

COMMUNICATION CHECKLIST

(Complete through observation and learning walks, reference to checklist of object cues, AAC and PECS, reference to communication plans and discussion with teaching/support staff)

ADULT STRATEGIES TO SUPPORT STUDENTSS COMMUNICATION DEVELOPMENT

	NEEDS IMPROVEMENT	GOOD	OUTSTANDING
ATTENTION and LISTENING			
Activities are designed to hold students attention	<ul style="list-style-type: none"> <input type="checkbox"/> No personalization of activities <input type="checkbox"/> Limited multi-sensory opportunities <input type="checkbox"/> No clear expectations given to students regarding attention at beginning of activity 	<ul style="list-style-type: none"> <input type="checkbox"/> Activities are personalized according to interests of majority of students in class <input type="checkbox"/> Activities are multi-sensory <input type="checkbox"/> Expectations of students needing to attend are made explicit at the beginning of each activity 	<ul style="list-style-type: none"> <input type="checkbox"/> Activities are personalized according to individual interests of students <input type="checkbox"/> Activities are multi- sensory <input type="checkbox"/> Expectations of students needing to attend are made explicit at the beginning of each activity <input type="checkbox"/> Adult is aware of each student’s level of attention and knows how to support it/develop it further. Using strategies such as calling out names to refocus, having activities of shorter intervals
Adult gets down to students level when interacting with them	<ul style="list-style-type: none"> <input type="checkbox"/> No attempt made to get down to students level <input type="checkbox"/> Adult speaks to a student when student is obviously distracted (i.e. looking away) 	<ul style="list-style-type: none"> <input type="checkbox"/> Adult is at students level when communicating with them <input type="checkbox"/> Adult gets students attention before communicating with them 	<ul style="list-style-type: none"> <input type="checkbox"/> Adult is at students level when communicating when them (at eye level) <input type="checkbox"/> Adult uses range of strategies to get students attention before communicating with them (e.g. Makaton, verbal prompt, physical prompt)
Adult gives students choice within adult-led activities	<ul style="list-style-type: none"> <input type="checkbox"/> No opportunity given for students to make a choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Students given one or two opportunities to make a choice in an activity using correct level (e.g photographs, symbol, object) 	<ul style="list-style-type: none"> <input type="checkbox"/> Students given three or more opportunities to make a choice in an activity using correct level (e.g photographs, symbol, object)
Use of reward system for attention and listening	<ul style="list-style-type: none"> <input type="checkbox"/> No or inconsistent use of reinforcement systems 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of a visual reinforcement system on a 1:1 basis (if needed) <input type="checkbox"/> Adult gives group of students general praise for ‘good looking’, ‘good listening’ and ‘good waiting’ in group environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of visual reinforcement system for individual students in group environment (if needed) <input type="checkbox"/> Adult gives individual students specific praise for ‘good looking’, ‘good listening’ and ‘good waiting’ in group environment

	NEEDS IMPROVEMENT	GOOD	OUTSTANDING
UNDERSTANDING			
Visual supports are used by adults to support students understanding	<ul style="list-style-type: none"> <input type="checkbox"/> Adult <i>only</i> uses visual timetable and/or now/next board when teaching <input type="checkbox"/> Pictorial visual supports too abstract for students or too small <input type="checkbox"/> Students attention not drawn to visual supports <input type="checkbox"/> Very limited Makaton signing is used and/or Makaton signs from Stages 1-4 vocabulary is signed inaccurately 	<ul style="list-style-type: none"> <input type="checkbox"/> A range of visual supports used, including videos, real life objects, photos, symbols. Refer to object cues procedure <input type="checkbox"/> Adult aware of each student's level of symbolic understanding (refer to object cues document) <input type="checkbox"/> Students attention drawn to visual supports using physical, Makaton sign and/or verbal prompts <input type="checkbox"/> Key words are signed in Makaton. Ratio of signs/words is +25% 	<ul style="list-style-type: none"> <input type="checkbox"/> Visual supports are differentiated for specific students (i.e. some students shown objects, others shown symbols) (refer to object cues document). Refer to object cues procedure <input type="checkbox"/> Adult aware of each student's level of symbolic understanding and knows how to support it/develop it further <input type="checkbox"/> Students attention drawn to visual supports using physical, Makaton sign and/or verbal prompts <input type="checkbox"/> Key words, specific topic vocabulary <i>and</i> structure words are accurately signed in Makaton or with appropriate visuals. Ratio of signs/words is +40%
Verbal instructions are at the appropriate keyword level for each student	<ul style="list-style-type: none"> <input type="checkbox"/> Instructions too simple or difficult <input type="checkbox"/> When students don't follow instruction, adult 'takes over' <input type="checkbox"/> Adult unaware of individual students key word levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructions differentiated for each student. Language is limited where possible <input type="checkbox"/> Students supported by adult but with incorrect prompting level <input type="checkbox"/> Adult aware of individual students key word levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructions differentiated for each student <input type="checkbox"/> Students supported to follow verbal instructions using appropriate level of prompting <input type="checkbox"/> Adult and support staff aware of individual students key word levels <input type="checkbox"/> Adults know how to step up/down instructions
Adults ask genuine questions at the right Blank's Level that extend students thinking, without over-questioning	<ul style="list-style-type: none"> <input type="checkbox"/> Questions too simple or difficult <input type="checkbox"/> Adult unaware of individual students Blank's levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Questions differentiated for each student <input type="checkbox"/> Adult aware of individual students Blank's levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Questions differentiated for each student <input type="checkbox"/> Questions aimed at testing students <i>understanding</i> of a word/concept allow students to answer by pointing to symbol/object, rather than having to give an expressive response <input type="checkbox"/> Adult and support staff aware of individual students Blank's levels <input type="checkbox"/> Adults know how to step up/down questions

	NEEDS IMPROVEMENT	GOOD	OUTSTANDING
EXPRESSION			
Vocabulary explicitly taught at beginning of lesson	<ul style="list-style-type: none"> <input type="checkbox"/> No explicit discussion of targeted vocabulary at beginning of lesson <input type="checkbox"/> Inconsistent vocabulary used (i.e. different word to represent same concept for example interchange 'take away' and 'subtract') <input type="checkbox"/> Adults teach new vocabulary and new concept at the same time (e.g. using zoo animal names when teaching counting, if student cannot name animals and is learning to count) 	<ul style="list-style-type: none"> <input type="checkbox"/> Explicit discussion of vocabulary at beginning of lesson, including reference to Makaton and/or visual symbols for new vocabulary <input type="checkbox"/> Consistent vocabulary used (e.g. same word used all the time when teaching new concepts for example 'take away' is used but not 'minus' or 'subtract') <input type="checkbox"/> Adults teach either new vocabulary or a new concept in a lesson, but not both 	<ul style="list-style-type: none"> <input type="checkbox"/> Explicit discussion of vocabulary at beginning of lesson, including reference to Makaton and/or visual symbols - with reference made to word wall and previous teaching <input type="checkbox"/> Consistent vocabulary used (e.g. same word used all the time when teaching new concepts for example 'take away' is used but not 'minus' or 'subtract'): if inconsistent vocabulary used, students attention is drawn to words being synonyms <input type="checkbox"/> Vocabulary is taught using colour coded methods (e.g. Colourful Semantics).
Students AAC needs are provided for within lesson	<ul style="list-style-type: none"> <input type="checkbox"/> Adult unaware of how student expressively communicates (Objects of Reference, PECS, Makaton, using a high tech AAC device, verbally) <input type="checkbox"/> No or limited opportunities (<1 per 20 mins) provided for student to practise/use their AAC in the lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Adult aware of how student expressively communicates (Objects cues, PECS, Makaton, high tech AAC device, verbally) <input type="checkbox"/> Adult supports student using PECS/high tech device at the right level (incl. use of attributes and/or different sentence starters) <input type="checkbox"/> Requests or comments that students make using AAC are responded to appropriately (i.e. honoured or given social reinforcement) <input type="checkbox"/> Adult supports student to imitate/produce/combine Makaton signs, as appropriate <input type="checkbox"/> Some opportunities (2-3 per 20 mins) provided for student to practise/use AAC in the lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Adult aware of how student expressively communicates (Objects of Reference, PECS, Makaton, using a high tech AAC device, verbally) <input type="checkbox"/> Adult supports students using PECS at the right level, including use of correct prompting strategies and Error Correct Procedures, and gives students opportunities to extend skills <input type="checkbox"/> Requests or comments that students make using AAC are responded to appropriately (i.e. honoured or given social reinforcement) <input type="checkbox"/> Adult supports students to imitate/produce/combine Makaton signs, as appropriate <input type="checkbox"/> Frequent opportunities (>4 per 20 mins) provided for student to practise/use their AAC in the lesson

<p>Adult models and encourages verbal language appropriate to the students' needs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Language modelled is too simple to extend students language <input type="checkbox"/> Language modelled is too complex for students to imitate 	<ul style="list-style-type: none"> <input type="checkbox"/> Language modelled extends students vocabulary by adding one word to what he/she has said (e.g. student says 'ball', adult says 'throwing ball' or 'more ball') <input type="checkbox"/> Language modelled back to students corrects grammar (e.g. student says 'Jo read', adult says 'yes, Jo <u>is</u> reading') <input type="checkbox"/> Adult supports students to combine words, if appropriate, using Makaton sign and sentence completion prompts <input type="checkbox"/> Adult knows students expressive communication targets and gives students opportunities to achieve target in lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Language modelled extends students vocabulary by adding one word to what he/she has said (e.g. student says 'ball', adult says 'throwing ball' or 'I want ball') <input type="checkbox"/> Language modelled back to students corrects grammar (e.g. student says 'Jo read', adult says 'yes, Jo <u>is</u> reading') <input type="checkbox"/> Adult supports students to combine words, if appropriate, using more complex resources to prompt (e.g. Colourful Semantics or Shape Coding) <input type="checkbox"/> Adult knows students expressive communication targets, giving students many opportunities to achieve target in lesson and stepping up/down demands in response to student. (refer to prompting sheet)
<p>Adults support students to answer questions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students given no time and/or support to answer questions independently <input type="checkbox"/> No awareness of processing speed 	<ul style="list-style-type: none"> <input type="checkbox"/> Students given time to reply to question and supported by sentence completion/meaning or sound prompts to answer a question they find difficult <input type="checkbox"/> Some awareness of processing speed 	<ul style="list-style-type: none"> <input type="checkbox"/> Students given time and supported by a range of prompts to answer questions they find difficult <input type="checkbox"/> Students given opportunity to request help before prompts given <input type="checkbox"/> Specific praise given for language students used in answering questions ('I like the way you put 2 words together' or 'I like the way you told me <i>who</i> is in the picture') <input type="checkbox"/> Full awareness of processing speed

COMMUNICATION ENVIRONMENT

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|---|---|---|
| <input type="checkbox"/> Good lighting | <input type="checkbox"/> Use of, and reference to, visual timetable | <input type="checkbox"/> Only Widgit/CIP symbols used (i.e. no Sparklebox, Boardmaker or Makaton symbols) |
| <input type="checkbox"/> Not too many visual distractions | <input type="checkbox"/> Thoughtful positioning of students | <input type="checkbox"/> Clearly defined work areas |
| <input type="checkbox"/> Minimise unnecessary noise | <input type="checkbox"/> Communication plans displayed in class | |