



COMMUNICATION TEAM COMMUNICATION ASSESSMENT

BAND ONE INTENTIONAL

NAME:	Oscar Smith
DOB:	
DATE:	
COMPLETED BY:	- Oscar Smith's mother - Speech and Language Therapist - Class Teacher
BACKGROUND	
<i>Any medical information which affects communication e.g. MSI</i>	
Oscar Smith has a diagnosis of Autism Spectrum Disorder and global developmental delay.	
SUMMARY of communication skills	
Oscar Smith likes to be independent and prefers to help himself to items and explore by himself. Oscar Smith has to be very motivated or have a strong desire/need in order to refer to another person. Oscar Smith's understanding of language is supported by context and routine. He responds well to personal and functional objects of reference. Oscar Smith communicates his message through physical means, for example pulling an adult towards him when he wants their attention. Taking an adult's hand and placing it on what he wants help with. This is a working document that grows as Oscar Smith's communication matures and develops.	

PROGRESS CHART	
Language Function	Progress <i>(please tick if progress noted within the assessment)</i>
Understanding	
Draws attention	
Requests	
Greets	
Protests and rejects	
Gives information	
Responds to yes/no	
Interaction Skills	

ASSESSMENT OF COMMUNICATION SKILLS
UNDERSTANDING
<i>Refer to understanding of signifiers such as objects of reference, songs or familiar routines.</i>
Oscar Smith's comprehension of language is reliant upon objects of reference. For example when he hears "time to go to the toilet". he won't respond. When he sees the symbol he won't respond, when he sees his pad, sees the symbol and hears the spoken phrase he will respond by going to the door. Oscar Smith's mother reported that at home he also needs to see an object before he responds e.g. when he hears "time to go out" he won't respond, when he sees his shoes he will respond by going to the door. When he hears "time for dinner," he won't respond



despite being motivated by food, when he sees his plate he will respond by going to the table.
EXPRESSION
DRAWS ATTENTION <i>Does the child draw attention to themselves? What do they do?</i>
Both at school and at home, Oscar Smith will take a person's hand and lead them to what he wants. When his mother was talking to his taxi escort, Oscar Smith pushed her to gain her attention so that he could get into his house quicker.
REQUESTS <i>How does the child make requests, do they use actions, can they make eye contact?</i>
Oscar Smith refers to another person when he needs help to receive something he is motivated by or to request something to be done a particular way. He communicates his wishes through leading people to what he wants, pushing an adult's hand towards something he would like, and waiting expectantly for them to respond to him. Oscar Smith will hand his coat to a member of staff to request help with fastening it and give his snack to staff to request help opening it. Recently Oscar Smith lifted his trouser leg up and pulled the adult's hand to his leg to request it being rubbed. Oscar Smith reached out towards the water spray to request a turn being sprayed during an AA activity. Oscar Smith handed the adult his banana skin to request they take it off him.
Oscar Smith's mother reported that he helps himself to things that are accessible. She said that he will lead people, vocalise and gesture to indicate what he wants and needs. She reported that he has little "rituals" that he does for example when he completes a game such as building a tower he expects a cheer and to be clapped. When she doesn't immediately cheer and clap he will wait for it, he may take her hands and make his mum clap. He will expect his mum to tap on the sofa before he sits down. If she doesn't he will take his mothers hand and tap it on the sofa for her. Oscar Smith's mother reported that Oscar Smith will repeatedly give her his biscuit until she dips it in her coffee before he accepts it. He will lift his arms up to request to be carried. When he wants help, he will vocalise and may find his mum or dad. He will bring a blanket to his mother when he would like a rest. He will lead mum to the gate when he wants to go in the kitchen.
GREETES <i>How does the child react when they meet a familiar person, for example, when they arrive in school or when they wake up in the morning?</i>
Oscar Smith relies on adults greeting him. He will respond with fleeting eye contact. Oscar Smith will smile when he sees his mum approach his taxi.
PROTESTS AND REJECTS <i>What does the child do when they do not want to do something? Do they refer to you?</i>
Oscar Smith will walk away from people or activities when he doesn't want to engage with them. He prefers to explore by himself, when people attempt to join in with his interests he will often walk away and find something else. At home he will push items and people away.
GIVES INFORMATION <i>Does the child try to share something with you? This could be showing you something like a biscuit or pointing to something of interest to the child.</i>
When he hears a favourite song he will smile towards the adult showing recognition and sharing in the pleasure. At home he will lead his mum to the corner of the sofa to indicate he needs changing.
RESPONDS (LEADING TO YES AND NO QUESTIONS) <i>How does the child respond if asked a question such as "drink?" while being shown their own cup?</i>
Oscar Smith will accept things he wants and refuse items he doesn't want. To indicate no he will push items away.
INTERACTION SKILLS <i>Describe the interaction skills used by the child. This should be based on the Fundamentals of Communication, see Appendix 1.</i>



Oscar Smith prefers to engage with objects than people. He will often move away when people try to join in with his game. During highly motivating physical people games he will smile, and show enjoyment of the game. He may offer eye contact and repeat the action to keep the interaction going.

ANY OTHER INFORMATION

ASSESSMENT OF COGNITIVE SKILLS

Cognitive Skills Assessment	Key Points from the Assessment
Complete a <i>Routes for Learning</i> Assessment	Milestone 43 achieved.
Complete an <i>Engagement Model</i> Assessment	Oscar Smith explores objects through picking up, manipulating objects, watching. Oscar Smith shows realisation through looking to the person when he notices something, focussing intently at the object when he notices something about it. Oscar Smith anticipates the next familiar activity by moving to the location, moving the chairs into position. Oscar Smith quickly moves on to the next activity. When an adult joins in he prefers to move away. Persistence is fleeting. Oscar Smith initiates by reaching out to the object he wants again.



FUTURE PLANNING AND STRATEGIES

NAME: Oscar Smith

D.O.B:

DATE OF PLAN:

WHAT WORKS WELL?

Maintaining skills e.g. structured play, working with peers.

The structured school day and repetitive language supports Oscar Smith in being able to anticipate what is happening next and what is expected from him.

Visual timetable in the form of objects of reference and photos supports independence and planning.

Opportunities for practical learning, learning through physically doing things, therefore a balance of teaching styles whereby Oscar Smith listens and watches, as well as finding out and exploring for himself.

APPROACH TO COMMUNICATION DEVELOPMENT

Refer to the Approaches and Resources in the Classroom chart (Chapter 5) and use the Good Practice and Approaches sections to create a plan bespoke to the child's needs.

Consider physical and sensory needs.

- Structured school day
- Repeat activities so they become predictable before changing them, building up on them.
- Consistent expectations.
- Use short phrases to aid understanding.
- All staff working with Oscar Smith use visual resources to support his communication and understanding. When communicating with Oscar Smith, staff use an object of reference or visual prompt, along with a simple verbal instruction.
- Accept all communication attempts and add to them.
- Engage Oscar Smith in key word conversations about what he is doing, commenting.
- Encourage Oscar Smith to fill pauses. Using expectant pauses and anticipation games.
- Offer choices.
- Adults add excitement and interest to Oscar Smith's activity.
- Offer a range of cause effect activities.
- Opportunities to explore objects independently as well as with an adult. Activities that allow emptying and filling, banging, posting.

Shared Attention

- Observe Oscar Smith to find out his interests, adults to start to engage with them to entice Oscar Smith over.
- Explore in parallel.
- Comment on Oscar Smith's activity and interests.
- Burst pause activities.

MOVING FORWARD

Where to go next?

Areas of the child's communication that requires further consideration, assessment or support. Should a short-term target be required, it can be extracted from here.

For Oscar Smith to share attention with an adult during intensive interaction style approaches.



EDUCATION HEALTH AND CARE PLAN LONG TERM OBJECTIVE

Oscar Smith will communicate all band 1 Intentional language functions with success.
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SPEECH AND LANGUAGE THERAPY/ COMMUNICATION TEAM PROVISION
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Oscar Smith attends a specialist provision where the following is offered:
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|---|
| <ul style="list-style-type: none">- A specialist environment offered by the school- Teachers with specialist training and knowledge- The availability of Communication Assistants and / or specially trained Learning Support Assistants- A curriculum modified and differentiated to meet the needs of a child with a learning disability- The Speech and Language Therapist or a member of the Communication Team under the direction of the Speech and Language Therapist liaising directly with the child's teacher and staff termly and on request in order to set up communication objectives and agree implementation. |
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This forms the classroom based environmental package.



Appendix 1

THE FUNDAMENTALS OF COMMUNICATION (Nind & Hewett, 2nd Edition 2006)

- Likes to be with another person.
- Can give brief attention to another person
- Concentrates and has a developing attention span during interaction
- Is developing shared attention into sequences of activities.
- Takes turns in exchanges of behaviour.
- Shares personal space
- Learning to regulate and control arousal levels
- To have fun, to play.
- Use and understand eye contacts.
- Use and understand facial expressions.
- Use and understand non-verbal communication such as gesture and body language.
- Use and understand physical contacts.
- Learning to use and understand vocalisations. Vocalisations become more varied and extensive, then gradually more precise and meaningful.



AFFECTIVE COMMUNICATION ASSESSMENT Evaluation Sheet (Coupe, et al., 1985)											
Students Name							Date:				
	Presentations										
	f a m i l i a r p e r s o n	b u b b l e s									
Reactions											
turns head left	x										
hand up	x										
Affective Communication <i>What you think the behaviour meant. E.g. interested, reject.</i>	p l e a s e d	n o t i n t e r e s t e d									



Appendix 3

ROUTES FOR LEARNING (Welsh Government, 2020)

The purpose of this chart is to show an overview of cognitive development.
The chart only shows the key milestones from the Routes for Learning Routemap and asks for a comment on the child's achievements on the steps towards this milestone. Please consult the full materials before assessment.

Key Milestone	Description	Comment on progress through steps to this milestone
Milestone 1 Notices stimuli	Look for any changes in behaviour which are not reflex responses	
Milestone 9 Respond to one stimulus	This refers to the child who responds in a consistent way to the same stimulus.	
Milestone 23 Contingency responding	This is the child who knows that their actions have made something happen but do not know what they did.	
Milestone 26 Contingency awareness	Look for the learner acting with intent and more consistently.	
Milestone 34 Object permanence	Knows that things still exist even when not present. Does the learner search for an object which has been moved away?	
Milestone 36 Select from two or more objects	An important precursor to making a choice	
Milestone 43 Initiates action to achieve desired results in a variety of contexts	This is about the learner leading the way. Will they attract your attention and make requests?	



Appendix 4

THE ENGAGEMENT MODEL (Standards and Testing Agency, 2020)

NB this is not hierarchical

Comment on how the child engages with the stimulus:

Exploration Is the child interested or curious about a stimulus? How do they respond? E.g. Do they look towards the stimulus?	
Realisation Does the child show excitement, surprise or fear in response to a stimulus? E.g. Do they startle at a loud noise?	
Anticipation Does the child anticipate a familiar activity is about to start or finish by interpreting sensory cues or prompts? E.g. Do they open their mouth when a loaded spoon approaches?	
Persistence Does the child sustain attention long enough to actively try to find out more and act on it? E.g. Do they move their head towards a sound source?	
Initiation Does the child investigate a stimulus or activity to bring about a desired outcome? E.g. Do they push their body back when the swing has stopped swinging?	