



## Delaware Communication Portfolio Summary (DCPS) Student Response Booklet

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

### **Unconventional Communication Learner**

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

### **Unconventional Communication Learner Targets**

A student who currently uses body movement, actions, or vocalizations to intentionally communicate with another person.

## Unconventional Communication Learner Targets

### Student Identification Information

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

Educator Name \_\_\_\_\_

School Name \_\_\_\_\_

District Name \_\_\_\_\_

District Number \_\_\_\_\_

## Unconventional Communication 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 he/she does not want something during the activity.
	express he/she wants something new/different (something that was <i>not</i> offered) during the activity.
	express he/she wants to do something new/different (e.g., performing an action different from what is being performed now).
	express interest toward another person during the activity.
	express interest toward you.
	request something that is not present (something that is not in the immediate environment) during the activity.
	express he/she wants something during the activity.
	attempt to gain attention from an adult during the activity.
	attempt to gain attention from a peer during the activity.
	express he/she wants more of an action during the activity.
	express he/she wants more of an object during the activity.
	express a choice between two items offered during the activity (the student should be aware of both choices, not just choosing the first one he/she notices or is offered).
	attempt to gain attention from you during the activity.
	attempt to gain attention from another adult in the room during the activity.
	attempt to gain attention from a peer in the room during the activity.

## Unconventional Communication 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 he/she does not want something during the activity.
	express he/she wants something new/different (something that was <i>not</i> offered) during the activity.
	express he/she wants to do something new/different (e.g., performing an action different from what is being performed now).
	express interest toward another person during the activity.
	express interest toward you.
	request something that is not present (something that is not in the immediate environment) during the activity.
	express he/she wants something during the activity.
	attempt to gain attention from an adult during the activity.
	attempt to gain attention from a peer during the activity.
	express he/she wants more of an action during the activity.
	express he/she wants more of an object during the activity.
	express a choice between two items offered during the activity (the student should be aware of both choices, not just choosing the first one he/she notices or is offered).
	attempt to gain attention from you during the activity.
	attempt to gain attention from another adult in the room during the activity.
	attempt to gain attention from a peer in the room during the activity.

## Unconventional Communication 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).												

## Unconventional Communication 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	

## Unconventional Communication 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
Whole body movements												
Limb movements												
Vocalizations												
Facial expressions												
Pushes away person or object												
Looks at you or desired object												
Guides your hand to or pulls you over to desired item												
Touches desired object or person (without taking it)												
Reaches toward or taps object or person												
Takes your hand												
AAC device used: _____												
Other: _____												

## Unconventional Communication 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	



## Unconventional Communication 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
Whole body movements												
Limb movements												
Vocalizations												
Facial expressions												
Pushes away person or object												
Looks at you or desired object												
Guides your hand to or pulls you over to desired item												
Touches desired object or person (without taking it)												
Reaches toward or taps object or person												
Takes your hand												
AAC device used: _____												
Other: _____												

## Unconventional Communication 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 he/she does not want something during the activity.
	express he/she wants something new/different (something that was <i>not</i> offered) during the activity.
	express he/she wants to do something new/different (e.g., performing an action different from what is being performed now).
	express interest toward another person during the activity.
	express interest toward you.
	request something that is not present (something that is not in the immediate environment) during the activity.
	express he/she wants something during the activity.
	attempt to gain attention from an adult during the activity.
	attempt to gain attention from a peer during the activity.
	express he/she wants more of an action during the activity.
	express he/she wants more of an object during the activity.
	express a choice between two items offered during the activity (the student should be aware of both choices, not just choosing the first one he/she notices or is offered).
	attempt to gain attention from you during the activity.
	attempt to gain attention from another adult in the room during the activity.
	attempt to gain attention from a peer in the room during the activity.

## Unconventional Communication 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 he/she does not want something during the activity.
	express he/she wants something new/different (something that was <i>not</i> offered) during the activity.
	express he/she wants to do something new/different (e.g., performing an action different from what is being performed now).
	express interest toward another person during the activity.
	express interest toward you.
	request something that is not present (something that is not in the immediate environment) during the activity.
	express he/she wants something during the activity.
	attempt to gain attention from an adult during the activity.
	attempt to gain attention from a peer during the activity.
	express he/she wants more of an action during the activity.
	express he/she wants more of an object during the activity.
	express a choice between two items offered during the activity (the student should be aware of both choices, not just choosing the first one he/she notices or is offered).
	attempt to gain attention from you during the activity.
	attempt to gain attention from another adult in the room during the activity.
	attempt to gain attention from a peer in the room during the activity.

## Unconventional Communication 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).												

## Unconventional Communication 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	

## Unconventional Communication 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
Whole body movements												
Limb movements												
Vocalizations												
Facial expressions												
Pushes away person or object												
Looks at you or desired object												
Guides your hand to or pulls you over to desired item												
Touches desired object or person (without taking it)												
Reaches toward or taps object or person												
Takes your hand												
AAC device used: _____												
Other: _____												

## Unconventional Communication 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	

**Unconventional Communication 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
Whole body movements												
Limb movements												
Vocalizations												
Facial expressions												
Pushes away person or object												
Looks at you or desired object												
Guides your hand to or pulls you over to desired item												
Touches desired object or person (without taking it)												
Reaches toward or taps object or person												
Takes your hand												
AAC device used: _____												
Other: _____												



## Unconventional Communication 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 _____

## Unconventional Communication 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 he/she does not want something during the activity.
	express he/she wants something new/different (something that was <i>not</i> offered) during the activity.
	express he/she wants to do something new/different (e.g., performing an action different from what is being performed now).
	express interest toward another person during the activity.
	express interest toward you.
	request something that is not present (something that is not in the immediate environment) during the activity.
	express he/she wants something during the activity.
	attempt to gain attention from an adult during the activity.
	attempt to gain attention from a peer during the activity.
	express he/she wants more of an action during the activity.
	express he/she wants more of an object during the activity.
	express a choice between two items offered during the activity (the student should be aware of both choices, not just choosing the first one he/she notices or is offered).
	attempt to gain attention from you during the activity.
	attempt to gain attention from another adult in the room during the activity.
	attempt to gain attention from a peer in the room during the activity.

## Unconventional Communication 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 he/she does not want something during the activity.
	express he/she wants something new/different (something that was <i>not</i> offered) during the activity.
	express he/she wants to do something new/different (e.g., performing an action different from what is being performed now).
	express interest toward another person during the activity.
	express interest toward you.
	request something that is not present (something that is not in the immediate environment) during the activity.
	express he/she wants something during the activity.
	attempt to gain attention from an adult during the activity.
	attempt to gain attention from a peer during the activity.
	express he/she wants more of an action during the activity.
	express he/she wants more of an object during the activity.
	express a choice between two items offered during the activity (the student should be aware of both choices, not just choosing the first one he/she notices or is offered).
	attempt to gain attention from you during the activity.
	attempt to gain attention from another adult in the room during the activity.
	attempt to gain attention from a peer in the room during the activity.

## Unconventional Communication 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).												

## Unconventional Communication 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	

**Unconventional Communication 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
Whole body movements												
Limb movements												
Vocalizations												
Facial expressions												
Pushes away person or object												
Looks at you or desired object												
Guides your hand to or pulls you over to desired item												
Touches desired object or person (without taking it)												
Reaches toward or taps object or person												
Takes your hand												
AAC device used: _____												
Other: _____												

## Unconventional Communication 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	

**Unconventional Communication 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
Whole body movements												
Limb movements												
Vocalizations												
Facial expressions												
Pushes away person or object												
Looks at you or desired object												
Guides your hand to or pulls you over to desired item												
Touches desired object or person (without taking it)												
Reaches toward or taps object or person												
Takes your hand												
AAC device used: _____												
Other: _____												



## Unconventional Communication 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.