pick it up until the object is found.
If the client doesn't pick up the cups as you point to them, physically assist him to do so until the object is located.
Again, immediately repeat the procedure to see if the client will now search systematically for the hidden item.

ANY SECONDARY DISABILITIES:

PROGRAM MODIFICATIONS:

COMPREHENSION AND IMITATION

3 A Responds to conventional gestures

Client _____
Date Begun _____
Date Achieved _____

GOAL: The client will respond appropriately to five different conventional gestures.

MATERIALS Varied, as needed.

1. PROCEDURE: Approach client to within five feet. Call his name and beckon to him, using 'come here' gesture with hand or index finger.

   TARGET RESPONSE: Client comes to you as requested.

   IF SCORE + : Reinforce client.

   IF SCORE - : Repeat gesture, say "Come here" and physically assist the client in coming. Then positively reinforce.

2. PROCEDURE: Walk toward a table and chairs with the client. Say the client's name and point toward the place where you're going (table/chairs).

   TARGET RESPONSE: Client looks in the direction you are pointing.

   IF SCORE + : Reinforce client.

   IF SCORE - : Repeat gesture, say "Look" and physically assist client to look. Then positively reinforce.

3. PROCEDURE: Pat the seat of the chair where you want the client to sit.

   TARGET RESPONSE: Client sits on the chair as indicated.

   IF SCORE + : Reinforce client.

   IF SCORE - : Repeat gesture, say "Sit down" and physically assist the client to sit in chair. Then positively reinforce.

4. PROCEDURE: Hand the client an interesting object to manipulate and explore for a few minutes. Call the client's name and hold out your hand for the object.

   TARGET RESPONSE: Client gives you object as requested.

   IF SCORE + : Reinforce client.

   IF SCORE - : Repeat gesture, say "Give it to me" and physically assist client to give it to you. Then positively

5. PROCEDURE: Say "We're finished now" and motion for the client to stand up, raising up one or both hands with palm(s) upward.

   TARGET RESPONSE: Client stands up as requested.

   IF SCORE + : Reinforce client.

COMPREHENSION AND IMITATION (continued)

3 A Responds to conventional gestures Client _____

IF SCORE - : Repeat the gesture, say "Stand up" and physically assist the client in standing. Then positively reinforce.

ANY SECONDARY DISABILITIES:

PROGRAM MODIFICATIONS:

OBJECT RELATIONSHIPS

B Complex combinatorial actions

Client _____
Date Begun _____
Date Achieved _____

GOAL: Independently carries out a chain of behaviors requiring sequenced actions on two or more objects.

MATERIALS: 1) Bread, peanut-butter, jelly and knife, 2) Milk, instant pudding, bowl and spoon, 3) Doll and dollclothes, etc.

PROCEDURE: Program implementer presents materials to client and verbally prompts with directions, such as "Make a sandwich", etc.

TARGET RESPONSE: In the presence of appropriate items, client independently produces correct complex combinatorial actions to achieve desired ends, such as making a sandwich to be eaten.

IF SCORE + : Reinforce client.

IF SCORE - : Provide verbal prompts. If these are unsuccessful, demonstrate desired action(s). If demonstration is unsuccessful, give physical assistance to accomplish desired action(s). Then positively reinforce client, using verbal praise and/or letting him eat the food prepared, for example.

Verbal Prompts for Sandwich-making activity:

Step 1 : "Open bread."
Step 2 : "Take out two slices."
Step 3 : "Open the jar of peanut-butter."
Step 4 : "Spread peanut-butter on one bread slice with knife."
Step 5 : "Open jelly jar."
Step 6 : "Spread jelly on other bread slice with knife."
Step 7 : "Close sandwich."

ANY SECONDARY DISABILITIES:

PROGRAM MODIFICATIONS:

GLOSSARY

Virginia Anderson

Definitions

A priori	presupposed by experience, relating to or derived by reasoning from self-evident propositions.
Activity sequence	a sequence of steps or operations requested to complete an activity or task.
Amenable	submissive, responsive, open to suggestion or advice.
Antecedent stimuli	what precedes the stimuli (antecedent...a previous thing or event; something happening before or leading up to another.
Arbitrary	based on ones own wishes, that can be determined as the occasion arises.
Cognition	is the generic term applied to all of the processes by which an organism obtains and organizes information and knowledge about the external environment. It recognizes that organisms experience many aspects of both the physical and social environment; interprets these experiences; and transforms and internalizes them into some representational form. These representations of information and knowledge, then, are used to guide subsequent behavior of the organism. An individual organism's cognitive organization is both a repository of past experience and a complex information processing device which guides and designs the differential behaviors of that organism.
Commerce	business dealings, social dealings, things or messages that represent such trade.
Context	the immediate environment.
Contingent	depending on something uncertain, conditional, i.e. our plans for a picnic are contingent upon pleasant weather.
Direct, Continuous Response Data Training	collected on a continuous schedule. Teacher or trainer decides in advance how many trials will be presented to a student and what responses will be scored as correct.
Dispersed-trial training	trials dispersed or distributed through-out the day.
Dyad	a pair
Dyadic interaction	communication between two people including turn-waiting, turn-taking, turn-filling, establishing joint focus, etc.

Definitions

Ecologically valid	programs should focus on skills and behaviors which are functional in the student's daily living environment, and that the antecedent stimuli which evoke those behaviors, and the consequences which are contingent on those behaviors, should be those which occur naturally in the student's daily living environment.
Elicit	to draw forth, bring out, draw out in a skillful way.
Entity	something that has a real and separate existence, either actually or in the mind, anything real in itself: persons, mountains, languages, beliefs are distinct entities.
Extra-linguistic	information conveyed through cues outside the speech act/utterance itself, i.e. facial expressions, gestures, context.
Para-linguistic	surrounding speech act, but non-linguistic, vocal intensity, inflections, etc.
Function words	provide subtle shades of meaning and convention to our utterances but do not convey significant content information: articles, prepositions, sometimes called syntactic operators.
Generic or process skills	the very basic skills generic to all communication people of all ages; skills that are acquired at various ages (6 mos., 2 yrs., 3 yrs.) and that continue to serve us for the rest of our lives. Generic skills are important in every activity and every specific task we perform. Generic skills are both basic and constant. Such skills must meet two criteria: 1. must be generic to all environment, and 2. must be generic to all ages and developmental levels. Some generic skills: the ability to symbolize, to convey our thoughts, to pursue an object moving through space, to communicate by, to understand the meanings conveyed in gestures.
Grammatical morphemes and syntactic convention	understand differences marked by prepositions, recognize plurality, understand the first term in a declarative utterance represents agent of action, understand pronoun "she" indicates a female referent, etc.
Iconic (sign)	looks like the actual object.
In-situ	in its original place, in position.

Definitions

Index level	can represent entity/event by seeing some part of that entity/event.
Massed-trial training	block of pre-planned trials presented consecutively within a short period of time.
Modes	the manner or way in which a thing is done, method or vehicle generally applied in terms of communication mode: gestures, speech, signs, etc.
Mutual	felt by each toward the other, given and received.
Olfactory	of smell.
Para-linguistic	non-linguistic aspects of the speech act/utterance, i.e. tone of voice, pitch, intensity, intonation.
Performatives	or communication functions and intents of his emerging language system. Social intention or the social functions performed by the child's language.
Presupposition	refers to the speaker's inability to make an utterance "appropriate: in terms of increasing its potential of being both understandable by and acceptable to a listener. Skill of not telling the listener more than he needs to know, or less than he needs to know, recognizing the listener's information needs.
Probe data system	alternative to the direct, continuous training response data system. Can collect data from every training session, but only on a few trials within that session, or to record data on all of a student's responses in a given activity area but only at intervals of 3, 4, or 5 days, or collect data from a caregiver or staff member.
Product or setting-specific skills	skills needed for a particular activity, i.e. knowing how to chew and swallow is critical but only in context of food; knowing how to screw bolts on nuts if you're on the assembly line; knowing how to pull pants up and down only at toilet-time or bedtime.
Proto-declarative	intent to regulate receiver's attention.
Proto-dialogues	alternating vocalizations with mother in vocal play which may be referred to as pre-linguistic conversations.
Proto-imperative	(performatives) intent to regulate receiver's action.

Definitions

Proto-interrogative	intent to request information from receiver.
Proto-words Pure performatives	ritualized sounds in context which function like words but are not true words.
Reciprocal	existing on both sides, in return, mutual.
Referent	a person or object referred to.
Repertoires	list of items that someone is prepared to do or perform.
Schemas	a diagram, plan, scheme needed to realize knowledge or experience.
Setting-specific lexicon	words used in area that are specific to that area, i.e. words used in the kitchen/bedroom that refer to food and clothing.
Significate	an item that is signified or indicated by word or communication act.
Social commerce	the business of interacting with others in a social, communicative way.
Substance words	words that contain the main semantic meaning of the utterance: nouns, verbs, adjectives, and adverbs.
Symbol level	where a person can represent an entity/event by a symbol that retains feature(s) of the entity/event.
Teach-test data	another approach to systematic data collection and program monitoring. At prescribed and regular intervals, a more formal testing session is held, but no data are collected during the interactive, in-situ training session.
Temporal	of time, lasting for a time only.

TRANSACTIONAL APPROACH: Language is treated as the basic and constant medium of social transactions which is learned in the child's daily world of things and acti

SOCIAL BASES: Interactive skills which develop from the child's experiences with caregivers who foster and reward attempts at interaction and who give the child reasons for interacting.

COMMUNICATIVE INTENTIONALITY: Child behaviors which carry communicative significance.

PERLOCUTIONARY: Child behavior which functions as communication only because it has been assigned some communicative significance or meaning by an adult. Pre-Intentional Communication.

REACTIVE PERLOCUTIONARY: Reflexive behavioral signals (0 - 3 months).

PROACTIVE PERLOCUTIONARY: Behaviors which are intended to effect the environment, but are NOT intended as communication to a listener. (3 - 8 months)

ILLOCUTIONARY: Child secures the attention of the listener and very intentionally directs that attention to the object of his communication. Intentional Pre-Verbal Communication.

PRIMITIVE ILLOCUTIONARY: Child uses ambiguous gestures to intentionally communicate to a listener. Listener must interpret gesture as meaning is unclear. (8-12 months).

CONVENTIONAL ILLOCUTIONARY: Child uses unambiguous or more conventional gestures to intentionally communicate to a listerner. Little interpretation is required to listener as meaning of gesture is clear (12-18 months)

LOCUTIONARY: Child uses linguistic signals (true words/signs) to intentionally communicate to a listener.

PERFORMATIVES: The intended function of or reason for a child's communicative behavior.

DYADIC INTERACTION/DISCOURSE SKILLS: Child's overall understanding of the most basic requirements of human interaction.

COGNITIVE BASES: Sensori-motor abilities which develop from the child's experiences with objects and events in his environment and his subsequent knowledge of his world.

SKILLS FOR RELATING TO OBJECTS: Strategies for relating to people and things which exist in the environment.

MEANS-ENDS SKILLS: Strategies for using both direct and indirect means to obtain a desired end.

REPRESENTATION: Receptive decoding of information. Child understands that part of an entitiy, a concrete symbol, or an abstract symbol may be used to represent a referent.

SEMANTICS: Meanings encoded by child language.

Kathleen St. Rock
Anne Schwed

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STRUCTURAL BASES: Language skills which develop from the child's experiences with mature language users and his exposure to the communication mode he will use.

RECEPTIVE: Comprehension/Understanding of language.

EXPRESSIVE: Production of language.

PARALINGUISTIC: Features of an utterance which are part of the utterance itself, (i.e. intonation, stress, prosody, intensity of voice).

EXTRALINGUISTIC: Features of an utterance which are provided by cues outside of the utterance, (i.e., gestures, contextual cues, rituals).

MODE STIMULABILITY: Possible communication system(s) in intervention plan.

FACILITATION STRATEGIES: Adult's role in facilitating or scaffolding for the child as he learns about his world and interacts in it.

ACQUISITION STRATEGIES: Child's role as an active constructor of his learning on both pre-verbal and verbal levels.

SCAFFOLDING: Adult behaviors facilitate the child's learning by accomodating or accepting the child's own responses, while encouraging or modelling behaviors that are just beyond his current capabilities.

"UP THE ANTE": Once the child is consistently responding at a current level, make reinforcement contingent on responses at the next higher level of performance.

DISPERSED TRIAL TRAINING: Training trials are dispersed throughout a variety of situations throughout the day.

MASSED TRIAL TRAINING: Intensive training trials which concentrate on specific response development or refinement of responses.

VERTICAL EXPANSION: Program objective is performance at a higher level of skills development.

HORIZONTAL EXPANSION: Program objective is expansion of meanings, forms, and functions that he can express at his current communication level.

PROTO-WORD, PROTO-SIGN: Word/sign used only in ritualized contexts with no real understanding of the true concept.

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MATERIALS AND SUGGESTED ACTIVITIES

Kathy St. Rock
Anne Schwed
AFFORD COTTAGE

ACTIVITY	...ression/ ...duction ...gns, pictures, ...stures, etc.)	...resentation Ability	...eption/ ...mprehension	...l Use	...irect Means	...ect Means	...ative Action	...binatiorial Action	...ventional/ ...ctional Use	Object ...loration	Peer ...eraction	...n-Filling	...tending to Activity	...tending to People	...swer/_Reply	...bel	...oke ...tention
Hula Hoops						X			X			X	X	X			X
Playing Ball						X		X	X		X	X	X	X			X
Chalk Board		X			X			X	X		X	X	X	X		X	X
Jump Rope						X		X	X		X	X	X	X			X
Records/Music	X		X	X			X	X			X	X	X	X		X	X
Coloring with Crayons	X	X	X		X			X	X		X	X	X	X	X	X	X
Candyland Bingo	X	X	X		X	X		X			X	X	X	X	X	X	X
Color Cards	X	X	X		X			X	X		X	X	X	X	X	X	X
Basketball						X		X	X		X	X	X	X			X
Baseball					X	X		X	X		X	X	X	X			X
Sign Book	X	X	X				X		X		X	X	X	X	X	X	X
Van Model	X	X	X			X	X	X		X			X				X
Weaving Loom				X		X	X	X					X				X
Memory Game	X	X	X					X			X	X	X	X	X	X	X
Alphabet Soup	X	X	X					X			X	X	X	X	X	X	X
Wood Puzzle	X	X	X					X		X			X			X	X
Button Ups						X	X	X		X	X	X	X	X			X
Horseshoes						X		X	X		X	X	X	X			X
Large Puzzles	X	X	X					X		X			X			X	X
Color/Activity Books	X	X	X		X			X	X		X	X	X	X	X	X	X
Wipe Off Coloring Books	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X
Fr... Color	X	X	X		X			X	X		X	X	X	X	X	X	X

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MANSFIELD COTTAGE

ACTIVITY	pression/ oduction igns, pictures, estures, etc.)	presentation Ability	ception/ omprehension	ol Use	direct Means	rect Means	eative Action	mbinatiorial Action	nventional/ nctional Use	Object xploration	Peer nteraction	rn-Filling	ttending to Activity	ttending to People	nswer/_Reply	abel	ttention
hula hoops						X			X			X	X	X			X
ball games						X		X	X		X	X	X	X			X
chalk board		X			X			X	X		X	X	X	X		X	X
jump rope						X		X	X		X	X	X	X			X
records/music	X		X	X			X	X			X	X	X	X		X	X
coloring with crayons	X	X	X		X			X	X		X	X	X	X	X	X	X
Candyland Bingo	X	X	X		X	X		X			X	X	X	X	X	X	X
sewing cards		X		X	X			X	X				X				X
memory game				X		X		X	X				X	X			X
wood puzzle	X	X	X					X		X			X			X	X
sand play				X		X	X	X	X		X	X	X	X			X
blocks						X	X	X		X	X	X	X	X			X
musical instruments						X	X	X	X		X	X	X	X			X
lawn shower play											X	X	X	X			X
color/activity books	X	X	X		X			X	X		X	X	X	X	X	X	X
trace and color	X	X	X		X			X	X		X	X	X	X	X	X	X
large puzzles	X	X	X					X		X			X			X	X
wife off coloring book	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X

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ACTIVITY	Expression/ Production (signs, pictures, gestures, etc.)	Representation Ability	Reception/ Comprehension	Tool Use	Indirect Means	Direct Means	Creative Action	Combinational Action	Conventional/ Functional Use	Exploration Object	Peer Interaction	Turn-Filling	Attending to Activity	Attending to People	Answer/ Reply	Label	Attention
Fishing	X		X	X				X			X		X	X			X
Picnics	X	X	X	X				X	X		X		X	X	X	X	X
Field Trips	X		X								X		X	X		X	
Swimming	X		X					X			X		X	X			X
Nature Walks	X		X								X		X	X		X	
Rec Center Trips	X	X						X	X		X		X	X		X	X
Foxes Den	X		X				X	X		X	X	X	X	X			X
(VARIED ACTIVITIES) Longley School Gym	X		X		X			X			X	X	X	X			X
Grocery Shopping	X	X	X					X			X		X	X		X	
Restaurants	X	X	X								X	X	X	X		X	
Bowling								X	X		X	X	X	X			
Washing & drying laundry	X		X					X	X		X	X	X	X			
Setting table and cleaning up	X		X					X			X	X	X			X	X
Mopping	X		X	X	X			X	X				X				X
Making Beds	X		X					X			X		X				X
Garden Maintenance			X	X				X	X		X		X	X			
Shoe Shining								X	X		X		X	X			
Empty Trash								X	X				X				
Washing/Wiping/ putting away dishes								X	X		X	X	X	X			
Dusting				X				X	X				X				

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ACTIVITY	Label	Answer/_Reply	Attending to People	Attending to Activity	Turn-Filling	Peer Interaction	Object Exploration	Conventional/ Functional Use	Combinatorial Action	Creative Action	Direct Means	Indirect Means	Tool Use	Reception/ Comprehension	Representation Ability	Expression/ Production (signs, pictures, gestures, etc.)
Reading Books	X	X	X	X	X	X	X							X	X	X
Singing Songs w/gestures	X			X	X	X	X							X	X	X
Feeley-Neeley	X		X	X	X	X	X							X	X	X
Bingo with objects	X		X	X	X	X	X							X	X	X
Bingo with pictures	X		X	X	X	X	X							X	X	X
Object Matching	X		X	X	X	X	X							X	X	X
Object-Picture Match	X		X	X	X	X	X							X	X	X
Picture-Picture Match	X		X	X	X	X	X							X	X	X
Label Comprehension with Objects														X	X	X
Label Comprehension with Pictures														X	X	X
Sign Imitation with Objects														X	X	X
Sign Imitation with Pictures														X	X	X
Flash Objects - Spontaneous Reduction														X	X	X
Flash Pictures Spontaneous Production														X	X	X
Simon Says (body parts)														X	X	X
Making Pudding	X	X	X	X	X	X	X							X	X	X
Making Orange Juice	X	X	X	X	X	X	X							X	X	X
Making Cookies	X	X	X	X	X	X	X							X	X	X
Making Jello	X	X	X	X	X	X	X							X	X	X
Making Salad	X	X	X	X	X	X	X							X	X	X

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ACTIVITY	Expression/ Production (signs, pictures, gestures, etc.)	Representation Ability	Reception/ Comprehension	Tool Use	Indirect Means	Direct Means	Creative Action	Combinational Action	Functional Use	Conventional/ Exploration	Object	Peer Interaction	Turn-Filling	Attending to Activity	Attending to People	Answer/ Reply	Label	Assistant
Exercise classes		X	X				X	X				X		X	X			
Hot potatoe		X					X	X				X	X	X	X			
Musical chair			X					X				X	X	X	X			
Dancing (square, modern, folk)...			X					X				X		X	X			
Obstacle courses	X	X	X					X				X	X	X	X			
Ball: (catching, kicking throwing, rolling).			X		BAT X	X		X	X	X		X	X	X	X			
(May I?) Giant Steps	X		X				X	X				X	X	X	X			
Red Light/Green Light			X					X				X	X	X	X			
Simon Says			X					X				X	X	X	X			
Basketball/Nerf Hoop						X		X		ball X		X	X	X	X			
Balloon Games (Water Balloons)	(colors) X		X				X	X				X	X	X	X			
Tags: (Regular, color, T.V.)	X		X					X				X	X	X	X			
Red Rover	X		X					X				X	X	X	X			
Making Playdough	X		X	X			X	X	X			X	X	X	X	X	X	
Molding Playdough	X		X	X		X		X	X			X	X	X	X	X	X	
Potting Plants	X		X	X		X		X	X			X		X	X		X	
Making Baker's Dough	X		X	X		X		X	X	X		X	X	X	X	X	X	
Making Baker's Dough cut-outs	X		X	X		X	X	X				X	X	X	X	X	X	
Making Birdfeeders	X		X	X				X	X					X	X	X	X	
Maintaining Birdfeeders	X		X			X		X	X			X	X	X				
Gr a Garden	X		X	X				X	X									

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ACTIVITY	Label	Answer/ Reply	Attending to People	Attending to Activity	Turn-Filling	Peer Interaction	Object Exploration	Conventional/ Functional Use	Combinatorial Action	Creative Action	Direct Means	Indirect Means	Tool Use	Reception/ Comprehension	Representation Ability	Expression/ Production (signs, pictures, gestures, etc.)
Hand sewing - Needle work																
Leather work																
Wood work																
Plastic Models																
Weaving Pot holders																
Table Turn Taking Games																
Making Mud Pies																
Erector Sets																
Waterplay																
Manipulative Toys																
Puppet Shows																
Costumes/Wigs/Make-up																
Musical Bands, Parades																
Hokey Pokey																
Farmer in the Dell																
Games with Songs (London Bridges, Ring Around the Rosey)																
Tinker Toys																
Lincoln Logs																
Finger Painting																
Foot Painting																
Fruit Painting																
Cut and Pasting																

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ACTIVITY	Expression/ Production (signs, pictures, gestures, etc.)	Representation Ability	Reception/ Comprehension	Tool Use	Indirect Means	Direct Means	Creative Action	Combinational Action	Functional Use	Conventional/ Exploration	Object Interaction	Peer Interaction	Turn-Filling	Attending to Activity	Attending to People	Answer/ Reply	Label	[illegible]
Blowing Bubbles / Bubble Machine	X		X	X	X	X		X			X	X	X	X	X			
Helium Balloons	X		X			X		X			X	X	X	X	X			
Slide Shows	X	X	X		X			X			X	X	X	X	X	X		
Painting with Brush	X		X	X		X	X	X			::			X	X			

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RITUALISTIC ACTIVITIES

BASIC COMPONENTS

1. Activities scheduled daily for 1 to 3 weeks
2. Small groups; 2-4 students
3. Props must be as realistic as possible
4. Roles changed daily or weekly
5. Teacher establishes/directs activity in beginning; fades self out and "sabotages" for instructional purposes
6. Select materials appropriate to motor skills

PRESCHOOL/ELEMENTARY/HIGH SCHOOL

1. Dress-Up & "Act Out" Role
   - Fireman
   - Cowboy
   - Policeman
   - Dr./Nurse/Patient
   - "Fast Food" Employee/Patron
   - Grocery Store Employees/Shoppers
   - Activity: swimming, baseball, going to dinner

2. Art Activities (process and product oriented)
   - Painting/Coloring/Chalk--frame & display
   - Play Dough making and creating
   - Cutting/Pasting -- collage, placemats, scrap book
   - Photography -- scrapbook, display cases

3. Theme/Activity Rituals
   - Beauty Parlor/Barber Shop
   - Going to movie, restaurant, post office
   - Birthday party
   - Wash the baby
   - Telephoning friends

4. Leisure/Play
   - Animal-People-Object Action Games (Fisher-Price, Play Mobile, Star Wars, Masters-Of-The-Universe, Legos)
   - Blocks and cars
   - Sand (beans, rice)-Car-Containers-Tools
   - Table games, Motor games, Floor games
   - Video games

5. Daily Living Activities
   - Going Shopping: clothes, food
   - Cleaning: floor, table, kitchen, bathroom
   - Washing the dishes
   - Laundry
   - Setting the table
   - Gardening
   - Grooming: polish shoes, sewing, nail care, hair care, dental care, hand washing, face washing, make-up, shaving

Materials or Ideas to help a student
acquire skills not yet learned in the Generic Skills Area

OBJECT RELATIONS:

1. A. B. C. Orients, Attends, Tracks
   - any bright, fascinating, manipulable object, or moving object or object with music/sound.
   Attending items:
   wind up merry-go-round
   wind up radio
   marble game
   kiddiecraft flipfinger
   smiley face
   apple-ball
   Christmas tree that opens, push plunger
   Fisher Price Music Box & Record Player
   Funny Faces
   Round-a-round
   Loop-a-chute
   Toot-toot
   Jack -in-the-box
   Remote control car
   Smurf radio
   Whirly wheel

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2. A. B. C. Alternates attention, reaches and captures, captures and manipulates
   -any of items for 1 A, B, C
   teddy bear/stuffed animals, rabbit, tiger
   dolls
   wind-up TV

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3. A. Differential Action Schemas:
examples:
round object - rolling, rattling things - shaking flat object - stacking, horns - blowing, object with strings- pulling, squeeze toys for squeezing.

squeeze toys
bubbles to blow
balls to roll/punch ball to hit
pull train/pull fish
horn noisy objects for shaking
windmill
truck
blocks
kiddicraft building beakers
small wagon (6"x9")
telescoping tower
Fisher-Price 4 sided turn unit
pull toys
far to open & where
bop bag
wind-mill group for blowing
push bell
moveable up & down toys
flip finger kiddicraft
smiley face
Fisher-Price Rock-a-stack
hour glass rattle
butterfly rattle
roly poly duck
red Santa Claus - pull to make arms & legs go up
pound-a-round
corn popper
popper pistol
Funny faces

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3. B Combinatorial Actions on Object
blocks
car & trailer & man
dump truck & blocks
Play Family Jet Liner
Play Skool star links
Play Skool clown stack
milk carrier
popper pistol
Play Skool play phone
Fisher-Price record player

3 C. Direct means to end:
cars to push
balls
pull toys
car set
telescoping tower
3 men in a tub
school bus on string
yellow planes
puppets
jar with lid & food
play vacuum
play Skool star links
Binoculars
Big mouth singers
corn popper
whirly wheel
Funny Faces
Smurf remote control car

3. D. Indirect means to end:
wind up radio
gumball machine
See & Say
viewmaster
wind-up toys
wind-up merry-go-round
pull-out speed car (needs batteries)
radio-controlled racing car
school bus with squeeze bulb
gumball machine
spinning marble top
flaslite
robot toy
key-car wind up
loop-a-chute
See & Say Farmer says
toot-toot
Jack -in-the-box
Remote control car
Fisher-Price record player

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3. E. Primitive Tool Use:

stool
chair — to stand on

towel
scarf — to pull

string toys
ball on string

tug on teacher & point

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3. F. Conventional use:

puppets
Big Bird stuffed animals
pen/pencil/paper
scissors
mirror
kitchen timer
toothbrush/comb
glasses
bandaids
doll
feather duster
dressed dolls
educational chip
lotion
glass shoe pitcher
vase & artificial flowers
push bell
magnetic board & mag. objects
dolls of various size
comb
stuffed animals
sand paper/wood
necklace
bracelets
hats
telephone
fly swatter & play insects
play vacuum
Fisher Price - record player
Little Fix-it tool box
binoculars
milk carrier
hair styling set
popper pistol
stuffed animals; tiger, rabbit

4. A. Functional use:

hammer
nails
nuts
bolts
paintbrush
pliers
wrench
screwdriver
flashlight
wood top workbench
sand paper/wood
reels & wheels
twist & turn
clothespins & rope
screwdriver, tiny hammer, pliers
rubber hammer & block
nutcracker, funnel
wooden spoon, lemon juicer
laddle, spatula, food prongs
key & padlock
egg beater
jar with lid
can opener
play vacuum
electic intercom telephone system
Little Fix-It tool box
Jr. tool set, with shop apron
milk carrier
whirly wheel

4. B. Complex Combinatorial actions

examples:
sandwiches
kool-aid
buttered popcorn
cut-out cookies
frost cookies
dress/undress doll
bathes doll
assembles lego
builds with blocks
blocks in dump truck
load, push, dump
lego
cup & pitcher
eggs & carton
record & record player
tape & tape recorder
doll & tub
Fisher-Price play Family Farm
Woodtop workbench
gumball machine
ball & bat
kitcher stove & utensil set
lincoln logs
the sewing basket
mini animal train
knife-bread-peanut butter
make punch
Fisher-Price play family Jet Port
play family jet liner
Fisher-Price record player
Electric intercom telephone system
Hair styling set
hoop-a-chute

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REPRESENTATION

2. A Locates Object to Auditory Cue

(Looks for and locates objects that are out of sight by responding to the auditory cue)

Musical wind up TV
Musical wind up Radio
Music box
Stove/Oven Timer
Hidden person shaking/ringing bell, shakers; playing musical instruments

higher level--matching sound to picture:
- DLM Auditory Training Familiar Sounds Worksheets, Ideal Learn to Listen

2. B <u>Locates Visibly Hidden Objects</u>
(Retrieves hidden object when asked after watching while it is being concealed)
Any small toy, item, food, etc. and various barriers:
in an object permanence box
behind a standing book
under a washcloth, kleenex, book, cup

3.A Locates Invisibly Hidden Object:

(Retrieves hidden object after watching it being hidden, but in a way that it might be found in a number of different locations)

Place penny, token, food, small item or toy under one of several cups or in one of several boxes with lids, under one one of several colored bottles, in a toy car, etc. and then shuffling them about before asking them to locate the item.

3. B. Identity Match : Objects

(when presented with an item, selects an identical one from a group of 3)

school items:

rulers, pencils, crayons, small book, erasers, small scissors, etc.

small toys where you have two alike.

magnetic board and magnetic objects, animals, persons, forms, etc. Place one on the board and a matching one plus two different ones in front of him. Student will pick up matching one and puts on board.

artificial fruits

artificial vegetables

4. A. Photo to Object Match

(when presented with photo of an object, student will select equivalent object from a group of three; when given an object, student will select the correct photo in a group of three)

Box of photo cards
Numerous objects
2 sets of objects with matching realistic pictures
clothing items and pictures
artificial foods and pictures

higher level

miniature set of tools to match outline of tools
picture to picture lotto cards.

4. B. <u>Action to Object Match</u>

(Student is able to select the correct object in a group of three after seeing someone pantomime its function)

comb
cup
toothbrush
small mirror
book
miniature broom
ball
scissors
jump rope
fan
etc.

4. C. Perceptual Class Concepts

(Match objects on basis of size, shape, or color)

2 different colors of construction paper for the identifying color base on which to sort the blocks, or different colored material, or colored boxes or cans.

5 blocks of each of the above colors

5 pencils of each of the above colors

5 crayons of each of the above colors

Do same for shapes and sizes:

large and small animals

large and small balls

large and small balloons

large and small cars

large and small cups, etc.

use any two shapes in various colors and sizes to sort out on a large construction paper base o the identifying shape

The following can be used:

Educational chips

Colored tokens

Along this same line for auditory matching:

Teaching Resource Shake and Match Sounds

Auditory Perceptual Enhancement Program

Jernand Nathan Logical Spotting

Peg boards with shapes to match --large, medium, small

4. D. Functional Class Concepts

(Match objects on basis of their functional properties, i.e. things to eat, things to wear, things to write with, things to play with, etc. Set up match-to category task similar to 4C)

group of various writing materials: chalk, pencil, pen, magic marker, crayons, etc.
group of toys
artificial fruits
artificial vegetables } foods
group of toy vehicles
group of miniature animals
articles of clothing
group of plastic dinnerware
group of tools
group of houses

higher level: matching pictures on basis of their functional properties:
Ideal Classification and Opposite Pictures for peg board

(Ask Mary Fogg who is using the category board we bought a couple of years ago.)

DYADIC INTERACTION

1. A,B Tolerates Proximity; Returns Gaze

(Stays near a person who approaches and talks to them)
(Briefly focuses on face of person who approaches within four feet and speaks)

Games -- Button, Button, Who has the Button?
Ring Around the Roses
London Bridges Falling Down

Use of Puppets
Reinforcing toys such as used in object Relations 1. A,B,C, and 2. B, C

2. A. Attends to Speaker

(When person approaches and speaks to student, the student looks and maintains gaze as person continues to talk)

Puppets
Poems with action
Reinforcing toys used in 1. A, B that person demonstrates and talks about
Picture books

2. B Releases/Accepts Object

(1. When offered an object or if offered a person's hand, takes that object or holds person's hand.
2. When person extends an open palm, student will release held object into the extended hand.)

Circle games - play and then pass to neighbor
head drums, tambourines, shake toys, etc.
Reinforcements - small toy, father, balloon, M&M, cookie, etc. ---Have in hand and ask,
"Do you want this? Take it."
"If you hold my hand, we will go to_____.
or we will get a _____."
"Let's trade! (one hand extended). Give me the _____.
Here." (give her your object)
yarn balls
bean bags
dolls
rattles: smiling face, finger play
stuffed animals

2. C. Playful Interaction

(Seems to enjoy and participate in playful interaction)

Hide and Seek
Patty-Cake
Peas-Porridge Hot
Puppets
Wonder bubbles
Poems with action
Fisher-Price Play Family Farm
Look 'n Do
Shadow Play

3. A. Evokes Attention for Communication
(Prior to communicating specific need or information, the student gets person's attention)
tugging at sleeve of person
vocalizing loudly
waving at person
establishing proximity, etc.
as soon as student gives such a signal, give immediate and full attention to him/her so student knows that you understand his action or behavior.
Praise student for appropriate evoking of your attention and elminiate inappropriate behavior such as crying, a tantrum, harsh vocalizing. Work on developing more efficient and effective skills/behaviors that the student can do until he can verbally call for your attention.

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3. B. Maintains Joint Focus

(Maintains closeness and attention to an activity started by another as the focus of an interaction.)

"Oh, _____ come over and watch Sue frost a cookie. See what she is doing with the knife. Mmm it looks good." or---

"See _____ play with the marble game. Get right here and watch the marble rolling down. Here's another marble. Another marble, Fun." or--

"_____, look at this toy. Watch what I do. Wind, wind, wind, oh, see it go! It stopped. Wind, wind, wind, Oh, it goes."

Wind up toys:

Toot- Toot Loco
Musical toy radio
Musical TV
Merry-Go-Round
Helicopter
Pound a Round Top
Clown Stack
Playskool Play Phone
Big Mouth Singers

3. C. Waits Turn

(When another person initiates a familiar turn-taking routine, waits for turn. Student must wait with object in hand until his turn if game permits this)

target throw with velco balls
fishing game
marble game
candy land game
spin and see games
Ideal: Listen and
Frank Schaffer's Word Relationship
Gameboards: Cat Time
Frog Jump
Turtle Trot
Dog Days
Bunny Hop
Wonder bubbles
Musical instruments
Schoolhouse Fun in a Box
Schoolhouse Fish
Schoolhouse Going to School
two-sided pounding board

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3. D. Fills Turn

(when partner concludes a turn in a familiar turn-taking game or routine, fills own turn.

See 3. (..

3. E. Establishes Joint Focus

(Establishes an object or activity as the focus of an interaction. May bring person to object or activity, or bring object to person.)

Help student establish joint focus by having him:

point to
look at
touching
show
give

"_____, look at all these toys. What do you like/want?

or

"Show me what _____is doing?"

Use any materials listed elsewhere in the Dyadic Interaction

4. A. Establishe Joint Referent

(More than just focusing upon, the child gets or labels object and acts upon it in same way to establish communicative interaction. The student uses conventional gestures or single words/signs to direct attention to object.)

Student points to or labels object and proceeds to bring object to teacher.

Student shows and gives broken object to person and waits for it to be fixed.

To develop this skill, provide a statement or simple question that will provoke such a behavior.

"Oh, oh, a toy is under the table. Will you bring it to me?----Thanks. What toy is it? Where does it go? ----Good. You put it away."

"Which toy do you want? That is a nice_____. Show me how it goes. That is fun! Do it again."

or ----

"Will you take your_____over to show Jane?"

While watching TV, encourage student to touch or call another and point to something on TV.

4. B. Answers Simple Questions

(Responds with appropriate conventional gestures, words,or actions to simple wh-questions; what, where, who, which.)

Dolls
Airplane
Merry-go-round wind-up
Band-aid
Musical wind-up radio
Target throw with velcro balls
Battery operated hair styling kit
Music box
Toot-toot-loco
Clown-stack
Playskool Play Phone
Big Mouth Singers

"What do you want to play with?"
"What is this?"
"What does it do?" etc.

Pictures
Books
People

"Who/what is _____ doing?"
"Who are you?"

4/ C. Maintains Joint Referent/Topic

(Maintains joint referent/topic through at least three interactive turns)

Play phones
Fisher-Price Play Family Farm
Fisher-Price Play Family Jetport
Food reinforcers
Books
Pictures
Tool kits
Food projects--frosting cookies, sandwich making, cutting, wrapping, making, pouring, drinking tang, peeling apple, carrot
Tasco Binocular
Big Mouth Singers
Wind-up Merry-go-round
Dolls
Battery operated hair stayling kit

1. Student points to picture of cat.
   Teacher says, "I see cat."
1. Student signs "cat"
   Teacher says, "I like cats."
3. Student signs "cat" again and
   pretends to pet picture of cat. or---
1. "Would you like an M&M/cookie/drink?" "please."
2. "Here it is."
   "Thank you."
3. "Is it good?"
   "Good."

4. D. Peer Interaction

(Responds appropriately to contact by peers and initiates positive interactions with peers)

Games listed previously
London Bridge
Making juice/drink together
Playing house
Dress-up play
Shadow play
Fisher-Price Play Family
Fisher-Price Play Jetport
Two-sided pounding boards
Routine with musical instruments

EXPRESSIVE COMMUNICATION

1. A. Reactive Communicative Behavior
(Produces responses in reaction to environmental stimuli that can be interpreted by caregivers as signals)
Example: Mother interprets crying and fussing after she puts baby down as need to be picked up.

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1. B. Communicative Functions.
Behaviors are interpreted as signals of:
1. pleasure/comfort
2. displeasure/discomfort
3. other

2. A. Proactive Perlocutionary Communicative Behavior
(Produces seemingly purposeful behaviors in attempt to act on or affect the environment-interpreted by caregivers as signals.

Example: Approaches favorite toy.
Pushes away disliked food or person

Van Dyk Resonance.

2. B. Communicative Functions
(Behaviors are interpreted as signals of:
1. Desire for specific actions or entities from others
2. Protest or rejection
3. Interest in actions or entities
4. Desire for attention to self
5. Other

3. A. Primitive Intentional Communication
(Tries to affect the attention or action of another person and expects a response to primitive non-conventional signals, often reflected in coordinated or alternating attention between receiver and referents and persistence of signalling behavior if receiver doesn't respond.)

Example: Looks briefly at receiver while reaching for object beyond reach.
Tugs on person's clothing and pulls person toward referent.
Looks up at adult, raising arms to be picked up.

3. B. Communicative Intents
(Intentions expressed)

1. Request specific entity (object) or action
2. Protest or rejection
3. Direct receiver's attention to self
4. Direct receiver's attention to external objects or event.
5. Other

4. A. Conventional Intentional Communication
(Intentional communication now takes the form of conventional gestures & intonated vocalizations)

Example: Vocalizes and points to desired object out of reach
Vocalizes and holds up empty cup for more.
Smiles, vocalizes & waves to familiar person

4. C. Conventional Signals Used

(The following conventional signals are used:)

1. Point
2. Give
3. Show
4. Request (open palm; extend empty container)
5. Wave
6. Head nod or shake
7. Appropriately intonated vocalizations
8. Other

4. D. **Emerging Linguistic Communication**
(Produces a limited number (5) of true words (Manual or verbal). Still lots of conventional gestures.
(List specific words or signs)

4. E. Linguistic Performatives
(Intentions expressed by signs or words:)

1. Request specific action on entity (object)
2. Protest or rejection
3. Direct receiver's attention to self
4. Direct receiver's attention to external entity (object) or event
5. Greeting
6. Answer/reply
7. Request information or confirmation
8. Other

COMPREHENSION AND IMITATION:
AVAILABLE LEARNING STRATEGIES

1. A. Responds to Intonation
(Inhibits behavior to "no" or negative tone of voice and maintains behavior to positive tone of voice)
Duso Kit
Puppets
Stories
Creative Drama
Appropriate discussion concerning extra-linguistic (information conveyed through facial expression, gestures, context) and
- Para-linguistics (non-word aspects of the speech act/utterance)

2. A. <u>Anticipates Routine Events</u>

(Recognizes environmental cues as signals for onset of familiar routines)

Teaching such routines:

Student stands up when handed coat and hat.

Van Dijk calendar box

Communication board sequencying daily routine

2. B. Continues Movement

(completes familiar motion after being physically assisted through part of it)

clap student's hands; then let go and see if he will continue.

help student stir punch; let go and see if she will continue

help student stack blocks, let go and see if he will continue

help student color with crayon, let go and see if she will continue

help student wash hands, let go and see if she will continue

2. C. Responds to Ritualized Utterances

(Responds appropriately to simple reitualized utterances in routine schedule when accompanied by gestural, facial and intonational cues.)

When student gets up and teacher says, "Sit down," student sits down

Teacher points to door, "Let's go to lunch/ library,/music/PE/ etc" and student gets up and walks to door

Teacher lifts arms and says, "Let's say our poem "Up, down, In, out, etc." and student lifts up arms and goes through the actions.

3. A. **Responds to Conventional Gestures**

(Responds appropriately to conventional gestures such as point, wave, beckon, request by extending hand.)

Circle games using such gestures.

3. B. <u>Imitates Action on Objects</u>

(Reproduces adult's behavior with an object)

Start with simple imitations, "Do as I do"

Use simple motivating toys, adult manipulates it, then assist student

Use toys where there are two of a kind, student has one and adult has one.

You use yours, then encourage him to use his

- push cars
- rattles
- balls
- wind-up radio

3. C. **Responds to Action Gestures**

(Responds appropriately to gestures that mimics the functions of an object or action to be performed.)

Student stirs spon in bowl after adult pantomimes the stirring action.

Student spreads butter on bread after adult pantomimes.

Refer to Representation 4B

Higher level labels what person is doing in shadow play.

3. D. Imitates Motion

(Imitates gesture or simple vocal pattern
sounds or action not involving an object)

Give simple direction and then do it for them to imitate:

- Arms up
- Stand up
- Turn around
- Jump three times
- Sit down
- Blink your eyes
- Say "aw"
- Say "apa, apa"
- Say "me, me, me."

Hold up poster and card and have student imitate:

- DLM Position in Space Poster
- Trend Following Directions

3. E. Comprehends Label of Present Object
(Responds appropriately to request for a few specific and familiar objects that are within sights - no cuing)
Place a number of toys/objects in front of student
Point to_____.
Hand me_____.
Show me_____.
For higher level students, use a selection task, probing all postions randomly.
Put the_____by the_____.
Put the_____ in the_____.
Point to the toy beside the_____.
Put the_____under the_____.
Give me the toy between the_____&_____.

4. A. Comprehends Labels of Absent Objects/Action
(Responds appropriately to requests for a few specific and familiar objects that are out of sight, or for a familiar action with or without an object - no cuing)

Place some familiar toys/ofjects about the room- on a table- on a chair, beside the desk, under another chair, or a shelf.

Find the_____.

Walk backwards.

Jump the rope.

Find the_____and push it to the_____.

Get a large box and put several toys/objects inside and ask student to find a specific one.

4. B. Comprehends Two or More Terms in an Utterance
(Responds appropriately to utterances that require comprehension of at least 2 of the words)

Place doll, truck, box, small ball in front of student.
"Put the ball in the truck."

Put ball & truck in front of student.
"Put the block under the box."

Put nerf round ball and football before the student.
"Kick the football."