

CREATING THE COMMUNICATION GOAL and OBJECTIVES CONCEPTS

Points To Consider:

- ◆ Does the student have sensory challenges? Need to assess how vision and hearing affect communication.
- ◆ What is the student's estimated language comprehension? (Direction following, answering yes-no questions, other questions, concepts – size, number, shape, etc.)
- ◆ How and why does the student communicate? Developing the Personal Dictionary – teaching people to be explicit in observing and stating what the student does, what it means, how to respond. This is the foundation for developing communication skills.
- ◆ Does the student have preferences? Use these preferences as a means to develop choice making, requesting 'more', etc.)
- ◆ What are some specific communication behaviours that might be useful or needed in various environments? Looking at pragmatic functions – initiating and terminating; saying 'hi' and 'bye' ; acceptance/rejection; conversational skills.
- ◆ What are the existing barriers to communication?
- ◆ Who are the student's primary communication partners?
- ◆ What communication opportunities exist for the student in the school, home and community environments (i.e., communication is invited, permitted, accepted, and responded to appropriately)?
- ◆ Who can support the student's communication system (i.e., permitting, accepting, and responding to the student's communication)?
- ◆ What are the expectations of family members and the school based team?
- ◆ How can the communication objectives be worked into the student's school curriculum?