

## Task Analysis: Communication Across the School Day

### Be Communication Ready! - Getting Started

Prepare

- Consult Student Data Summary to know what vocabulary and routines to target
- Consider student communication systems and programming needs (PECS book, iPad, SGD)
- Post [Communication Bill of Rights](#) in several places throughout the classroom and school
- Decide what visuals and how many of each are needed
- Print [Communication Ready!](#) images for each station and prompting hierarchy to support staff
- Be an intentional communication partner: persistent, engage, interact, patient, make AAC always available, respect effort

### Create Communication Opportunities

1

#### Collaborate to determine speech and language targets

- Academic vocabulary needed for responding during academic activities
- AAC core vocabulary to be generalized throughout the day
- Appropriate sentence length, use of descriptors, etc.
- When to accept approximation vs accuracy of articulation and activities

2

#### Are you Communication Ready! across the school day? Consult the zoning plan to make sure:

- Morning meeting/circle time
- Academic instruction
- 1:1 Instruction
- Personal care routines
- Snack & meal time
- Transitions (in and out of classroom)
- Large/small group

3

#### Repetition (planning multiple opportunities to practice and generalize)

- Use or create books with repetitive lines and predictive endings
- Provide scripts for games and activities

4

#### Limit access

- Put items out of reach
- Use a clear container that has a lid to encourage
- Put things in a cabinet and reveal
- Hold pieces back
- Plan ways to sabotage a previously learned routine

5

#### Prompting

- Determine if a separate prompter is needed
- Decide which type of prompting needs to be used (e.g. most to least, least to most, graduated)

# Project Prepare

	<p>guidance)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose or develop a hierarchy to be shared with all staff working with student</li> <li><input type="checkbox"/> Plan for fading prompts</li> </ul>
6	<p><b>Choices</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine which routines and activities allow for student choice</li> <li><input type="checkbox"/> Model choice making by using the student's picture icons or communication system</li> <li><input type="checkbox"/> Prepare questions requiring the student to make a choice</li> <li><input type="checkbox"/> Wait for student to respond</li> <li><input type="checkbox"/> Prompt if needed</li> </ul>

## Tips for Teaching:

- Be prepared to support all types of communication in all activities all day=Communication Ready!
- Ask open-ended questions
- Provide multiple ways to communicate (have a backup plan,
- Accept multiple means of communication ("Hi" can be spoken, texted, a hand wave or sign lang)
- Honor requests
- Strategically use pausing and wait time to encourage spontaneous communication
- Task analyze to identify opportunities for communication
- Keep it fun & interesting -how can you make it motivating if it's not?
- Age respective & appropriate (activities, books, videos, voice on communication device)
- Take advantage of teachable moments (toy falls- wait for response, don't always open the snack)
- Collaborate on what is working and what isn't
- Make changes based on student progress data

TESS Alignments	High Leverage Practices
<p>1b: Demonstrating knowledge of students</p> <p>2a: Creating an environment of respect and rapport</p> <p>2d: Managing student behavior</p> <p>3a: Communicating with students</p> <p>3c: Engaging students in learning</p>	<p><u>Collaboration</u> HLP 1- Collaborate with professionals to increase student success.</p> <p><u>Assessment</u> HLP 4 - Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.</p> <p><u>Social/Emotional/Behavioral</u> HLP 7 - Establish a consistent, organized, and respectful learning environment by establishing and explicitly teaching expectations, providing prompting and error correction.</p> <p>HLP 9 - Teach social behaviors.</p> <p><u>Instruction</u> HLP 18 - Use strategies to promote active student engagement HLP 19 - Use assistive and instructional technologies. HLP 20 - Provide intensive instruction</p>