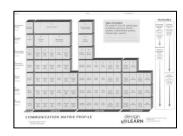
# Planning Communication Opportunities The CEP Process

### 1) The Communication Matrix

• Conduct an assessment on your student



### 2) List the Student's day / or the Classroom Schedule

- Each event of the day offers a Type of Communication Opportunity
  - 1. Preference assessment
  - 2. Intentionality
  - 3. Reinstatement
  - 4. Gain attention
  - 5. Communicate choices
- From this list, choose specific activities to target as communication routines for the classroom staff to follow

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## 3) Script an Activity to Include Communication Targets

- Parts of a Script:
  - 1. Student Information (Name, Age, School District)
  - 2. Activity Information (Topic, Subtopic, Communication Purpose, Objective, Criteria)
  - Environmental SetUp (Positioning of Student, AAC, Materials, Communication Partner & Facilitator -if a 2<sup>nd</sup> person is needed)
- COMMUNICATION SCRIPT

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- 4. Teaching Routine
  - Staff SetUp of the Activity (Staff cues -verbal, visual, sensory & Staff physical assistance)
  - Target Student Behavior (What the student is supposed to communicate & How they are to communicate the message)
  - Consequences for After the Student Does and Does Not Communicate (What the staff should Do & or Say – this includes the Prompting Hierarchy/Teaching Routine for the staff to follow for when the student Does Not communicate or Initiate the message

## 4) Create Data Collection to Match Activity

 2 Types of Data Collection in CEP For Preference Assessment



For Those with Prompting Hierarchies (adjust to #of Prompts)

	For reinforcing learned communication intentalpehanters PROMPT HISTORIARY										
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Criteria:											
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