

# Oakland Schools - CEP: Communication Enhancement Project - COMMUNICATION SCRIPT

## FIRST THINGS FIRST SCRIPT (modified from DesignToLearn.com)

**Script ID# :** for office use only

**District:** insert district

**Date:** 9/24/2013

**Student First name:** EXAMPLE 1.

**Age Range:** insert age

**Activity Topic:** Leisure

**Communication Purpose:** Preference Assessment

**Sub Topic:** Preference Assessment.

**Criteria (Measureable):** Daily, once a day, 9 out of 10 opportunities **within 30 seconds**

**Objective** Student will communicate a preference by touching/grabbing/reaching towards the item when given a choice of 2 items.

ENVIRONMENT		TEACHING ROUTINE ----->			
Setting, Partner, Position		Staff Set-up of Activity		Consequence given by staff	
				Student	Staff
<b>Setting:</b> Classroom  <b>Materials:</b> age appropriate set of 10 toys, sensory items, books  <b>Positioning of AAC device:</b> out of student's reach, to be activated by staff after selection  <b>Positioning of student:</b> 1)at table, 2)on floor , 3) in stander  <b>Position of Communication Partner:</b> 1)beside him; 2) behind him; 3 in front of him  <b>Position of Communication Facilitator:</b> may be needed when he is on floor		<b>Staff cues (verbal, visual):</b>  Present 2 items visually (hold steady) and say "Student, which one do you want?"	<b>Staff assistance (physical):</b>  If the student is on the floor, sit behind him to help maintain steadiness. There may be a need for a 2 <sup>nd</sup> staff member to present the items from the front.	<b>What student communicates:</b> "I want that one"  <b>How student communicates:</b> touching/grabbing/reaching towards one item	<b>If student does:</b> touching/grabbing/reaching towards the item  <b>Then staff:</b> <ol style="list-style-type: none"> <li>1) Activates communication device "I want that"</li> <li>2) records choice</li> <li>3) if student plays with item for over 15 seconds the staff will say "Student likes the ____"</li> <li>4) After 30 seconds, remove item &amp; represent 2 new items</li> </ol>
					<b>If student doesn't:</b> touching/grabbing/reaching towards the item  <b>Then staff:</b> <ol style="list-style-type: none"> <li>1) records non-choice</li> <li>2) presents 2 new items</li> </ol>

# Oakland Schools - CEP: Communication Enhancement Project - COMMUNICATION SCRIPT

## FIRST THINGS FIRST SCRIPT (modified from DesignToLearn.com)

**Script ID# :** EXAMPLE 2

**Activity Topic:** Social

**Sub Topic:** Music

**District**

**Communication Purpose:** Reinstatement

**Criteria (Measureable):** Everyday, Choose one out of 3 trials

**Age Range:** 13 - 26

**Objective:** Student will choose a classmate to pick a new song.

ENVIRONMENT		TEACHING ROUTINE ----->			
Setting, Partner, Position	Staff Set-up of Activity		Student Target Behavior	Consequence given by staff	
				Student	Staff
<p><b>Setting:</b> in classroom, in a group semicircle in front of Promethean Board</p> <p><b>Materials:</b> pictures of students</p> <p><b>Positioning of student:</b> in his wheelchair with his tray on &amp; with head, hand &amp;/or knee switch attached to the appropriate area</p> <p><b>Positioning of AAC device :</b>head switch (when appropriate) hand &amp; knee switch, voicepal</p> <p><b>Position of Communication Partner:</b> student peers are considered listening partners</p> <p><b>Position of Communication Facilitator:</b>staff to be standing in front of student</p>	<p><b>Step #1</b>  <b>Staff cues (verbal, visual):</b> "student, who should pick the next song for music time (or activity for leisure)?"  <u>PAUSE 1 second</u>            "You can tell me your choice by your hand or knee."</p> <p><b>Staff assistance(physical):</b></p> <p>Staff will show student where all his switches are &amp; activate each one with his appropriate body part.</p>		<p><b>What student communicates:</b> he is choosing who will go next by saying the person's name using the voicepal.</p> <p><b>How student communicates:</b> activate a head, hand or knee switch that will say "a classmates' name"</p>	<b>If student does:</b> say a name	<b>Then staff:</b> give music control to named student
				<b>If student doesn't:</b> say a name	<b>Then staff:</b> asks question again
				<b>If student doesn't:</b> say a name	<b>Then staff:</b> gestures towards the switches & gives the verbal cue again
				<b>If student doesn't:</b> say a name	<b>Then staff:</b> models moving his hand & knee toward the switches but DO NOT activate them
				<b>If student doesn't:</b> say a name	<b>Then staff:</b> activates the switch to choose the next student

# Oakland Schools - CEP: Communication Enhancement Project - COMMUNICATION SCRIPT

## FIRST THINGS FIRST SCRIPT (modified from DesignToLearn.com)

**Script ID# :** EXAMPLE 3      **District**  
**Activity Topic:** Food      **Communication Purpose:** Make choice      **Objective:** Student will select a snack.  
**Sub Topic:** Snack      **Criteria (Measureable):** Everyday, 75% choice on 1<sup>st</sup> verbal request, choice offered minimum 4x each snack time

ENVIRONMENT	TEACHING ROUTINE ----->				
Setting, Partner, Position	Staff Set-up of Activity		Student Target Behavior	Consequence given by staff	
				Student	Staff
				If student does: touch picture	Then staff: gives her the food item
				If student doesn't: touch picture	Then staff: waits 5-10 seconds
				If student doesn't: touch picture	Then staff: repeats verbal prompt
<b>Setting:</b> in classroom, at a table  <b>Materials:</b> 2 snack choice pictures with snack choices out of reach  <b>Positioning of student:</b> seated  <b>Positioning of AAC device :</b> pictures held in front of student  <b>Position of Communication Partner:</b> next to student  <b>Position of Communication Facilitator:</b> 2 <sup>nd</sup> adult not needed	<b>Step#1</b> <b>Staff cues (verbal, visual):</b> "It's snack time, what would you like to eat?"		<b>What student communicates:</b> her food choice  <b>How student communicates:</b> by touching or taking picture	<b>If student doesn't:</b> touch picture	<b>Then staff:</b> does hand-over-hand to touch choice

# Oakland Schools - CEP: Communication Enhancement Project - COMMUNICATION SCRIPT

## FIRST THINGS FIRST SCRIPT (modified from DesignToLearn.com)

**Script ID# :** EXAMPLE 4      **District:** Farmington Schools      **Age Range:** 13 - 26  
**Activity Topic:** Leisure      **Communication Purpose:** Obtain      **Objective:** Student will independently explore tactile card representing swing.  
**Sub Topic:** Swing      **Criteria (Measureable):** 3-5 x per Week, 100% exploration of card w/less than full physical prompt

ENVIRONMENT	TEACHING ROUTINE ----->				
Setting, Partner,	Staff Set-up of Activity		Student Target Behavior	Consequence given by staff	
				Student	Staff
<b>Setting:</b> in classroom  <b>Materials:</b> Swing mounted to ceiling; tactile card representing handles on swing "presented individually On" Velcro choice board;  <b>Positioning of student:</b> begins seated in tumble form seat  <b>Positioning of AAC device :</b> card attached to choiceboard by Velcro; board presented to him in front, at chest level by partner  <b>Position of Communication Partner:</b> standing/ seated in front of student  <b>Position of Communication Facilitator:</b> 2 <sup>nd</sup> adult not needed	<b>Step #1</b> <b>Staff cues (verbal, visual):</b> NA (student deaf/blind)	<b>Staff assistance(physical):</b> Place Student's Hand on choice board NOT TO TACTILE CARD	<b>What student communicates:</b> desire to swing  <b>How student communicates:</b> exploration of tactile "swing" card	<b>If student does:</b> Explore Swing card	<b>Then staff:</b> treat this as communication & help student onto swing
				<b>If student doesn't:</b> Explore Swing card or board	<b>Then staff:</b> provide a <b>Tactile cue</b> in the form of Tapping Choice Board
				<b>If student doesn't:</b> Explore Swing card or board	<b>Then staff:</b> provides a <b>Partial Physical Prompt</b> in the form of Holding student's elbow to put his hand in position for easy exploration of choice board
				<b>If student doesn't:</b> Explore Swing card or board	<b>Then staff:</b> provides a <b>Full Physical Prompt</b> in the form of taking his hand to physically explore the card & choice board

# Oakland Schools - CEP: Communication Enhancement Project - COMMUNICATION SCRIPT

## FIRST THINGS FIRST SCRIPT (modified from DesignToLearn.com)

**Script ID# :** EXAMPLE 5

**District:**

**Age Range:** 9 - 12

**Activity Topic:** Leisure

**Communication Purpose:** Preference assessment

**Objective:** Student will tactile scan Left to Right of object tangibles

**Sub Topic:** Motivating Activities

**Criteria (Measureable):** Daily,

ENVIRONMENT	TEACHING ROUTINE ----->				
Setting, Partner, Position	Staff Set-up of Activity		Student Target Behavior	Consequence given by staff	
<b>Setting:</b> in classroom  <b>Materials:</b> object tangibles, motivating activities, Velcro tray  <b>Positioning of student:</b> student seated in wheelchair with tray on  <b>Positioning of AAC device :</b> object tangibles places on Velcro tray. (Begin with 2 objects)  <b>Position of Communication Partner:</b> in front of student  <b>Position of Communication Facilitator:</b> 2 <sup>nd</sup> adult not needed	<b>Step#1:</b> <b>Staff cues (verbal, visual):</b> Give student choice of options by first verbally introducing activity. "Lauren, what do you want to do?" Then, name each item as it is touched.	<b>Staff assistance(physical):</b> Guide student through choices by tactile scan (hand over hand) to touch object tangibles from left to right on a velcro tray.	<b>What student communicates:</b> her activity choice  <b>How student communicates:</b> by reaching for and picking up object symbol that represents the preferred activity	<b>If student does:</b> reach/takes off tangible symbol	<b>Then staff:</b> gives her the associated motivator for 5-10 seconds to manipulate/play
				<b>If student doesn't:</b> reach/takes off tangible symbol	<b>Then staff:</b> repeats the guided scan
				<b>If student doesn't:</b> reach/takes off tangible symbol	<b>Then staff:</b> repeats the guided scan
				<b>If student doesn't:</b> touch picture	<b>Then staff:</b> Ends the Activity by saying "You must not want any of these choices. We are all done."

# Oakland Schools - CEP: Communication Enhancement Project - COMMUNICATION SCRIPT

## FIRST THINGS FIRST SCRIPT (modified from DesignToLearn.com)

**Script ID# :** EXAMPLE 6      **District:** \_\_\_\_\_      **Age Range:** 3 - 8  
**Activity Topic:** Other      **Communication Purpose:** Make choice      **Objective:** Student requests to go to Gross Motor Room  
**Sub Topic:** Sensory/Gross Motor      **Criteria (Measurable):** Daily, follows through 75% after initiation

ENVIRONMENT	TEACHING ROUTINE ----->				
	Staff Set-up of Activity		Student Target Behavior	Consequence given by staff	
Setting, Partner, Position				Student	Staff
<b>Setting:</b> inside classroom door, gross motor room  <b>Materials:</b> single photos of gross motor items, talking schedule board; open symbols, single message device  <b>Positioning of student:</b> student is mobile  <b>Positioning of AAC device :</b> talking schedule is to left of inside of classroom door; Gross motor choices are on board inside gross motor door; open message is on wall near gross motor room door  <b>Position of Communication Partner:</b> partner stands near to student & follows as she moves to table  <b>Position of Communication Facilitator:</b> 2 <sup>nd</sup> adult not needed	<b>Step#1:</b> <b>Staff cues (verbal, Visual):</b> student, do you want to go to the gross motor room?"	<b>Staff assistance(physical):</b> remove all photos from schedule except for gross motor room activity	<b>What student communicates:</b> "I want gross motor room"  <b>How student communicates:</b> walks to visual schedule and removes gross motor room photo	If student does: make request	<b>Then staff:</b> joins her at the door & tells her it's okay to go
				If student doesn't: walk to schedule & remove symbol	<b>Then staff:</b> walks her to schedule & assists her to pull off symbol
	<b>Step#2:</b> <b>Staff cues (verbal, Visual):</b> what do you need now?"	<b>Staff assistance(physical):</b> -	<b>What student communicates:</b> "open the gate"  <b>How student communicates:</b> activates single message device	If student does: say open with switch	<b>Then staff:</b> opens the gate & walks beside her; hold hand if needed
				If student doesn't: say open with switch	<b>Then staff:</b> assists her to activate switch
	<b>Step#3:</b> <b>Staff cues (verbal, Visual):</b> Environmental Cue= door is closed; Verbal= "what do you need now?"	<b>Staff assistance(physical)</b> -	<b>What student communicates:</b> "help open the door"  <b>How student communicates:</b> pulls symbol off & hands to staff	If student does: request open	<b>Then staff:</b> opens the gross motor room door
				If student doesn't hand open symbol	<b>The staff:</b> assists her to pull off symbol
	<b>Step#4:</b> <b>Staff cues (verbal, Visual):</b> "what do you want to do?"	<b>Staff assistance(physical)</b> Shows pictures (by pointing or taking off board) & tells what they are	<b>What student communicates:</b> "I want to _____"  <b>How student communicates:</b> pulls symbol off & hands to staff	If student does: request activity	<b>Then staff:</b> says "okay you can _____"
				If student doesn't hand symbol	<b>The staff:</b> shows symbols & repeat choices (do twice before return to room)

# Oakland Schools - CEP: Communication Enhancement Project - COMMUNICATION SCRIPT

## FIRST THINGS FIRST SCRIPT (modified from DesignToLearn.com)

**Script ID# :** EXAMPLE 7

**District**

**Age Range:** 9 - 12

**Activity Topic:** Leisure

**Communication Purpose:** Preference assessment

**Objective:** Student will tactile scan Left to Right of object tangibles

**Sub Topic:** Motivating Activities

**Criteria (Measureable):** Daily,

ENVIRONMENT	TEACHING ROUTINE ----->				
Setting, Partner, Position	Staff Set-up of Activity		Student Target Behavior	Consequence given by staff	
<b>Setting:</b> in classroom  <b>Materials:</b> object tangibles, motivating activities, Velcro tray  <b>Positioning of student:</b> student seated in wheelchair with tray on  <b>Positioning of AAC device :</b> object tangibles places on Velcro tray. (Begin with 2 objects)  <b>Position of Communication Partner:</b> in front of student  <b>Position of Communication Facilitator:</b> 2 <sup>nd</sup> adult not needed	<b>Step#1:</b> <b>Staff cues (verbal, visual):</b> Give student choice of options by first verbally introducing activity. "student, what do you want to do?" Then, name each item as it is touched.	<b>Staff assistance(physical):</b> Guide student through choices by tactile scan (hand over hand) to touch object tangibles from left to right on a velcro tray.	<b>What student communicates:</b> her activity choice  <b>How student communicates:</b> by reaching for and picking up object symbol that represents the preferred activity	<b>If student does:</b> reach/takes off tangible symbol	<b>Then staff:</b> gives her the associated motivator for 5-10 seconds to manipulate/play
				<b>If student doesn't:</b> reach/takes off tangible symbol	<b>Then staff:</b> repeats the guided scan
				<b>If student doesn't:</b> reach/takes off tangible symbol	<b>Then staff:</b> repeats the guided scan
				<b>If student doesn't:</b> touch picture	<b>Then staff:</b> Ends the Activity by saying "You don't want any of these choices. We are all done."

## Oakland Schools - CEP: Communication Enhancement Project - COMMUNICATION SCRIPT

### FIRST THINGS FIRST SCRIPT (modified from DesignToLearn.com)

<p><b>Setting:</b> in classroom</p> <p><b>Materials:</b> object tangibles, motivating activities, single message device</p> <p><b>Positioning of student:</b> student seated in wheelchair with tray on</p> <p><b>Positioning of AAC device :</b> **After choice is made, a single message device is place on wheelchair tray &amp; secured with Velcro. Velcro on top of device for securing tangible object</p> <p><b>Position of Communication Partner:</b> in front of student</p> <p><b>Position of Communication Facilitator:</b> 2<sup>nd</sup> adult not needed</p>	<p><b>Step#2:</b> <b>Staff cues (verbal, visual):.</b></p>	<p><b>Staff assistance(physical):</b> After 5-10 seconds of play with chosen activity. Selected item is removed and placed on top of single message device.</p>	<p><b>What student communicates:</b> to reinstate activity with "I want more"</p> <p><b>How student communicates:</b> by activating switch and/or touching object on switch which should be enough pressure to activate switch</p>	<p><b>If student does:</b> say more</p>	<p><b>Then staff:</b> gives her the associated motivator for 5-10 seconds</p>
				<p><b>If student doesn't:</b> say more</p>	<p><b>Then staff:</b> hand over hand guides (but doesn't activate) to object on switch</p>
				<p><b>If student doesn't:</b> say more</p>	<p><b>Then staff:</b> hand over hand guides (nut doesn't activate) to object on switch</p>
				<p><b>If student doesn't:</b> say more</p>	<p><b>Then staff:</b> go back to the beginning of the activity, presenting new activity choices Step#1</p>



# Oakland Schools - CEP: Communication Enhancement Project - COMMUNICATION SCRIPT

**FIRST THINGS FIRST SCRIPT** (modified from DesignToLearn.com)

**Script ID# :** Project staff only

**District:** \_\_\_\_\_

**Age Range:(circle)** Birth-2, 3-5, 6-8, 9-12, 13-26

**Activity Topic:(circle)** academic, community, food, job, leisure, PE, self help, sensory, social, other \_\_\_\_\_

**Communication Purpose:(circle):** preference assessment, refuse, obtain, gain attention, reinstate, make choice, social, get information, other \_\_\_\_\_

**Sub Topic:** \_\_\_\_\_

**Criteria (Measureable):** \_\_\_\_\_

**Objective:** \_\_\_\_\_

ENVIRONMENT	TEACHING ROUTINE ----->				
Setting, Partner, Position	Staff Set-up of Activity		Student Target Behavior	Consequence given by staff	
				Student	Staff
<b>Setting:</b>  <b>Materials:</b>  <b>Positioning of AAC device:</b>  <b>Positioning of student:</b>  <b>Position of Communication Partner:</b>  <b>Position of Communication Facilitator:</b>	<b>Step 1</b> <b>Staff cues (verbal, visual, sensory):</b>	<b>Staff assistance (physical):</b>	<b>What student communicates:</b>	If student does:	Then staff:
				If student doesn't	Then staff:
			<b>How student communicates:</b>	If student doesn't:	Then staff :
				If student doesn't:	Then staff:
				If student doesn't:	Then staff:
				If student doesn't:	Then staff: