Wangee
Park School

Classroom Communication Profile

A tool for examining communication accessibility of classrooms

Developed by Helen Tainsh in conjunction with staff at Wangee Park School, Tina Moisidis & Jane Farrall
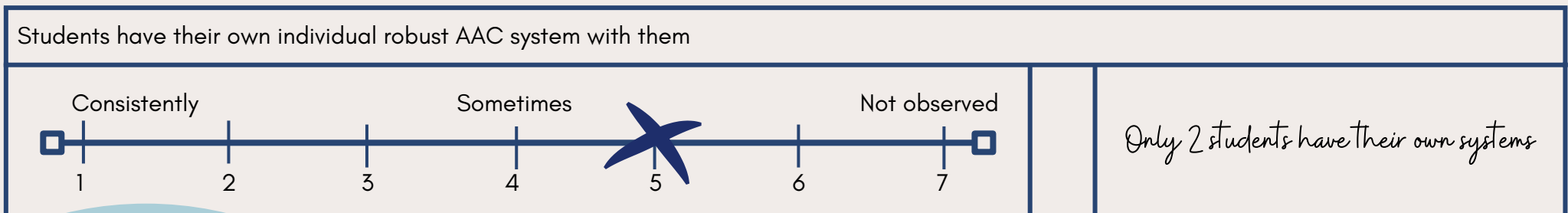
Wangee
Park School

Classroom Communication Profile: Instructions

The Classroom Communication Profile (CCP) is designed to be used by a knowledgeable other and a classroom team e.g. speech pathologist and classroom team or school executive member and classroom team,.

The CCP should be completed by observing video footage of educators. Three videos should be used. These should be 5 to 10 minutes in length, and each video should be of a different activity e.g. group shared reading, predictable chart writing and a chat. One video should be a 1:1 interaction between an educator and a student. This could be simple a chat or an activity such as independent writing.
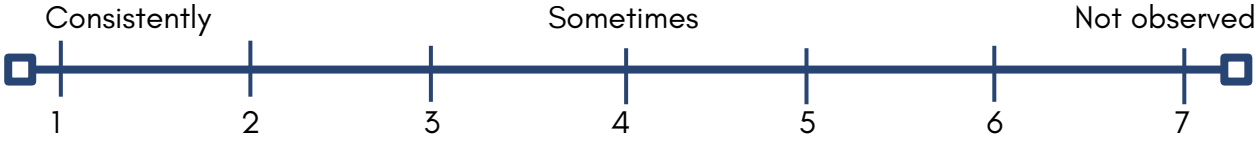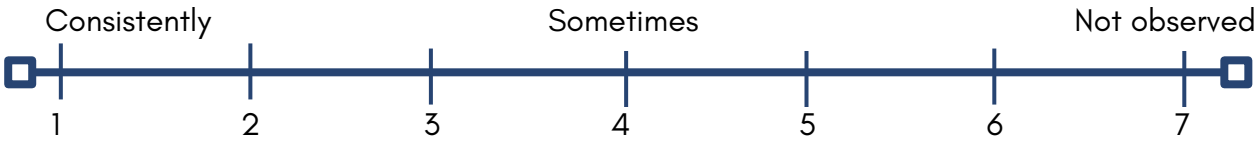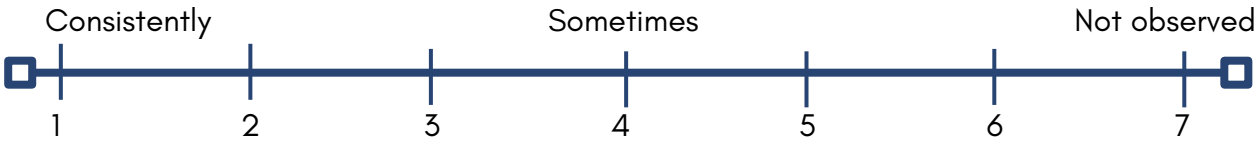
Each focus is scored on a 7 point scale, which goes from consistently to not observed. The scale can be marked at any point that is appropriate. For example:

Students have their own individual robust AAC system with them	
Consistently Sometimes ✹ Not observed ▫—1——2——3——4——5——6——7—▫	*Only 2 students have their own systems*

CLASSROOM COMMUNICATION PARTNER PROFILE

Educator name:_____Date of Profile:_____

Focus & Scale	NA	Comments/Examples
Access to Language		
All students (emergent, transitional & conventional communicators)		
1. Students have their own individual robust AAC system with them		
Consistently ..... Sometimes ..... Not observed 1 2 3 4 5 6 7		
2. Students who use alternative access get opportunities to participate in partner assisted scanning for choice making, outside of their AAC system, where the choices are listed first and then repeated with time to indicate a selection		
Consistently ..... Sometimes ..... Not observed 1 2 3 4 5 6 7		
3. Students get input to support comprehension of spoken language and build their understanding of how to use symbols (i.e., adult uses AAC)		
Consistently ..... Sometimes ..... Not observed 1 2 3 4 5 6 7		

Page 3

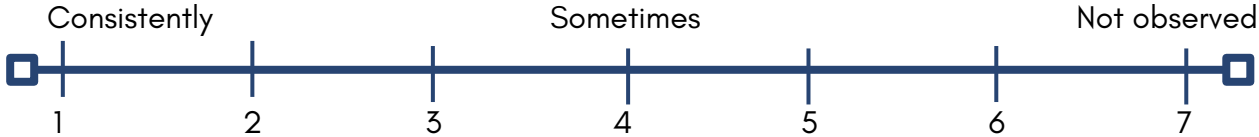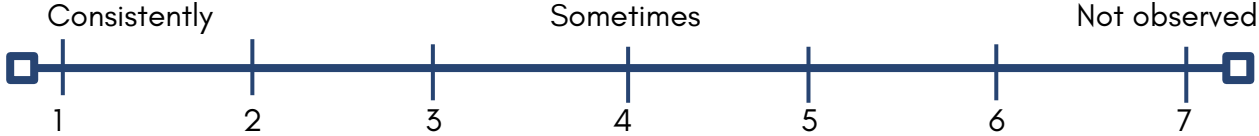# CLASSROOM COMMUNICATION PARTNER PROFILE

Educator name:_____Date of Profile:_____

Focus & Scale	NA	Comments/Examples
Access to Language		
Emergent students (emergent communicators)		
4. For student who does not yet have an individual system – student has access to classroom AAC system		
Consistently ... Sometimes ... Not observed 1 2 3 4 5 6 7		
5. Identified strategies are in place to assist student to attend to modelling e.g., use of torch to point, AAC presented on slantboard		
Consistently ... Sometimes ... Not observed 1 2 3 4 5 6 7		

Focus	Yes	No	Comments/Examples
Initiation of Communication for all students			
6. Each student has an identified way to initiate or is learning to initiate			

Focus	NA	Comments/Examples
Initiation of Communication		
All students (emergent, transitional & conventional communicators)		
7. Each student has opportunities to initiate, not just respond		
Consistently — Sometimes — Not observed 1 2 3 4 5 6 7		
Emergent students (emergent communicators)		
8. Regular modelling of initiation of use of non-electronic AAC occurs. Each student is provided with an exact model of how they initiate.		
Consistently — Sometimes — Not observed 1 2 3 4 5 6 7		
9. All initiations of communication are verbally referenced e.g. "I heard you call out; do you have something to say?" and responded to		
Consistently — Sometimes — Not observed 1 2 3 4 5 6 7		

CLASSROOM COMMUNICATION PARTNER PROFILE

Focus	Consistently	Sometimes	Not observed	NA	Comments/Examples
Opportunities for Communication					
All students (emergent, transitional & conventional communicators)					
10. All students are recognised as communicators					
Consistently — Sometimes — Not observed 1 2 3 4 5 6 7					
11. Every mode of communication is equally valued, for example speech, sign, gesture, symbols					
Consistently — Sometimes — Not observed 1 2 3 4 5 6 7					
12. It is presumed that all students have something to say					
Consistently — Sometimes — Not observed 1 2 3 4 5 6 7					
13. Opportunities are created that are likely to motivate students to communicate (e.g. using their interests)					
Consistently — Sometimes — Not observed 1 2 3 4 5 6 7					

CLASSROOM COMMUNICATION PARTNER PROFILE

Focus	Consistently	Sometimes	Not observed	NA	Comments/Examples
Opportunities for Communication					
All students (emergent, transitional & conventional communicators)					

14. Students are provided with time to process and respond

Consistently — Sometimes — Not observed
1 2 3 4 5 6 7

15. Invitations to participate are phrased as open invitations rather than as closed or yes/no questions

Consistently — Sometimes — Not observed
1 2 3 4 5 6 7

16. Interactions support communication autonomy. Student responses are valued even if they appear off topic

Consistently — Sometimes — Not observed
1 2 3 4 5 6 7

Emergent Students (emergent communicators)

17. Natural feedback is provided to students around the effectiveness of their communication

Consistently — Sometimes — Not observed
1 2 3 4 5 6 7

CLASSROOM COMMUNICATION PARTNER PROFILE

Focus	Consistently	Sometimes	Not observed	NA	Comments/Examples
Opportunities for Communication					
Transitional and Conventional students (transitional and conventional communicators)					
18. Students are provided with prompts or cues to support them to take a turn or initiate communication					
Consistently Sometimes Not observed 1 2 3 4 5 6 7					
19. Students are given prompts and cues to support them to express their own message					
Consistently Sometimes Not observed 1 2 3 4 5 6 7					

Focus	Consistently	Sometimes	Not Observed	NA	Comments/Examples
Modelling (Aided Language Stimulation)					
All students (emergent, transitional & conventional communicators)					

20. AAC is used by adults to communicate their own messages (e.g., "I am hungry" "I love this" "It's my favourite" etc)

Consistently	Sometimes	Not observed
1 2 3 4 5 6 7		

21. 'Kid talk' is used for genuine purposes so students can develop an understanding of things they may want to say (e.g. that's cool!)

Consistently	Sometimes	Not observed
1 2 3 4 5 6 7		

22. A range of communication functions are modelled (See table under Communication Functions)

Consistently	Sometimes	Not observed
1 2 3 4 5 6 7		

23. Instructions are accompanied with symbols to support comprehension (e.g. get your book)

Consistently	Sometimes	Not observed
1 2 3 4 5 6 7		

Focus	Consistently	Sometimes	Not Observed	NA	Comments/Examples
Modelling (Aided Language Stimulation)					
Emergent students (emergent communicators)					
24. If student uses alternative access to AAC, model this access some of the time (at least once per week)					

Consistently   Sometimes   Not observed

1   2   3   4   5   6   7

| Transitional and Conventional students (transitional and conventional communicators) | | | | | |
| 25. Student has opportunities to see and hear their language expanded using their AAC system – i.e., student indicates 1 symbol; communication partner indicates 2 to 3 | | | | | |

Consistently   Sometimes   Not observed

1   2   3   4   5   6   7
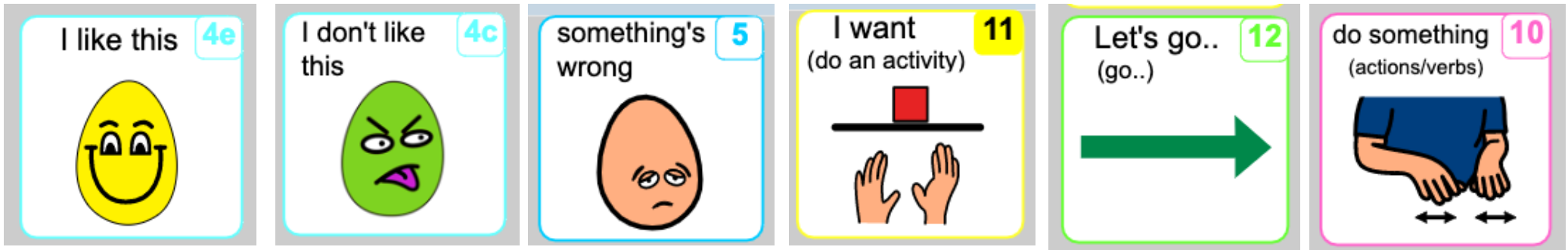
Summary

_____

_____

_____

Acknowledgements

- Farrall, J. & Niemeijer, D. (2015). Do's and Dont's of Implementing Real Communication Through AAC. AGOSCI Conference 2015, Brisbane, Australia. https://www.janefarrall.com/dos-and-donts-of-implementing-real-communication-through-aac/

- Centre for Literacy and Disability Studies. (2022, October 4). Project Core: A Stepping-Up Technology Implementation Grant. UNC-Chapel Hill. http://www.project-core.com/

- Authentic Expression LLC (2022, October 4). Communication Environment Checklist. https://docs.google.com/document/d/1c3ShLnkjuam7jV5BLb9a-3ifral_KCEqh9xZhiqgbVY/edit?fbclid=IwAR2ZQre7joiowkrSdoQP-oKPJ5IwZMNg7W7oT_wXb1f5mBWJmSrkFp_IQ3Q

- Senner J. E., Baud M. R. (2017). The use of an eight-step instructional model to train school staff in partner-augmented input. Communication Disorders Quarterly, 38(2), 8-95. https://doi.org/10.1177/1525740116651251

Communication Functions

These are the early communication functions (ie. pathways) to support your team to model. Start by modelling these:

I like this **4e**	I don't like this **4c**	something's wrong **5**	I want (do an activity) **11**	Let's go.. (go..) **12**	do something (actions/verbs) **10**

The below communication functions are later to develop. Move onto these once the student has begun using the communication functions above.

I'm asking a question **8**	I'm telling you something **7**	I'm telling a story (not real) **7**	I have an idea (I'd like to) **7**	Let's pretend **7**	I want to show you something **3**

Developed by Haylee Parfett, based on the work of Gayle Porter and others