



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.

Pre-Intentional/Intentional Behavior Learner Targets

Student Identification Information

Student Name _____

Grade _____

Educator Name _____

School Name _____

District Name _____

District Number _____

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 1

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.

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 1

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

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.

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 1

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.

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).												

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 1

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

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	

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 1

Activity 1, Target A Rubric

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

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: _____												

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 1

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

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	

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 1

Activity 1, Target B Rubric

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

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: _____												

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 2

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.

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 2

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.

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 2

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).												

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 2

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	

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 2

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: _____												

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 2

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	

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 2

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: _____												

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 3

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.**

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 _____

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 3

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.

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 3

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.

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 3

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).												

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 3

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	

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 3

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: _____												

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 3

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	

Pre-Intentional/Intentional Behavior Learner Targets

ACTIVITY 3

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: _____												

Pre-Intentional/Intentional Behavior Learner Targets

AFTER DAY 4

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.