Classroom Communication Supports Checklist

for Special Education Teachers 3.0

Use this tool to identify the required communication supports in place and potential additions to ensure effective student communication skills development in your adapted curriculum classroom.

Teacher	
Classroom Designation (Type)	
Date of Checklist Completion	
Participating Team Members & Roles	
School/District	
Purpose of Review (check all applicable)	o *Classroom Engineering* o *Resource Planning* o *Professional Development Planning* o *Teacher Self-Assessment & Goal Selection*

Academic Environment & Needs Assessment Notes: for example, *instructional routines, tools, materials, sensory factors (number of students, lights, sounds, academic demands)*

What resources and strategies do you have in place that you feel are working well supporting your students' communication development?

 What are you concerned about regarding your students' communication development?

What else is important to note?

Step One: Individual Student Current Communication Methods Consideration:

1. Write down the name, or initials of EVERY student in your classroom.
2. Write down how they are currently communicating. Be sure to consider all forms of communication, including speech, sign language, AAC devices, AAC books and boards, iPad with AAC applications, gestures, behaviors and facial expression. Use details to describe their communication. **Consider only the communication which is spontaneous and independent.** Note if the student is learning a new method of communication but be clear if this is dependent on another person, or only used with prompting.
3. Determine if the student's current method of communication meets their needs for meeting their wants and needs, socializing, sharing information, developing their language skills and participating in their home, school & community.
   a. Circling "yes" means that the student can communicate autonomously, saying what they want to say, when they want to say it, to whomever they want to say it to, across ALL environments.
   b. Circling "no" means we need to consider some additional communication supports and instruction.

Student	Communication Method	Communication Skills Meet All Needs	
		yes	no
		yes	no
		yes	no
		yes	no
		yes	no
		yes	no
		yes	no
		yes	no
		yes	no
		yes	no

Step Two: Communication Classroom Supports & Resources Checklist

1. Consider the resources, materials and training that are available to you and your students in your classroom and answer these questions:

    a. *Are there any supports that are available but aren't fully implemented yet? Check the box, "**Got it!**"*

    b. *Which of these do you already have in place and are fully and consistently implementing in your classroom? Check the box, "**Using it!**" Describe this in the Details section below.*

    c. *Which ones would you like to explore? Check the box, "**Curious about it!**"*

    d. *Which ones do you want to add to your classroom this year? Check the box, "**Let's do it!**"*

    e. *Is this one not applicable to your classroom? Ensure that this is a support that has no value for any of your students before you check the box, "**Don't need it!**"*

2. As you consider each question, add notes in the Details Section.

Individualized Learning Frameworks: Student Engagement Supports	Got it!	Using it!	Curious about it!	Let's do it!	Don't need it.
Personalized Daily Schedules					
Customized Activity Schedules (Task Analysis)					
Individualized First-Then Boards & More					
Flexible Positive Reinforcement Systems					
Tailored Social Interaction Supports					

Details: *Describe the individualized supports you are providing. What are they comprised of? Describe the format of the supports, types of symbols, display options etc. How have you tailored these to engage individual students?*

Basic Communication Tools					
	Got it!	*Using it!*	*Curious about it!*	*Let's do it!*	*Don't need it.*
Single Word Communication: Symbols, Photos, Objects					
Simple Core Vocabulary Displays					
Basic Categorical Vocabulary Displays					
Lesson/Activity-Based Communication Boards					

Details: *Describe the basic communication tools you are providing. What are they comprised of? How have you tailored these to engage individual students? Describe the displays, for example discuss the types of symbols, size and location in the classroom.*

Robust AAC Systems					
	Got it!	*Using it!*	*Curious about it!*	*Let's do it!*	*Don't need it.*
Dedicated Speech Generating Devices (Funded SGDs)					
Integrated District AAC Tablets (iPads)					
Comprehensive Communication Books					
Printed or Electronic Backup System for Each Student's AAC Device					

Details: *Describe the robust AAC systems you are providing. What platform (printed, iOS-iPad, dedicated devices). How are these customized? Which students have these systems?*

Adapted Curriculum for Academics and Communication with UDL Supports					
	Got it!	*Using it!*	*Curious about it!*	*Let's do it!*	*Don't need it.*
Communication Assessment & IEP Tools					
Academic & Literacy Curriculum					
Lesson Planning with Universal Design Principals					

Details: *Describe the academic curricula, educational materials and assessment option, for example, Classroom Communication Goals Grid-2, Tell Me AAC, Unique Learning Systems or TeachTown. How do you adapt the lessons so all students are able to participate? Are there programs you would like to explore or access?*

Comprehensive Literacy Strategies					
	Got it!	*Using it!*	*Curious about it!*	*Let's do it!*	*Don't need it.*
Shared Reading					
Predictable Chart Writing					
Alphabet & Phonological Awareness					
Guided Reading					
Independent Reading (Self-Selected)					
Independent Writing					
Accessible Writing Tools					

Details: *What reading program are you using now? Does this program meet all the identified components of the Science of Reading (phonemic awareness, phonics, fluency, vocabulary and comprehension)? Is your literacy program adapted to be inclusive of all learners including those with significant sensory, cognitive and motor disabilities (see*

Family Support Resources for AAC Systems	Got it!	Using it!	Curious about it!	Let's do it!	Don't need it.
AAC Informational Training Materials					
AAC System Personalization for Home & Community					
Printed Student Communication Materials					
Person-to-Person Parent Training Options					
Virtual Training and Support for Families					

Details: *Describe how you are supporting families as they implement communication strategies at home. What materials and platforms are you using (e.g. text messages, private social media groups, communication notebooks)? How have you adapted these to support and engage the specific needs of individual students and their families. (e.g. native language, literacy, cultural differences, communication preferences)?*

Professional Learning & Ethical Practice Tools	Got it!	Using it!	Curious about it!	Let's do it!	Don't need it.
On-Going Team AAC Training					
Ethical Guidelines Tools for AAC Selection & Implementation					
Culturally and Linguistically Appropriate AAC Materials and Instructional Resources					

Details: *Describe how your team is engaging in continued learning, ensuring tools and strategies are implemented ethically, and adapting materials to support individual student differences?*

Collaboration & Team Engagement Tools					
	Got it!	*Using it!*	*Curious about it!*	*Let's do it!*	*Don't need it.*
AAC Implementation Planning Tools (Forms, Checklists, Presentations)					
Home & School Vocabulary Development Worksheets					
School & Home Team Initial and Follow-Up Surveys					

Details: *Describe how you are collaborating with and gaining insight from key communication partners, which can include classroom instructors, related service providers, administrators, peers, family and community partners.*

Step Three: Create your "Let's Do It List"!

Begin making a list of the supports in the above chart which you identified as a personal goal, "**Let's do it!**" Place all the resources you are interested on this list. Consider this a "career plan," not a one-year plan of action. Think about how you want your classroom to function in the long term.

Step Four: Develop your Professional Action Plan

1. **Select Resources and Strategies:** Choose 1-2 new resources or strategies to incorporate into your classroom instructional routines this year. Focus on those you are confident you can accomplish within one school year.
2. **Set Realistic Goals:** Limit your professional goals to what is manageable, ensuring you have time to plan, implement, refine, and deliver effectively.
3. **Assess Your Context:** Reflect on the upcoming school year. Consider the specific needs of your students, the support from your administration, and your physical environment. Determine whether this year is one to consolidate your current practices or to push the boundaries and stretch your skills.
4. **Plan Thoughtfully:** The checklist items vary in the time, energy, and resources required. Be mindful of these factors as you plan your approach to implementing new strategies or resources.
5. **List Resources Needed:** Identify the resources required for each new strategy or resource. Note if these resources are currently available or need to be acquired.
6. **Develop a Timeline:** Set a clear timeline for when each step will be accomplished.
7. **Pick an Accountability Partner:** Choose a colleague or mentor who can support and motivate you throughout the process. Regularly check in with your accountability partner to discuss progress, challenges, and successes.

This school year I'll add these strategies/resources:

I need these tools, resources or supports:

How I can access the materials or supports I need (person, place or manner)

Timeline to Meet My Primary Objective:

Phase	Start Date	Completion Date
Planning Phase		
Implementation Phase		
Review & Tweaking Phase		
Final Implementation Phase		

Timeline to Meet My Secondary Objective:

Phase	Start Date	Completion Date
Planning Phase		
Implementation Phase		
Review & Tweaking Phase		
Final Implementation Phase		

Accountability Partner(s): *Who will help me meet my objective by discussing progress, challenges and successes?*

Partner	Agreement Details (when, how & where help is available)

References Consulted:

Council for Exceptional Children (CEC). "Professional Standards." Accessed June 24, 2024. CEC Standards

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Council for Exceptional Children (CEC). "Advanced Special Education Preparation Standards." Accessed June 24, 2024. CEC Advanced Standards

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Da Fonte, M. A., & Boesch, M. C. (2016). Recommended augmentative and alternative communication competencies for special education teachers. *Journal of International Special Needs Education, 19*(2), 47–58. https://files.eric.ed.gov/fulltext/EJ1195416.pdf

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