

COMMUNICATION

How does this student's performance differ from same-age peers?

James uses a picture exchange system with 40 pictures to communicate his wants, needs, and preferences. James receives minimal verbal and nonverbal prompting to facilitate his communication needs. *He also uses a picture schedule to assist with transitions during the school day.*

Same-age peers are able to express their wants, needs, and preferences verbally and do not require a picture exchange system to facilitate communication. Peers are able to respond appropriately to change in the daily schedule and can maintain their own schedules by using student planners.

Student's present performance, including strengths and needs:

Strengths: When prompted, James is able to make a choice between three options when asked to choose a preferred activity. James can identify all 40 pictures when asked to point to certain symbols in his communication system.

Needs: James needs to become more independent in initiating communication with peers.

James needs to recognize changes in his daily schedule and respond appropriately (e.g., completing task, going to the appropriate classroom, not pounding on the desk).

Baseline: When asked to initiate communication with a peer, James needs three verbal prompts from a staff member before he starts the conversation by handing over a picture.

James responds to changes in his daily schedule with inappropriate behavior (e.g., refusing to work, pounding on the desk, refusing to get out of his seat) 50% of the time.

Measurement/Method Used: Informal assessment