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Delaware Communication Portfolio Summary (DCPS) Student Response Booklet

The Delaware Communication Portfolio Summary (DCPS) Student Response Booklet for Pre-Intentional/Intentional Behavior Learners must be completed for all four days in a testing window (fall, winter, spring) before entering student responses in KITE Client®.

**Pre-Intentional/Intentional Behavior Learner**

Choose **three** different activities for your student. Each activity will have **two** different targets. Use this rubric to record observations of the student.

# Pre-Intentional/Intentional Behavior Learner Targets

A student who currently uses reflexive behaviors to express a change in an internal/physiological state. The communicative partner interprets the student’s behaviors. Alternatively, the student’s current behaviors are intentional, but not intentionally communicative. Some of these behaviors serve a communicative function, since the communication partner interprets them as communicative. The student operates directly on objects and people, rather than using an object to attract a person’s attention or using a person to obtain a desired object.

Student Identification Information

Student Name Grade Educator Name School Name District Name District Number

Select **one** activity during which the student will be observed. **This will be Activity 1**.

|  |  |
| --- | --- |
| **ITEM 1** | |
|  | Morning meeting/greeting |
|  | Literacy activities |
|  | Math activities |
|  | Science activities |
|  | Social Studies activities |
|  | Community-based instruction/lessons |
|  | Transition lessons/activities |

Select **one** target to observe while working with the student. **This will be Activity 1, Target A.**

|  |  |
| --- | --- |
| **ITEM 2** | **The student will:** |
|  | express refusal or that he/she does not want something during the activity. |
|  | express engagement in the topic or information presented during the activity. |
|  | express engagement with an object during the activity. |
|  | express engagement with a person during the activity. |
|  | express engagement with a process shown during the activity. |
|  | demonstrate a desire for another person during the activity. |
|  | demonstrate a desire for an object during the activity. |
|  | demonstrate a desire for a process during the activity. |
|  | demonstrate a desire to continue using an object during the activity. |
|  | express a desire to continue a certain action during the activity. |
|  | attempt to gain attention from you during the activity. |
|  | attempt to gain attention in order to take part in the activity. |
|  | demonstrate he/she wants more of something during the activity. |

Select **a different** target to observe while working with the student. **This will be Activity 1, Target B.**

|  |  |
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| **ITEM 3** | **The student will:** |
|  | express refusal or that he/she does not want something during the activity. |
|  | express engagement in the topic or information presented during the activity. |
|  | express engagement with an object during the activity. |
|  | express engagement with a person during the activity. |
|  | express engagement with a process shown during the activity. |
|  | demonstrate a desire for another person during the activity. |
|  | demonstrate a desire for an object during the activity. |
|  | demonstrate a desire for a process during the activity. |
|  | demonstrate a desire to continue using an object during the activity. |
|  | express a desire to continue a certain action during the activity. |
|  | attempt to gain attention from you during the activity. |
|  | attempt to gain attention in order to take part in the activity. |
|  | demonstrate he/she wants more of something during the activity. |

## Expectations for Activity 1

These steps are required as part of the activity. For each day, fill in the date and mark that each step was completed.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Expectation** | **Fall** | | | | **Winter** | | | | **Spring** | | | |
| **Day 1 Date:** | **Day 2 Date:** | **Day 3 Date:** | **Day 4 Date:** | **Day 1 Date:** | **Day 2 Date:** | **Day 3 Date:** | **Day 4 Date:** | **Day 1 Date:** | **Day 2 Date:** | **Day 3 Date:** | **Day 4 Date:** |
| A schedule that indicates to the student that  he/she is going to begin or end an activity. |  |  |  |  |  |  |  |  |  |  |  |  |
| Provide a short explanation to the student of what is going to happen within the  activity. |  |  |  |  |  |  |  |  |  |  |  |  |
| Explain to the student how he/she can communicate their attention or engagement/interest (e.g., “you can squeeze my hand,” “you can look at me,”  “you can turn your head”). |  |  |  |  |  |  |  |  |  |  |  |  |
| If the student uses a visual enforcer  schedule or chart, explain that it will continue to be used in the activity. |  |  |  |  |  |  |  |  |  |  |  |  |
| Inform the student (if he/she uses a light or high-tech communication device during the school day) that he/she will continue to use  it during the activity. |  |  |  |  |  |  |  |  |  |  |  |  |
| The activity can be implemented with a group or individually with the student. The activity should be something naturally implemented in the classroom (it should not be a separate lesson/activity from what is  typically completed in the classroom). |  |  |  |  |  |  |  |  |  |  |  |  |

## Activity 1, Target A Rubric

Use this rubric to record observations of the student.

## Activity 1, Target A

Response/Prompting (Select **one** level of response/prompting of the student for each day. Select the **highest** level observed.)

**Fully Assisted:** Does not demonstrate/is unresponsive; requires physical prompts **Some Support:** Developing skills/is inconsistent; requires some prompting **Independent:** Independent/mastered; requires no prompting

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| **Item 4** | | | | | | |
| **Day** | **Fall** | | **Winter** | | **Spring** | |
| **Day 1** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 2** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 3** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 4** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |

## Activity 1, Target A Rubric

Observed Communicative Behaviors (Select **all** modes of communication that you observe during four days.)

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| **ITEM 5** | | | | | | | | | | | | |
| **Behavior** | **Fall** | | | | **Winter** | | | | **Spring** | | | |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 1** | **Day 2** | **Day 3** | **Day 4** |
| Changes in posture |  |  |  |  |  |  |  |  |  |  |  |  |
| Limb movements |  |  |  |  |  |  |  |  |  |  |  |  |
| Head movements |  |  |  |  |  |  |  |  |  |  |  |  |
| Facial expressions |  |  |  |  |  |  |  |  |  |  |  |  |
| Vocalization |  |  |  |  |  |  |  |  |  |  |  |  |
| Approaches desired person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Moves away from person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Looks at desired person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Takes desired object |  |  |  |  |  |  |  |  |  |  |  |  |
| AAC device used: |  |  |  |  |  |  |  |  |  |  |  |  |
| Other: |  |  |  |  |  |  |  |  |  |  |  |  |

## Activity 1, Target B Rubric

Use this rubric to record observations of the student.

## Activity 1, Target B

Response/Prompting (Select **one** level of response/prompting of the student for each day. Select the **highest** level observed.)

**Fully Assisted:** Does not demonstrate/is unresponsive; requires physical prompts **Some Support:** Developing skills/is inconsistent; requires some prompting **Independent:** Independent/mastered; requires no prompting

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| **ITEM 6** | | | | | | |
| **Day** | **Fall** | | **Winter** | | **Spring** | |
| **Day 1** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 2** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 3** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 4** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |

## Activity 1, Target B Rubric

Observed Communicative Behaviors (Select **all** modes of communication that you observe during four days.)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **ITEM 7** | | | | | | | | | | | | |
| **Behavior** | **Fall** | | | | **Winter** | | | | **Spring** | | | |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 1** | **Day 2** | **Day 3** | **Day 4** |
| Changes in posture |  |  |  |  |  |  |  |  |  |  |  |  |
| Limb movements |  |  |  |  |  |  |  |  |  |  |  |  |
| Head movements |  |  |  |  |  |  |  |  |  |  |  |  |
| Facial expressions |  |  |  |  |  |  |  |  |  |  |  |  |
| Vocalization |  |  |  |  |  |  |  |  |  |  |  |  |
| Approaches desired person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Moves away from person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Looks at desired person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Takes desired object |  |  |  |  |  |  |  |  |  |  |  |  |
| AAC device used: |  |  |  |  |  |  |  |  |  |  |  |  |
| Other: |  |  |  |  |  |  |  |  |  |  |  |  |

Select **one** activity during which the student will be observed. This activity must be different from the one selected in Activity 1. **This will be Activity 2**.

|  |  |
| --- | --- |
| **ITEM 8** | |
|  | Morning meeting/greeting |
|  | Literacy activities |
|  | Math activities |
|  | Science activities |
|  | Social Studies activities |
|  | Community-based instruction/lessons |
|  | Transition lessons/activities |

Select **one** target to observe while working with the student. **This will be Activity 2, Target A.**

|  |  |
| --- | --- |
| **ITEM 9** | **The student will:** |
|  | express refusal or that he/she does not want something during the activity. |
|  | express engagement in the topic or information presented during the activity. |
|  | express engagement with an object during the activity. |
|  | express engagement with a person during the activity. |
|  | express engagement with a process shown during the activity. |
|  | demonstrate a desire for another person during the activity. |
|  | demonstrate a desire for an object during the activity. |
|  | demonstrate a desire for a process during the activity. |
|  | demonstrate a desire to continue using an object during the activity. |
|  | express a desire to continue a certain action during the activity. |
|  | attempt to gain attention from you during the activity. |
|  | attempt to gain attention in order to take part in the activity. |
|  | demonstrate he/she wants more of something during the activity. |

Select **a different** target to observe while working with the student. **This will be Activity 2, Target B.**

|  |  |
| --- | --- |
| **ITEM 10** | **The student will:** |
|  | express refusal or that he/she does not want something during the activity. |
|  | express engagement in the topic or information presented during the activity. |
|  | express engagement with an object during the activity. |
|  | express engagement with a person during the activity. |
|  | express engagement with a process shown during the activity. |
|  | demonstrate a desire for another person during the activity. |
|  | demonstrate a desire for an object during the activity. |
|  | demonstrate a desire for a process during the activity. |
|  | demonstrate a desire to continue using an object during the activity. |
|  | express a desire to continue a certain action during the activity. |
|  | attempt to gain attention from you during the activity. |
|  | attempt to gain attention in order to take part in the activity. |
|  | demonstrate he/she wants more of something during the activity. |

## Expectations for Activity 2

These steps are required as part of the activity. For each day, fill in the date and mark that each step was completed.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation** | **Fall** | | | | **Winter** | | | | **Spring** | | | |
| **Day 1 Date:** | **Day 2 Date:** | **Day 3 Date:** | **Day 4 Date:** | **Day 1 Date:** | **Day 2 Date:** | **Day 3 Date:** | **Day 4 Date:** | **Day 1 Date:** | **Day 2 Date:** | **Day 3 Date:** | **Day 4 Date:** |
| A schedule that indicates to the student that  he/she is going to begin or end an activity. |  |  |  |  |  |  |  |  |  |  |  |  |
| Provide a short explanation to the student of what is going to happen within the  activity. |  |  |  |  |  |  |  |  |  |  |  |  |
| Explain to the student how he/she can communicate their attention or engagement/interest (e.g., “you can squeeze my hand,” “you can look at me,”  “you can turn your head”). |  |  |  |  |  |  |  |  |  |  |  |  |
| If the student uses a visual enforcer  schedule or chart, explain that it will continue to be used in the activity. |  |  |  |  |  |  |  |  |  |  |  |  |
| Inform the student (if he/she uses a light or high-tech communication device during the school day) that he/she will continue to use  it during the activity. |  |  |  |  |  |  |  |  |  |  |  |  |
| The activity can be implemented with a group or individually with the student. The activity should be something naturally implemented in the classroom (it should not be a separate lesson/activity from what is  typically completed in the classroom). |  |  |  |  |  |  |  |  |  |  |  |  |

## Activity 2, Target A Rubric

Use this rubric to record observations of the student.

## Activity 2, Target A

Response/Prompting (Select **one** level of response/prompting of the student for each day. Select the **highest** level observed.)

**Fully Assisted:** Does not demonstrate/is unresponsive; requires physical prompts **Some Support:** Developing skills/is inconsistent; requires some prompting **Independent:** Independent/mastered; requires no prompting

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ITEM 11** | | | | | | |
| **Day** | **Fall** | | **Winter** | | **Spring** | |
| **Day 1** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 2** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 3** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 4** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |

## Activity 2, Target A Rubric

Observed Communicative Behaviors (Select **all** modes of communication that you observe during four days.)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ITEM 12** | | | | | | | | | | | | |
| **Behavior** | **Fall** | | | | **Winter** | | | | **Spring** | | | |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 1** | **Day 2** | **Day 3** | **Day 4** |
| Changes in posture |  |  |  |  |  |  |  |  |  |  |  |  |
| Limb movements |  |  |  |  |  |  |  |  |  |  |  |  |
| Head movements |  |  |  |  |  |  |  |  |  |  |  |  |
| Facial expressions |  |  |  |  |  |  |  |  |  |  |  |  |
| Vocalization |  |  |  |  |  |  |  |  |  |  |  |  |
| Approaches desired person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Moves away from person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Looks at desired person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Takes desired object |  |  |  |  |  |  |  |  |  |  |  |  |
| AAC device used: |  |  |  |  |  |  |  |  |  |  |  |  |
| Other: |  |  |  |  |  |  |  |  |  |  |  |  |

## Activity 2, Target B Rubric

Use this rubric to record observations of the student.

## Activity 2, Target B

Response/Prompting (Select **one** level of response/prompting of the student for each day. Select the **highest** level observed.)

**Fully Assisted:** Does not demonstrate/is unresponsive; requires physical prompts **Some Support:** Developing skills/is inconsistent; requires some prompting **Independent:** Independent/mastered; requires no prompting

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ITEM 13** | | | | | | |
| **Day** | **Fall** | | **Winter** | | **Spring** | |
| **Day 1** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 2** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 3** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 4** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |

## Activity 2, Target B Rubric

Observed Communicative Behaviors (Select **all** modes of communication that you observe during four days.)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ITEM 14** | | | | | | | | | | | | |
| **Behavior** | **Fall** | | | | **Winter** | | | | **Spring** | | | |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 1** | **Day 2** | **Day 3** | **Day 4** |
| Changes in posture |  |  |  |  |  |  |  |  |  |  |  |  |
| Limb movements |  |  |  |  |  |  |  |  |  |  |  |  |
| Head movements |  |  |  |  |  |  |  |  |  |  |  |  |
| Facial expressions |  |  |  |  |  |  |  |  |  |  |  |  |
| Vocalization |  |  |  |  |  |  |  |  |  |  |  |  |
| Approaches desired person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Moves away from person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Looks at desired person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Takes desired object |  |  |  |  |  |  |  |  |  |  |  |  |
| AAC device used: |  |  |  |  |  |  |  |  |  |  |  |  |
| Other: |  |  |  |  |  |  |  |  |  |  |  |  |

Select **one** activity from Category A or Category B during which the student will be observed. The activity must be different from the one selected in Activities 1 and 2. **This will be Activity 3**.

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| --- | --- | --- |
| **ITEM 15** | | |
| **Category A** |  | Morning meeting/greeting |
|  | Literacy activities |
|  | Math activities |
|  | Science activities |
|  | Social Studies activities |
|  | Community-based instruction/lessons |
|  | Transition lessons/activities |
| **Category B** |  | Special (e.g., Music, PE, Art, Speech, OT/PT) |
|  | School-based events (e.g., assemblies, community visitors, field trips) |
|  | Navigating the building/community |
|  | Social opportunities (e.g., breakfast, lunch, snack break, recess, peer buddy visits) |
|  | Other |

Select **one** target to observe while working with the student. **This will be Activity 3, Target A.**

|  |  |
| --- | --- |
| **ITEM 16** | **The student will:** |
|  | express refusal or that he/she does not want something during the activity. |
|  | express engagement in the topic or information presented during the activity. |
|  | express engagement with an object during the activity. |
|  | express engagement with a person during the activity. |
|  | express engagement with a process shown during the activity. |
|  | demonstrate a desire for another person during the activity. |
|  | demonstrate a desire for an object during the activity. |
|  | demonstrate a desire for a process during the activity. |
|  | demonstrate a desire to continue using an object during the activity. |
|  | express a desire to continue a certain action during the activity. |
|  | attempt to gain attention from you during the activity. |
|  | attempt to gain attention in order to take part in the activity. |
|  | demonstrate he/she wants more of something during the activity. |

Select **a different** target to observe while working with the student. **This will be Activity 3, Target B.**

|  |  |
| --- | --- |
| **ITEM 17** | **The student will:** |
|  | express refusal or that he/she does not want something during the activity. |
|  | express engagement in the topic or information presented during the activity. |
|  | express engagement with an object during the activity. |
|  | express engagement with a person during the activity. |
|  | express engagement with a process shown during the activity. |
|  | demonstrate a desire for another person during the activity. |
|  | demonstrate a desire for an object during the activity. |
|  | demonstrate a desire for a process during the activity. |
|  | demonstrate a desire to continue using an object during the activity. |
|  | express a desire to continue a certain action during the activity. |
|  | attempt to gain attention from you during the activity. |
|  | attempt to gain attention in order to take part in the activity. |
|  | demonstrate he/she wants more of something during the activity. |

## Expectations for Activity 3

These steps are required as part of the activity. For each day, fill in the date and mark that each step was completed.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Expectation** | **Fall** | | | | **Winter** | | | | **Spring** | | | |
| **Day 1 Date:** | **Day 2 Date:** | **Day 3 Date:** | **Day 4 Date:** | **Day 1 Date:** | **Day 2 Date:** | **Day 3 Date:** | **Day 4 Date:** | **Day 1 Date:** | **Day 2 Date:** | **Day 3 Date:** | **Day 4 Date:** |
| A schedule that indicates to the student that  he/she is going to begin or end an activity. |  |  |  |  |  |  |  |  |  |  |  |  |
| Provide a short explanation to the student of what is going to happen within the  activity. |  |  |  |  |  |  |  |  |  |  |  |  |
| Explain to the student how he/she can communicate their attention or engagement/interest (e.g., “you can squeeze my hand,” “you can look at me,”  “you can turn your head”). |  |  |  |  |  |  |  |  |  |  |  |  |
| If the student uses a visual enforcer  schedule or chart, explain that it will continue to be used in the activity. |  |  |  |  |  |  |  |  |  |  |  |  |
| Inform the student (if he/she uses a light or high-tech communication device during the school day) that he/she will continue to use  it during the activity. |  |  |  |  |  |  |  |  |  |  |  |  |
| The activity can be implemented with a group or individually with the student. The activity should be something naturally implemented in the classroom (it should not be a separate lesson/activity from what is  typically completed in the classroom). |  |  |  |  |  |  |  |  |  |  |  |  |

## Activity 3, Target A Rubric

Use this rubric to record observations of the student.

## Activity 3, Target A

Response/Prompting (Select **one** level of response/prompting of the student for each day. Select the **highest** level observed.)

**Fully Assisted:** Does not demonstrate/is unresponsive; requires physical prompts **Some Support:** Developing skills/is inconsistent; requires some prompting **Independent:** Independent/mastered; requires no prompting

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ITEM 18** | | | | | | |
| **Day** | **Fall** | | **Winter** | | **Spring** | |
| **Day 1** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 2** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 3** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 4** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |

## Activity 3, Target A Rubric

Observed Communicative Behaviors (Select **all** modes of communication that you observe during four days.)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ITEM 19** | | | | | | | | | | | | |
| **Behavior** | **Fall** | | | | **Winter** | | | | **Spring** | | | |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 1** | **Day 2** | **Day 3** | **Day 4** |
| Changes in posture |  |  |  |  |  |  |  |  |  |  |  |  |
| Limb movements |  |  |  |  |  |  |  |  |  |  |  |  |
| Head movements |  |  |  |  |  |  |  |  |  |  |  |  |
| Facial expressions |  |  |  |  |  |  |  |  |  |  |  |  |
| Vocalization |  |  |  |  |  |  |  |  |  |  |  |  |
| Approaches desired person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Moves away from person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Looks at desired person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Takes desired object |  |  |  |  |  |  |  |  |  |  |  |  |
| AAC device used: |  |  |  |  |  |  |  |  |  |  |  |  |
| Other: |  |  |  |  |  |  |  |  |  |  |  |  |

## Activity 3, Target B Rubric

Use this rubric to record observations of the student.

## Activity 3, Target B

Response/Prompting (Select **one** level of response/prompting of the student for each day. Select the **highest** level observed.)

**Fully Assisted:** Does not demonstrate/is unresponsive; requires physical prompts **Some Support:** Developing skills/is inconsistent; requires some prompting **Independent:** Independent/mastered; requires no prompting

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ITEM 20** | | | | | | |
| **Day** | **Fall** | | **Winter** | | **Spring** | |
| **Day 1** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 2** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 3** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |
| **Day 4** | Fully Assisted |  | Fully Assisted |  | Fully Assisted |  |
| Some Support |  | Some Support |  | Some Support |  |
| Independent |  | Independent |  | Independent |  |

## Activity 3, Target B Rubric

Observed Communicative Behaviors (Select **all** modes of communication that you observe during four days.)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ITEM 21** | | | | | | | | | | | | |
| **Behavior** | **Fall** | | | | **Winter** | | | | **Spring** | | | |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 1** | **Day 2** | **Day 3** | **Day 4** |
| Changes in posture |  |  |  |  |  |  |  |  |  |  |  |  |
| Limb movements |  |  |  |  |  |  |  |  |  |  |  |  |
| Head movements |  |  |  |  |  |  |  |  |  |  |  |  |
| Facial expressions |  |  |  |  |  |  |  |  |  |  |  |  |
| Vocalization |  |  |  |  |  |  |  |  |  |  |  |  |
| Approaches desired person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Moves away from person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Looks at desired person or object |  |  |  |  |  |  |  |  |  |  |  |  |
| Takes desired object |  |  |  |  |  |  |  |  |  |  |  |  |
| AAC device used: |  |  |  |  |  |  |  |  |  |  |  |  |
| Other: |  |  |  |  |  |  |  |  |  |  |  |  |

Have you observed the student using communicative behaviors consistently?

**Fall:** Circle **YES** or **NO Winter:** Circle **YES** or **NO Spring:** Circle **YES** or **NO**

If **NO**, consider convening the team to discuss strategies to increase the student’s communication.