Assessment and Interventon Materials

Basic Language and Social Skills

Academic
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Associates

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Assessment and Intervention Materials

Basic Language and Social Skills

Developed by Academic Communication Associates

Academic
Communication
Associates

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Introduction to AIM

Students with communication disorders resulting from severe developmental delays, autism, deafness, and other disabilities require highly individualized program of instruction. Sign language and picture symbols are often used to facilitate communication in students who have experienced limited progress in acquiring basic oral communication skills. Research has provided evidence that augmentative/alternative communication (AAC) options support the development of speech and language skills (Mirenda & Erickson, 2000).

Assessment and Intervention Materials– Basic Language and Social Skills (AIM) includes a collection of assessment protocols and reproducible instructional materials designed for use with nonverbal students or students with limited vocabulary skills. The instructional resources in this kit can be used to teach basic verbs, to help students construct simple sentences, to create communication boards relevant to basic needs and everyday activities, and to facilitate the development of improved social interaction skills.

AIM was developed primarily for students between 4 and 17 years of age. The materials, however, can also be used with adults who have severe communication disorders. Students with developmental delays, autism, hearing impairments, and other disabilities can benefit from the resources in this book.

The assessment protocols in Part 1 of AIM are used to collect data related to the student's actual functioning in the classroom and in social contexts. The instructional resources in Part 2 can be used for a variety of purposes in language development programs:

- To teach students to use vocabulary words related to basic needs and everyday activities
- To teach students to construct simple sentences using picture symbols
- To teach students to match picture symbols with their printed word equivalents
- To teach students to express basic needs using communication boards
- To teach students appropriate strategies for social interaction

The resources in this book can also be used to facilitate the acquisition of early literacy skills as students read words and simple sentences with common words. As students construct sentences using the picture symbol cards, they develop an awareness of how the spoken language is represented in print.

Observational Assessment of Communication and Social Behavior

The ability to initiate communication early in development has been found to be a good predictor of positive outcomes in the development of functional social communication (L. Koegel, Koegel, Shashon, & McNerney, 1999). The development of functional spontaneous communication should be a high priority in intervention programs. Students with severe communication disorders need to learn to use language as a tool to satisfy basic needs and achieve specific goals.

To develop appropriate communication goals for individual students, it is important to obtain information about how they communicate and interact in their natural language environment (Mattes, 2006). By observing their behavior, a facilitative teaching style can be implemented that follows the attentional focus of the student, offers models, and expands upon the topic of the student's verbal and nonverbal communication (Prizant & Weatherby, 2005).

Both the verbal and nonverbal aspects of communication should be examined. It is also important to identify how students respond to various types of auditory and visual stimuli. If communication boards are to be used to facilitate communication, factors such as image size, complexity, and the number of picture symbols displayed simultaneously need to be considered.

Part 1 of this book includes reproducible tools to assess the following:

1. **Response to Auditory and Visual Stimuli**. Five observational assessment tools are included that will be helpful in identifying how the student responds to various types of auditory and visual stimuli. Students are observed as they respond to tasks that require them to point to pictures, hand objects to the instructor, imitate gestures, repeat words, and label nouns upon request. Information about how the student responds to various types of visual images (e.g., black line illustrations versus concrete objects) is also recorded.

2. N**onverbal Communication Behavior and Interaction Strategies**. Observational protocols are included for recording information about nonverbal aspects of communication (e.g., facial expressions) and strategies used by the student during social interactions (e.g., taking turns).

3. **Basic Vocabulary Usage**. The Basic Vocabulary Record Form is a tool for collecting information about the student's use of verbal and nonverbal communication strategies when producing common words. Use of speech, gestures, facial expressions, and sign language can be recorded for individual items on the form.

4. **Functional Communication**. The Functional Communication Assessment Form is used to assess the student's use of language for various purposes in real-life contexts. Information is recorded on this form based on observations and reports by individuals who interact frequently with the student.

The assessment tools in this book are designed to facilitate the collection of descriptive information about performance. The procedures used to collect assessment information should be adapted based on the student's cognitive level of functioning and the nature of the deficit that is affecting learning. The information recorded on the record forms in this book should prove to be helpful in planning instructional strategies and selecting materials for use in intervention.

Instructional Resources

The following instructional resources are included in Part 2 of this book:

1. **Picture Symbol Verbs with Text**. The reproducible cards in this section each include a picture showing a common verb. Actions such as *eating, sleeping,* and *running* are represented. The printed word for each verb is located under the picture.

2. **Picture Symbol Verbs without Text**. The reproducible cards in this section each include a picture without text.

3. **Printed Word Cards**. Printed word cards are included in this section for each of the verbs presented on the Picture Symbol Verb Cards. Ask the student to match each printed word card with the matching picture.

4. **Picture Symbol Sentence Cards**. Text-only sentences and sentences with picture symbols above the key words are included on each of the reproducible pages. After reading each text-only sentence, students can use the picture symbol version of the sentence to determine whether or not the words were read correctly.

5. **Communication Boards for Practicing Simple Sentences**. Communication boards are included that students can use to construct simple sentences related to basic needs (*I want milk*), feelings (*I feel sad*), and everyday activities (*I want to run*).

6. **Sentence Construction Activities**. The activities in this section require students to construct sentences by combining printed visual symbols. Illustrations showing nouns, verbs, and sign language symbols are used to create the sentences.

7. **Social Situation Stories**. Ten short social situation stories are included in this section. After presenting each story, appropriate and inappropriate ways of dealing with the problem can be discussed. Suggestions are included for relating the stories to the real-life experiences of students.

All of the reproducible assessment forms and activity pages in this book are included on a CD. The CD also includes large and small full-color versions of each picture symbol. The large (full-

page) version of symbols can be presented on the computer monitor when teaching basic verbs to students. Picture symbols with the third-person form of the printed verb are included on the CD for use in constructing sentences such as *Boy drinks milk* or *Girl eats cake*.

Lists of common nouns and verbs are included in the appendices at the end of this book. Use these lists to select items for vocabulary expansion activities.

The materials in this book and on the CD can be used in a variety of ways to develop individualized learning experiences for students. Copies of the reproducible pages may be provided to members of the student's family for use in home programs.

Part 1
Assessment Protocols

Sample page from reproducible protocol

Response to Auditory Input

Assessment Form 1A

Student:_____ Date of Birth: _____

School:_____

Instructions: Observe how the student responds to speech and environmental sounds in various contexts. Record a plus (+) in the space beside each skill that is observed to occur frequently. Record a minus (-) if improvement is needed.

__1. Turns head to look at person speaking

__2. Looks at speaker when name is called

__3. Responds to commands such as "Come here."

__4. Responds to greetings such as "Hello."

__ 5. Responds to sounds such as the ring of the telephone

__ 6. Responds to the sound of music

__ 7. Responds to simple commands

__ 8. Allows others to finish speaking without inappropriate interruptions

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Sample page from reproducible protocol

Assessment of Nonverbal Behavior

Assessment Form 2

Name:_____ **Date:**_____ **Assessed by:**_____

Skill	Score	Observations
Stands an appropriate distance from others during social interactions		
Makes appropriate eye contact when speaking		
Makes appropriate eye contact when listening		
Uses appropriate body posture during social interactions		
Uses appropriate hand gestures		
Makes appropriate facial expressions		
Turns toward people who are speaking		
Responds appropriately to the facial expressions of others		

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Sample page from reproducible protocol

Functional Communication Assessment Form

Assessment Form 5

Name:_____ **Date:**_____ **Assessed by:**_____

Skill	Speech	Gestures	Facial Expressions	Sign Language	Picture Symbols	Observations
Greets others						
Describes actions						
Shares experiences						
Tells stories						
Describes problems						
Describes solutions for problems						
Expresses gratitude						
Asks for favors						
Expresses affection						

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Sample picture symbols

Black and White Verb Symbols with Text

1

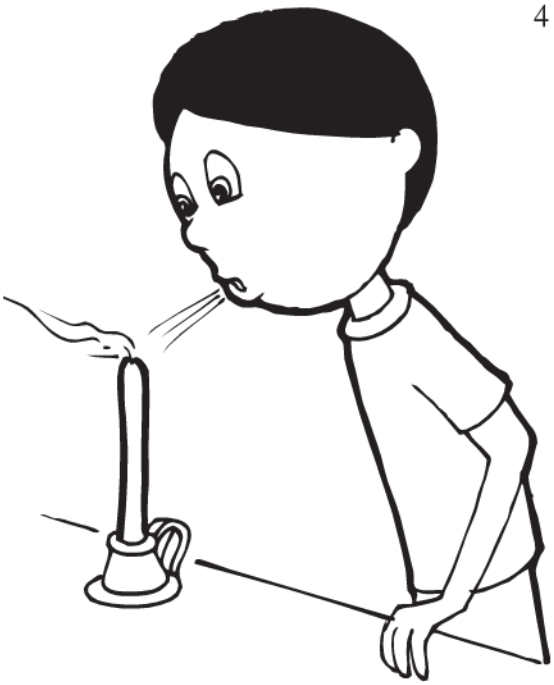
2

carry

3

smell

4



blow

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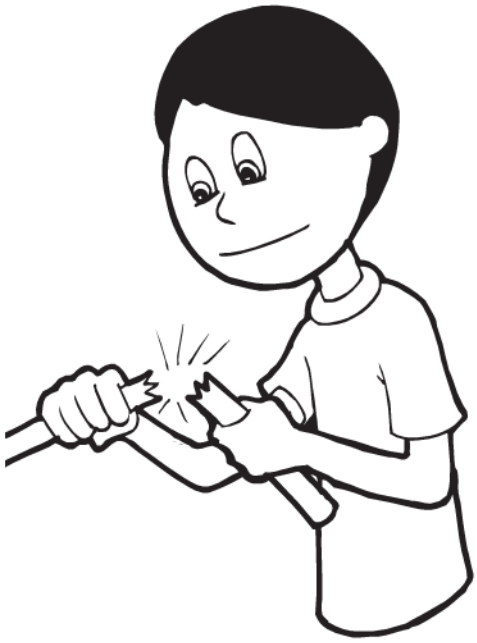
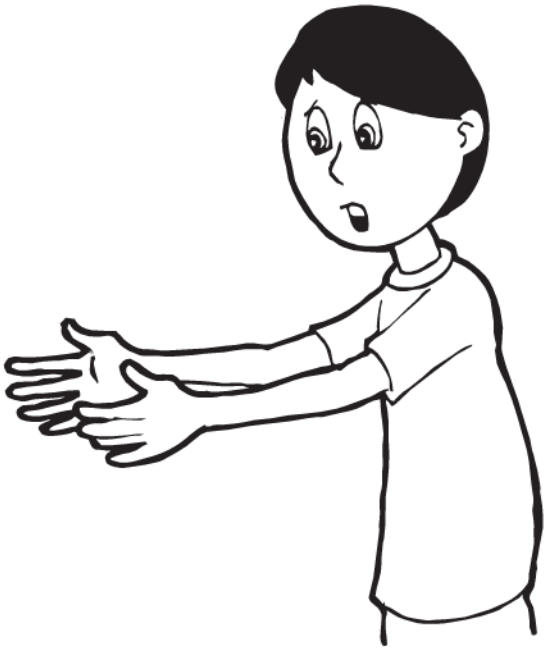
5



break

6



want

7

dig

8

kick

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Sample picture symbol page

38

wash

brush hair

39

comb hair

40

sweep

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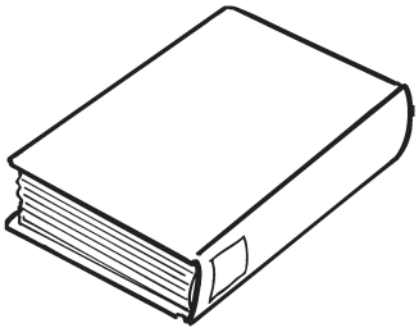
Students read the sentence and use the picture symbols to verify accuracy.

Carry the book.

Carry



the book

Carry the book.

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Students construct sentences using signs

I

want to

eat

drink

play

sleep

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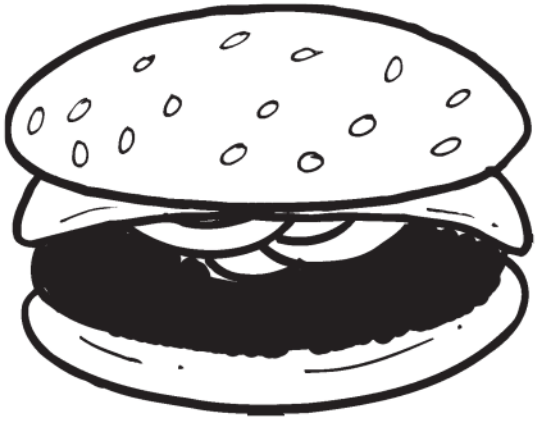
Students construct sentences with commununication boards

I

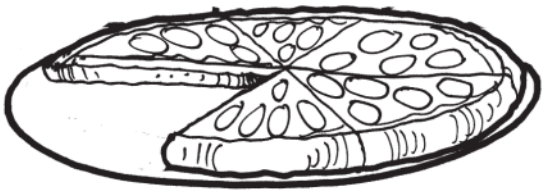
want to

eat

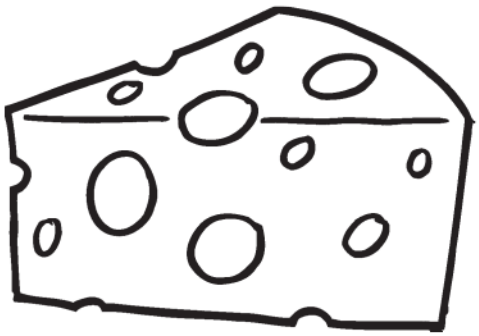


hamburger

cake



pizza



cheese

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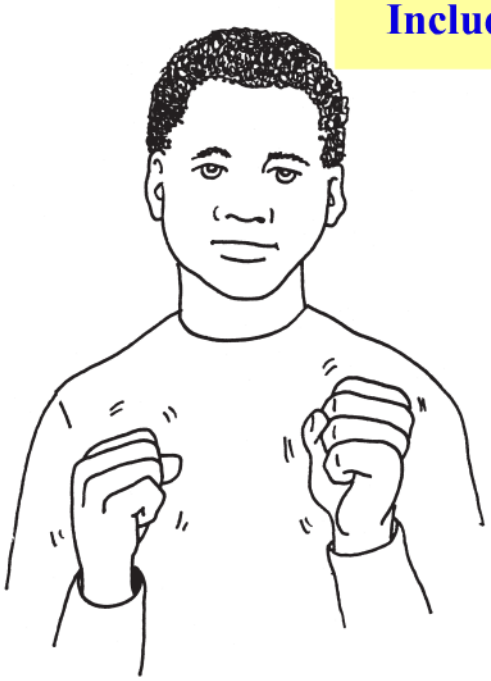
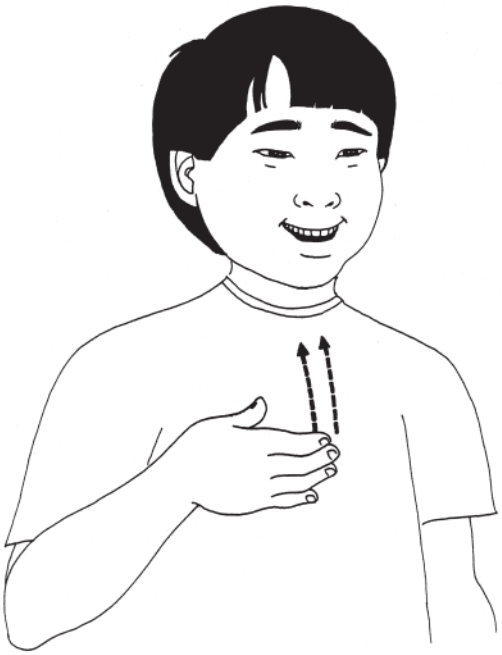
Signs for Feelings

Includes reproducible sign language cards!



cold

hot



happy

sad

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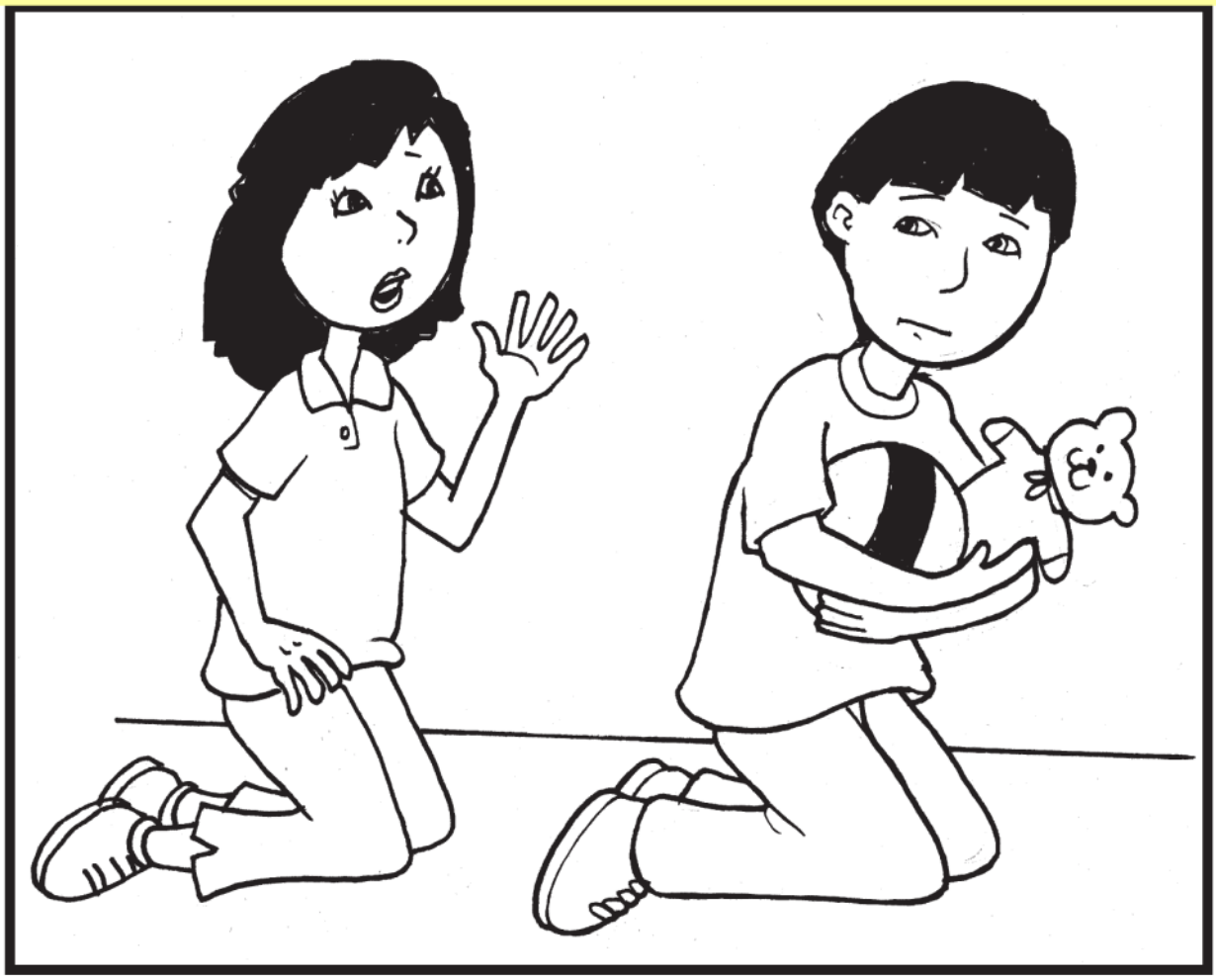
Simple stories focus on common social behaviors



Story 9
Andy Doesn't Share

Andy has many toys. Lisa is at his house. She wants to play with a ball and bear.

"Can I have a turn to play with the bear?" asks Lisa.

"You can't have a turn," says Andy. "I want all the toys."

Andy doesn't like to take turns. He doesn't like to share with anyone.

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Reproducible pages on CD include symbols with text and without text

read

write

43

stand

44

sit

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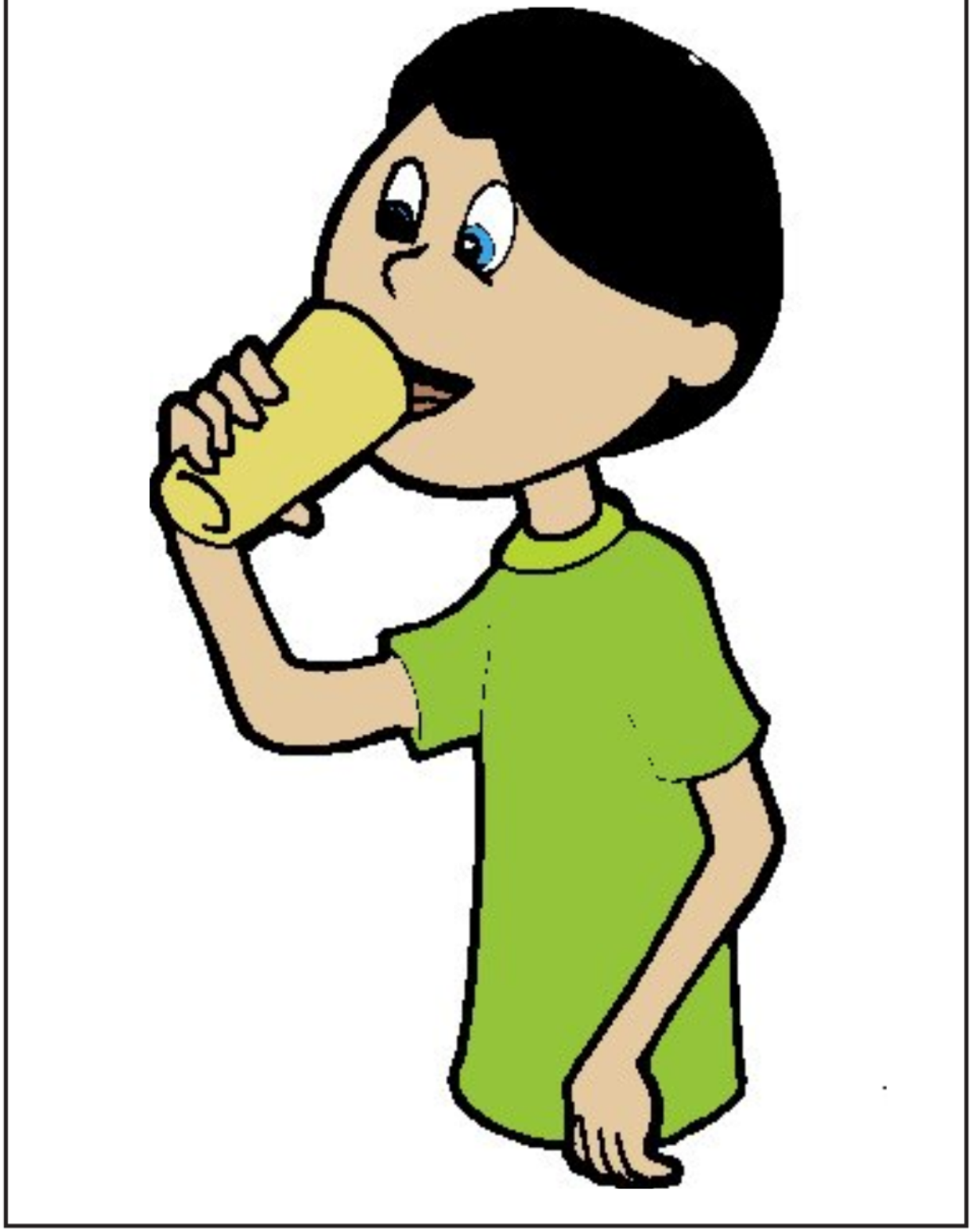
Full-page picture symbols can be used to teach common verbs.
Pages with text and without text are included in AIM



drink

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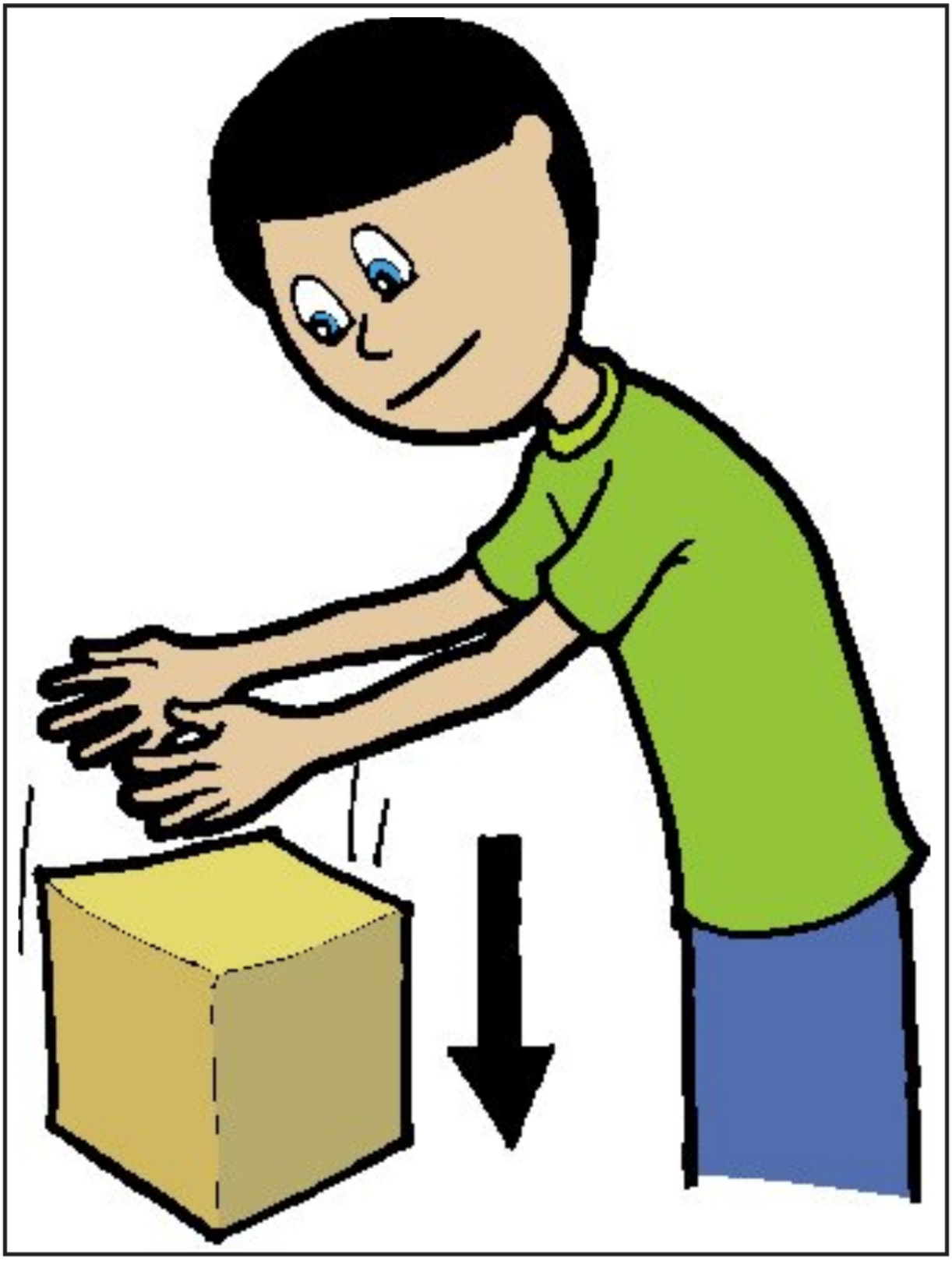

drop

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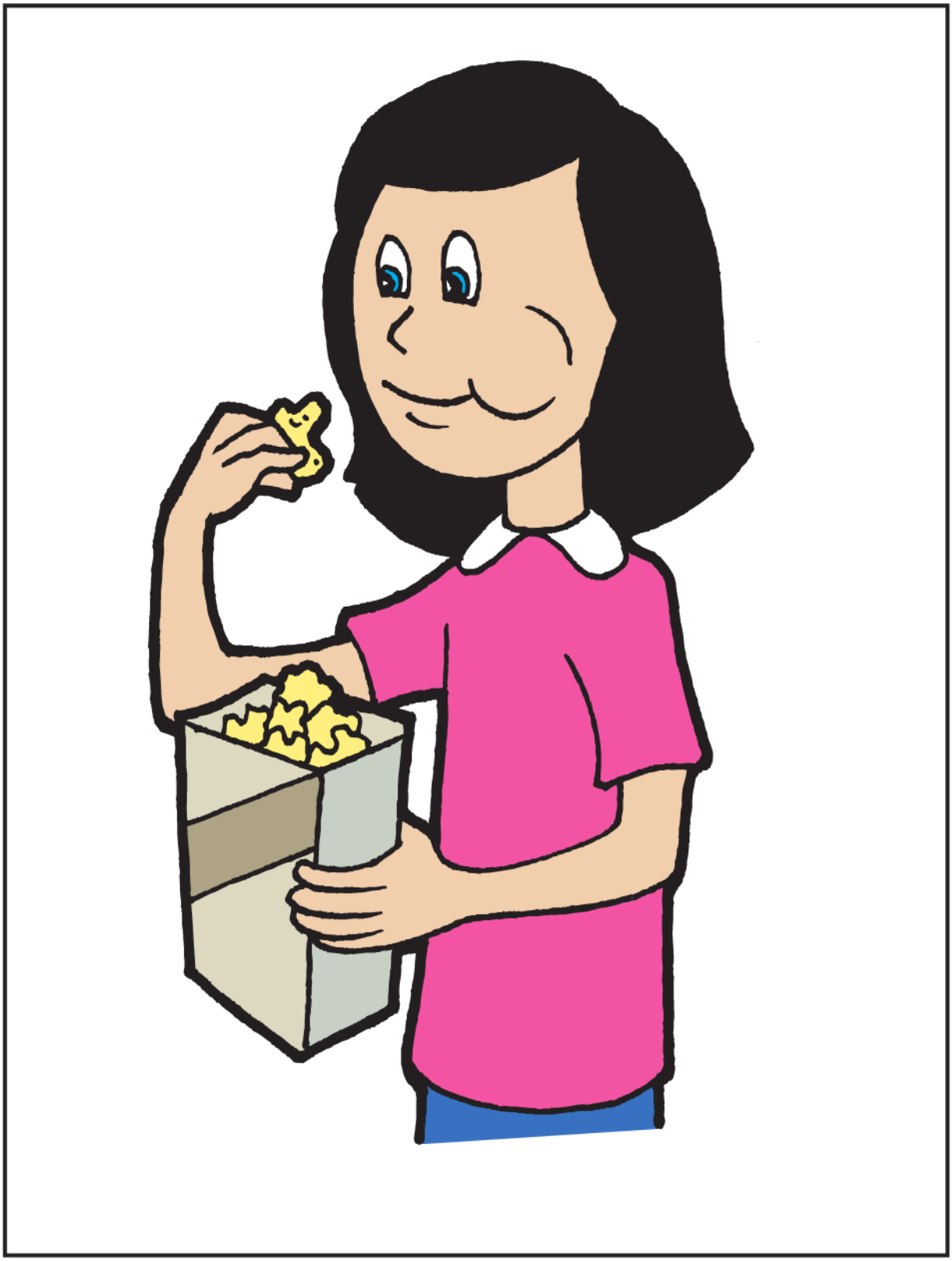

eat

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Overview of the AIM CD

The CD that comes with AIM includes reproducible pages from the book and other resources. You can print out full-page picture symbols with text or without text. You can also print out pages that include four symbols per page.

The CD is not a computer program - It only allows you to print the pages included on the CD. Just select the pages you need and print them out as you need them. The CD requires that you have Adobe Reader on your computer. If you can read this page, you can read pages on the CD. All full color pages are on the CD.

Thank you for reviewing sample pages from AIM.

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