

Appendices

Home–School Communication Book

Teachers and families may decide that a home–school communication system would be beneficial. Information recorded by teachers and family members should be relevant information that can be used to enhance instruction, management of behaviour, or personal care of the student. Teachers and parents can work together to make a list of key questions and decide on how frequently they need to be reported, and how the communication book will travel back and forth. The form should be designed specifically for the student. The following example is adapted from an individualized communication book for a Grade 3 student.

Daily Log for Daniel

Date: _____

Comments/concerns/questions/friendly reminders from home:

Parent signature: _____

Participation in today's classroom activities

<i>Activity</i>	<i>Satisfactory participation</i>	<i>Partial participation</i>	<i>Did not participate</i>
Circle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music/Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social/Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/concerns/questions/friendly reminders from school:

Teacher's signature: _____

Integrating IPP Goals with Regular Class Activities

Once teachers have developed an IPP for a student, the next step is to fit these activities into the regular schedule. Some strategies may need to take place in other settings, but for students who are receiving their programs and services in integrated class placements, a chart like the one below may help teachers plan.

IPP Goals	Regular Class Activities								
	Arrival	Journal Writing	Recess	Language Arts	Lunch	Physical Education	Social Studies	Science	Dismissal
Develop Social Skills	Practise greeting people by name	Use communication book with teaching assistant	Participate in organized games	Take part in co-op reading group	Practise courtesy rules during eating and socializing	Practise taking turns	Work at centre with peer helper	Work at centre with peer helper	Line up with friends to wait for parent
Improve Decision Making	Choose place in line	Pick topic from communication book	Choose between two games	Choose book for group to read	Decide order to eat food	N/A	Decide between two centres	Decide between two centres	Choose who to stand with in line
Staying on Task	Complete routine of storing belongings	Stay on task for 10 minutes	Stay with the game chosen	Remain in group during activity	Finish lunch and remain seated for 15 minutes	Stay in group for activity	Stay in centre for at least 10 minutes	Stay in centre for at least 10 minutes	Complete routine of retrieving belongings and homework
Participating in Group Activities	Enter with classmates	N/A	Play with classmates	Answer questions about story, using communication book	Help with clean up in groups	Play with peers	Peer pairs	Peer pairs	Exit with classmates
Lengthen Interacting Behaviour	Extend greeting to interaction with communication book	Connect communication from two pages in the communication book	Stay with game as long as peers do	Use more than one page in book to answer questions	N/A	Practise gesture communication with peers in group	Increase peer session to 15 minutes	Increase peer session to 15 minutes	N/A

A blank form that can be adapted for individual students is included on the next page.

Name of Student _____

Student's IPP Goals	Regular Class Activities								
Goal 1									
Goal 2									
Goal 3									
Goal 4									
Goal 5									

Modification Planning Form

What is the class doing?

Can _____ (student) participate without modifications?

YES

NO

If resources modified?

If other students help?

If another adult helps?

Yes No

Yes No

Yes No

What resources?
How used?

Who?

Who?

What can _____ (student) do that is related to what the class is doing?

Hierarchy of Prompts

A typical prompt hierarchy consists of:

- (I) independent—natural cue or stimulus (bell rings to indicate recess)
- (G) gestural prompt—a gesture or demonstration that provides information regarding the nature of the required response (head shake to indicate disapproval)
- (IV) indirect verbal prompt—the use of words to imply that some behaviour needs to occur (where do you need to go next?)
- (V) direct verbal prompt—clearly states the necessary behaviour (verbal or some alternative mode of communication)
- (M) model—a visual or physical demonstration that shows the correct completion of the activity or task and encourages imitation
- (MP) minimal physical prompt—light physical contact to guide a student toward a behaviour
- (PP) partial physical prompt—the teacher physically starts the student in the desired behaviour but releases the student to complete the behaviour, or part of the student's physical movement is moulded by the teacher
- (F) full physical prompt—the student is taken through correct completion of the activity or task; the physical movement of the student is completely moulded by the teacher.

The most effective cues are those natural to the situation in which the desired behaviour is to occur. Collect data on a student's performance to make decisions on how and when to gradually remove prompts. If not removed at the appropriate time, students quickly become dependent upon artificial or intense levels of prompts.

Task Analysis: Removing Outer Clothing

STUDENT'S NAME: _____

TASK: Removing outer clothing

Date											
Places boots on shelf											
Enters classroom											
Walks to coat hooks											
Locates own hook											
Hangs bag up											
Removes mittens											
Places mittens in pocket											
Removes scarf											
Hangs on hook											
Unzippers jacket											
Hangs on hook											
Removes ski pants											
Hangs on hook											

PROMPTING HIERARCHY

- I – Independent
- G – Gesture
- IV – Indirect verbal
What do you need to do next?
- V – Direct verbal, “You need to borrow”
- M – Model using sample
- MP – Minimal physical prompt
- PP – Partial physical prompt
- F – Full physical prompt

From Alberta Education, *Essential and Supportive Skills for Students with Developmental Disabilities* (Edmonton, AB: Alberta Education, 1995), p. ESS.35.

Task Analysis: Using the Bathroom

STUDENT'S NAME: _____

TASK: Using the bathroom

Date											
Requests/goes on command											
Locates bathroom											
Turns doorknob											
Opens door											
Enters bathroom											
Closes door											
Pulls pants down											
Sits on toilet											
Voids											
Wipes self											
Gets off toilet											
Pulls pants up											
Flushes toilet											
Walks to sink											
Turns on water											
Washes hands											
Turns off water											
Dries hands											
Opens door											
Returns to previous location											

PROMPTING HIERARCHY

- I – Independent
- G – Gesture
- IV – Indirect verbal
What do you need to do next?
- V – Direct verbal, "You need to borrow"
- M – Model using sample
- MP – Minimal physical prompt
- PP – Partial physical prompt
- F – Full physical prompt

From Alberta Education, *Essential and Supportive Skills for Students with Developmental Disabilities* (Edmonton, AB: Alberta Education, 1995), p. ESS.40.

Task Analysis: Participating in Morning Circle

STUDENT'S NAME: _____

TASK: Participating in morning circle

Date																				
Attendance functions:																				
• sits on rug in semicircle																				
• waits quietly for teacher																				
• orientates to teacher																				
• listens for name to be called																				
• responds "here" when name called																				
• sits "ready," hands on lap, legs crossed																				
• listens to teacher identify helper																				
• if helper, takes message to office																				
Show-and-tell functions:																				
• puts hand up to indicate participation																				
• puts hand down, waits for teacher to call																				
• removes show-and-tell from bag																				
• stands up																				
• tells three things about item																				
• passes to other students																				
• sits down																				
• puts item in bag																				
• listens/watches other students																				
• passes items to next student																				
Directions for morning functions:																				
• remains seated quietly																				
• listens to teacher instructions																				
• remembers routine of morning																				
• stands up when teacher is finished																				
• carries show-and-tell to shoe cubby hole																				
• puts item in cubby hole																				
• goes to location as directed in previous instructions																				

PROMPTING HIERARCHY

- | | |
|--|---|
| I – Independent | P – Student is led through the response |
| G – Gesture | M – Model using sample |
| IV – Indirect verbal
What do you need to do next? | MP – Minimal physical prompt |
| V – Direct verbal, "You need to borrow" | PP – Partial physical prompt |
| | F – Full physical prompt |

From Alberta Education, *Essential and Supportive Skills for Students with Developmental Disabilities* (Edmonton, AB: Alberta Education, 1995), p. ESS.36.

Task Analysis: Single-digit Addition Using Manipulatives

STUDENT'S NAME: _____

TASK: Single-digit addition PROGRAM: _____

Date												
Identify quantity on left hand side of "+" sign												
Count out blocks to correspond to quantity												
Identify quantity on right hand side of "+" sign												
Count out blocks to correspond to quantity												
Move the two piles of blocks together												
Count all the blocks												
Record number on right-hand side of "=" sign												

PROMPTING HIERARCHY

- I – Independent
- G – Gesture
- IV – Indirect verbal
What do you need to do next?
- V – Direct verbal, "You need to borrow"
- M – Model using sample
- MP – Minimal physical prompt
- PP – Partial physical prompt
- F – Full physical prompt

Task Analysis: Asking a Peer to Play

STUDENT'S NAME: _____

TASK: Asking a peer to play

Date											
Identify peer who is not currently playing with anyone											
Identify activity to play											
Approach peer											
Gain peer's attention by saying name or tapping him or her on the shoulder											
Establish eye contact with peer											
Ask peer if he or she would like to play											
Wait for peer to respond											
Commence activity if peer agrees to play or approach another peer											

PROMPTING HIERARCHY

- I - Independent
- G - Gesture
- IV - Indirect verbal
 - What do you need to do next?
- V - Direct verbal, "You need to borrow"
- M - Model using sample
- MP - Minimal physical prompt
- PP - Partial physical prompt
- F - Full physical prompt

Checklist of School Reinforcers

Student: _____ Teacher: _____ Date: _____	
Instructions: Circle the reinforcers that are most effective in the classroom with this student.	
<p style="text-align: center;">MATERIAL REINFORCERS</p> <ul style="list-style-type: none"> Points Tokens (including stickers and stars) Food <ul style="list-style-type: none"> pretzels popcorn candy cookies soft drinks fruit marshmallows crackers chips juices raisins cake ice cream other preferred foods Badges, pins, ribbons Books Cards (letter, flash, picture) Magazines Puzzles Toys <ul style="list-style-type: none"> kaleidoscope flashlight playground equipment balloons punching bag toys commercial games marbles jacks plastic toys (animal, people) yo-yo modelling clay 	<ul style="list-style-type: none"> household items (pots, coffee cans, boxes, plastic jugs) twirlers or fans bean bags sand pictures toy musical instruments whistles dolls make-up kits stuffed animals or fuzzy toys cars, trains, trucks construction toys beads party toys Computer games Radio Stereo/record player Tape recorder TV Filmstrips/movies Viewmaster Photo albums Class pictures Maps Globes Vibrator/massager Golf counter/timer Calendars Paints and related art equipment Money for classroom bank and store Subject-matter accessories
<ul style="list-style-type: none"> Deliver messages/run errands in building Custodian helper Teacher helper Take specific equipment to recess Free-time, student-selected activity Work with older students in building Help in lunchroom Water classroom plants Feed classroom animals Sharpen pencils Visit principal or other building staff Any classroom clean-up activity Recess Operate classroom equipment Visit other classes Distribute and collect classroom materials Take part in a school play or assembly Help other students Mainstreamed activity classes Display student work Free time with no contingencies Self-graphing 	<p style="text-align: center;">ACTIVITY REINFORCERS</p> <ul style="list-style-type: none"> Climbing and locomotor activities Typing Read a book or magazine Walk to a designated community location Field trips Select location for field trip Turn lights on/off Decorate own bulletin board Read a wall map Read subject matter of interest Engage in self-stimulatory activity Select reinforcers Plan daily schedules Puppet show participation Musical chairs game Make material reinforcers Cook edible reinforcers Organize eating area (setting table, getting juice from fridge) Show and Tell Listen to music Bounce on bounceboard Parties Skating Watch filmstrips/movies Listen to tapes, records Play musical instruments Play a game with adults or peers
	<p style="text-align: center;">SOCIAL REINFORCERS</p> <ul style="list-style-type: none"> Verbal praise (specific to student) Smiles Laughter Tickling Winks Head nods Approval signs (OK gesture) Any positive peer/adult activities (social) Any positive interactions with adults “Goof-off” periods Being responsible for other students Attention when talking Hugs, handshakes Physical contact (pat on back or shoulder, quick squeezes, touching arm) Wrestling Parties, recess, free time Special seating privileges Helper privileges Sitting in bean bag chair with peers

From Richard L. Simpson and Madelyn Regan, *Management of Autistic Behavior* (Austin, TX: Pro-Ed, 1988), Exhibit 4–3, page 4:6. Reproduced with permission from Pro-Ed, Inc.

Communication Dictionary

Communication attempts made by students with autism may be misunderstood or mistakenly ignored. These attempts can be analyzed and recorded in an individualized communication dictionary that all people interacting with the student can use. People can refer to the dictionary to help them understand and interpret the student’s communication. Planned responses that support language development correspond to each attempt, while still acknowledging the attempts. At the same time, caution should be exercised to avoid reinforcing inappropriate behaviours, even if they are effective communication attempts.

What the student does	What it might mean	How adults will respond
Reaches for food item	asking for the food item	Say, “want (food item)” and give the student a small sample of the item.
Says “Boo-chm”	asking for computer time	Point to picture of computer on pictoboard, and say “computer.” Allow access to computer.
Falls prone on the floor	protesting or refusing	Do not respond to the protest. Assist student to stand up, saying “stand up,” and continue task. (Acting on the protest could reinforce this maladaptive behaviour. Teach appropriate protest communication at another time and reinforce.)

_____’s Interpretation Dictionary

STUDENT’S NAME

What _____ does	What it might mean	How to respond _____

Adapted with permission from B.C. Provincial Outreach Program for Autism and Related Disorders.

Behaviour Observation and Data Collection Chart

When determining the function of inappropriate target behaviours to plan behaviour change interventions, schools need to observe the behaviour and collect information. It is important to document the behaviour as factually as possible. Rather than speculating on the function of behaviour in the absence of good data, it is important to gather facts that are observable and measurable:

Antecedent: events in the environment that occur immediately prior to the target behaviour

Behaviour: actual behaviour, described in specific terms (including duration and intensity)

Consequence: events in the environment that occur directly after the behaviour.

A–B–C Chart

Name of student: _____	Date: _____
Target behaviour: _____	

Time, setting, social situation	Antecedent event(s)	Behaviour description	Consequence event(s)

Adapted with permission from Jo-Anne Seip, *Teaching Students with Autism and Developmental Delays: A Guide for Staff Training and Development* (Delta, BC: Gateway Press, 1996), p. 51.

Motivation Assessment Scale

Name _____ Rater _____ Date _____

Behaviour Description _____

Setting Description _____

Instructions: The *Motivation Assessment Scale* is designed to identify those situations in which an individual is likely to behave in certain ways. From this information, informed decisions can be made concerning the selection of appropriate reinforcers. To complete the scale, select a specific behaviour. “Aggressive,” for example, is not as good a description as “hits his sister.” Once you have specified the behaviour to be rated, read each question carefully and circle the number that best describes your observations of this behaviour.

0 = Never, 1 = Almost Never, 2 = Seldom, 3 = Half the Time, 4 = Usually, 5 = Almost Always, 6 = Always

QUESTIONS	RATING						
	0	1	2	3	4	5	6
1. Would the behaviour occur continuously if the student were left alone for several hours?	0	1	2	3	4	5	6
2. Does the behaviour occur following a request to perform a difficult task?	0	1	2	3	4	5	6
3. Does the behaviour seem to occur in response to you talking to other students?	0	1	2	3	4	5	6
4. Does the behaviour occur to get a toy, food or activity that the student has been told he or she can't have?	0	1	2	3	4	5	6
5. Would the behaviour occur repeatedly, in the same way, for long periods of time, if no one were around? (For example, rocking back and forth for over an hour.)	0	1	2	3	4	5	6
6. Does the behaviour occur when any request is made of the student?	0	1	2	3	4	5	6
7. Does the behaviour occur whenever you stop attending to the student?	0	1	2	3	4	5	6
8. Does the behaviour occur when you take away a favourite toy, food or activity?	0	1	2	3	4	5	6

Adapted from V. Mark Durand, *Severe Behavior Problems: A Functional Communication Training Approach* (New York, NY: The Guilford Press, 1990), pp. 176–178. Adapted with permission from The Guilford Press. **Further reproduction of this page is not permitted.**

QUESTIONS	RATING						
	0	1	2	3	4	5	6
9. Does it appear that the student enjoys performing the behaviour? (It feels, tastes, looks, smells and/or sounds pleasing.)	0	1	2	3	4	5	6
10. Does the student seem to do the behaviour to upset or annoy you when you are trying to get the student to do what you ask?	0	1	2	3	4	5	6
11. Does the student seem to do the behaviour to upset or annoy you when you are not paying attention? For example, if you are sitting in a separate room, interacting with another student.	0	1	2	3	4	5	6
12. Does the behaviour stop occurring shortly after you give the student the toy, food or activity he or she has requested?	0	1	2	3	4	5	6
13. When the behaviour is occurring, does the student seem calm and unaware of anything else going on?	0	1	2	3	4	5	6
14. Does the behaviour stop occurring shortly after (one to five minutes) you stop working or making demands of the student?	0	1	2	3	4	5	6
15. Does the student seem to do the behaviour to get you to spend some time with him or her?	0	1	2	3	4	5	6
16. Does the behaviour seem to occur when the student has been told that he or she can't do something?	0	1	2	3	4	5	6

	Sensory	Escape	Attention	Tangible
1.	_____	2. _____	3. _____	4. _____
5.	_____	6. _____	7. _____	8. _____
9.	_____	10. _____	11. _____	12. _____
13.	_____	14. _____	15. _____	16. _____
Total Score =	_____	_____	_____	_____
Mean (Average) Score =	_____	_____	_____	_____
Ranking =	_____	_____	_____	_____

Adapted from V. Mark Durand, *Severe Behavior Problems: A Functional Communication Training Approach* (New York, NY: The Guilford Press, 1990), pp. 176–178. Adapted with permission from The Guilford Press. **Further reproduction of this page is not permitted.**

Plan for Managing Challenging Behaviour Safely

Re: _____

Objective: To ensure that staff working with _____ are aware of behaviour support procedures in place to maintain a healthy environment for _____, other students and staff.

Rationale: _____, on occasion, will _____

<p>Key Understandings About</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Plan:

- ▶ Staff working with _____ will read and sign this plan.
- ▶ Be aware of antecedent events. This behaviour is most likely to occur when:
 - _____
 - _____
 - _____
 - _____
- ▶ Be aware of warning signs (escalating behaviours)
 - _____
 - _____
 - _____
 - _____

These behaviours are communicative in nature and indicate that _____ is having difficulty.

▶ Immediate measures (list plans to diffuse the situation)

- _____
- _____
- _____
- _____

▶ Implement positive behaviour supports (describe proactive strategies to use consistently to support students that increase their abilities to communicate their wants and needs, and that teach alternative, more acceptable responses to frustration).

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

▶ Help peers learn to:

- _____
- _____
- _____

▶ Staff will (include any other measures that staff need to take):

- _____
- _____
- _____

► Reactive Plan—In spite of proactive strategies, if aggressive or unsafe behaviour occurs, the following plan is in place (list a plan for dealing with escalating behaviour that includes steps and staff responses for each level of escalation).

- _____
- _____
- _____
- _____

I have read this plan and am aware of support procedures to be followed when working with _____.

Note: A copy of this plan should be kept in the office and be read by school personnel before they begin working with the student.

Team members' signatures:

_____	_____
_____	_____
_____	_____
_____	_____

Date:

Review date:
