

## Personal Dictionary

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

BEHAVIOURS OBSERVED "This is what I do"	INTENT/WHAT IS MEANS "This is what I am trying to tell you."	HOW TO RESPOND "What you can say and/or do"
<p>1. Looking away, turns head away</p> <p>2. Head down, hands sometimes in mouth, eyes closed</p> <p>3. Finger or thumb in mouth, low pitched hum</p> <p>4. Loud, low pitched vocalization (whining), rocking in chair, agitated facial expression</p>	<p>1. Not interested in activity</p> <p>2. a) Tired, sleepy b) Bored, not interested in activity</p> <p>3. Unhappy, wants out of wheelchair and to be left alone</p> <p>4. I'm hungry and I want to eat now</p>	<p>1. "J", you're looking away. You're telling me you don't like _____. Let's see if there is something else you like better." Offer "j" the choice of a different activity.</p> <p>2. a) "J", you're closing your eyes and putting your head down. You must be tired." give "J" 15 - 20 minutes to rest before starting another activity.</p> <p>3. a) "J" your finger is in your mouth &amp; you are humming. You want out of your chair and some time on your own." Take "J" out of the wheelchair and put "J" on floor. Try not to disturb him for 15 - 20 minutes. b) "J", your finger is in your mouth &amp; you are humming. "J", you're telling me you want out of your chair but we need to finish this activity and then we'll get out onto the floor. c) "J", your finger is in your mouth &amp; you are humming. You want out of your chair &amp; some time on your own. We were just on the floor, now it is time to work in your chair. When we finish, then we'll take another break."</p> <p>4. "J", I can tell by your face and voice that you're not happy." Get "J" something to eat ASAP.</p>

### Collecting Information For The Dictionary

1. Classroom staff completes form and agrees upon items listed.
2. Parents complete form independent from school staff.
3. Parents and school staff meet and discuss results. A composite and final form is developed.
4. This form should be up-dated twice a year.

### Copies of The Dictionary

1. Should be kept with the current IEP. This helps to insure carry-over to the next classroom.
2. Should be given to the parents. They, in turn, can give copies to the student's various therapist, doctors, baby-sitters, sibling, etc. These other people can then more readily understand and communicate more comfortably with the student.
3. Should be prominently displayed in the classroom. We want everyone to understand the communication system.

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## Personal Dictionary

Student: \_\_\_\_\_

Date: \_\_\_\_\_

**BEHAVIOURS OBSERVED**

"This is what I do"

**INTENT/WHAT IS MEANS**

"This is what I am trying to tell you."

**HOW TO RESPOND**

"What you can say and/or do"

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## Sample Time Table for High School

Time	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
<b>PERIOD 1</b> 8:45 - 9:55	<u>Woodworking</u> • calendar box • choices • switch use	<u>Recreation: swimming</u> • mobility • physio • choices	<u>P.E. - weight room</u> • switch use • physio	<u>Community Job: : Vet.</u> • brush dogs • walk dogs • stretches	<u>Woodworking</u> • calendar box • choices • switch use	<u>Recreation: swimming</u> • mobility • physio • choices	<u>P.E. - weight room</u> • switch use • physio	<u>Library: story tape</u> • calendar box • choices • switch use
9:55	Coffee Break	----->	----->	----->	----->	----->	----->	----->
10:15	Personal Hygiene	----->	----->	----->	----->	----->	----->	----->
10:30	Medications	----->	----->	----->	----->	----->	----->	----->
10:50	Feeding starts	----->	----->	----->	----->	----->	----->	----->
<b>PERIOD 3</b> 11:15 - 12:15	<u>School Job: deliver messages</u> • BIGmack	<u>P.E. - weight room</u> • switch use • physio	<u>Foods &amp; Nutrition:</u> • switch use • choices • calendar box	<u>Art:</u> • calendar box • choices • hand use • stretches	<u>P.E. - weight room</u> • switch use • physio	<u>Sewing Class:</u> • choices • switch use • calendar box	<u>School Job: deliver messages</u> • BIGmack	<u>Drama:</u> • BIGmack • Switch use for sound effect
<b>LUNCH</b> 12:15 - 1:05	Plays tapes for peers with switch & ghetto blaster	Plays riddle on BIGmack for peers	Uses switch to play relaxation music	Use switch to activate nail dryer for peer doing nails..	Plays tapes for peers with switch & ghetto blaster	Use switch to activate shiatsu massager for peers.	Uses switch to play relaxation music	Use switch to activate vibrating slippers.
<b>PERIOD 4</b> 1:10 - 2:10	<u>Art:</u> • calendar box • choices • hand use • stretches	<u>Clothing &amp; Textiles:</u> • choices • switch use • calendar box	<u>Community Job: Visit nursing home - Bring baked goods</u> • BIGmack	<u>Drama:</u> • BIGmack • Switch use for sound effect	<u>School Job: water plants</u> • calendar box • BIGmack • arm stretches	<u>Library: story tape</u> • calendar box • choices • switch use	<u>Community Job: Visit nursing home - play music or story tape</u> • switch use	<u>Clothing &amp; Textiles:</u> • choices • switch use • calendar box
2:00-2:15	Personal Hygiene	----->	----->	----->	----->	----->	----->	----->
<b>PERIOD 5</b> 2:20 - 3:20	<u>P.E. - weight room</u> • switch use • physio	<u>School Job: purchase stamps</u> • BIGmack	<u>Clothing &amp; Textiles:</u> • choices • switch use • calendar box	<u>P.E. - weight room</u> • switch use • physio	<u>School Job: water plants</u> • calendar box • BIGmack • arm stretches	<u>Foods &amp; Nutrition</u> • switch use • choices • calendar box	<u>Art:</u> • calendar box • choices • hand use • stretches	<u>P.E. - weight room</u> • switch use • physio
<b>RESPITE</b> 3:20 - 5:00	<u>Library: story tape</u> • calendar box • choices • switch use	<u>Afterschool sports: cheer leading</u> • BIGmack • switch for fanfare	<u>Band:</u> • BIGmack feedback • switch - play back music • choice of instrument	<u>Library: story tape</u> • calendar box • choices • switch use	<u>Afterschool sports: cheer leading</u> • BIGmack • switch for fanfare	<u>Drama:</u> • BIGmack • Switch use for sound effect	<u>Band:</u> • BIGmack feedback • switch - play back music • choice of instrument	<u>Afterschool sports: cheer leading</u> • BIGmack • switch for fanfare

Sample Skills: Auditory/Tactile Choice making; switch use; tactile cues w/sequence calendar box; stretches

## Student's IEP & Program Planning School Year:

**Area of Concern:** Communication/Social

**Goal:** Student will use a variety of methods to communicate effectively with those around her.

Objectives/Measurable Skills	Strategies (Activities/Resources/Materials)
<ul style="list-style-type: none"> <li>• Student will use her <u>gaze to look at people and objects</u> she is interacting with.</li> <li>• Student will use her gaze to make <u>choices</u> between two objects</li> <li>• Student will use her gaze to indicate "<u>yes/no</u>" to simple questions about familiar concrete activities</li> <li>• Student will indicate that she wants "<u>more</u>" of a desired activity when it is stopped through her use of gaze and gestures (e.g., bottom lip moves for more).</li> <li>• Student will use her expressions, vocalizations, gestures and body language to <u>communicate</u> with others</li> <li>• Student will <u>greet</u> others by smiling and turning her head towards individuals when they greet her.</li> <li>• Student will have a <u>voice</u> to engage in social interactions by using Voice Output devices.</li> </ul>	<ul style="list-style-type: none"> <li>• provide verbal feedback to Student about what you observe her doing, what you think it means, and what you will do about it. (Personal Dictionary)</li> <li>• consider a "friendship club" on a weekly basis - do a craft, provide a snack, How can we accomplish this? Sign up sheet Tuesday or Thursday could work. She's fed early so she can hang out with peers.</li> <li>• only give 2 choices to Student at a time</li> <li>• verbalize choices (she looks at object (books or food) for her selection</li> <li>• peers also follow the above format, they are trained to do this</li> <li>• place materials/objects so that Student can scan with her head down</li> <li>• note that Student's left side has better vision</li> <li>• inform others that Student looks right for "yes" an left for "no"</li> <li>• need for others to know her subtle cues (How can we do this?) Inservice to staff and to peers periodically.</li> <li>• the TA needs to let Student make choices for music. (What kind of music or stories does she like?) The team will develop an inventory with input from home. "How can she make choices between 2 types of music?"</li> <li>• data collection will occur periodically as it is time consuming (Peers may assist with this)</li> <li>• brainstorm ways to use the switch in the class</li> </ul> <p>Student will use her BIGmack or Step by Step Communicator to:</p> <ul style="list-style-type: none"> <li>• says hello to her teacher</li> <li>• say a joke, riddle to class</li> <li>• messages for peers at recess</li> <li>• relay messages to the office</li> <li>• deliver messages from office to other teachers</li> <li>• say hello to staff in the hallways or when visiting their class (library)</li> </ul> <ul style="list-style-type: none"> <li>• the team will explore attendance collection for next year</li> <li>• personal dictionary - (it is out of date - 2 years old) SLP will update Student's personal dictionary; this will be made available to TOCs or substitute TAs. Update this 1-2 times per year.</li> <li>• the personal dictionary will be laminated and hung close by on her wheelchair</li> <li>• SLP will provide inservice for her new students in September each year</li> <li>• provide more choices to Student that include both motivators and dislikes (less preferred)</li> </ul>

**Area of Concern:** Fine Motor

**Goal:** Student will use her head movement and gaze to increase her participation in functional skills at home, school and in the community.

<b>Objectives/Measurable Skills</b>	<b>Strategies (Activities/Resources/Materials)</b>
<ul style="list-style-type: none"><li>• Student will use her <u>hands</u> to help <u>hold</u> objects in functional activities.</li><li>• Student will participate by pressing a <u>switch</u> with her head to engage in <u>leisure activities</u></li><li>• Student will participate by pressing a <u>switch</u> with her head to <u>help</u> others</li><li>• Student will participate by pressing a <u>switch</u> with her head to have a <u>voice</u></li><li>• Student will participate by pressing a <u>switch</u> with her head to <u>control her environment</u></li></ul>	<ul style="list-style-type: none"><li>• Student will use her switch to:<ul style="list-style-type: none"><li>• suggest PE games for choice days using selections on a spinner</li><li>• math games or time games</li><li>• paint spinner</li><li>• help peers operate the electric scissors during art activities</li><li>• operate the massage bug to give herself or peers a massage</li><li>• turn on music for herself or peers during indoor recess</li></ul></li><li>• refer to strategies for voice output in the communication/social goal.</li><li>• the team will meet to plan ways to incorporate the spinner in math games</li><li>• the team will refer to more ideas to use the spinner in the PISP binder</li><li>• the team will make an inventory to determine likes and dislikes in music for Student</li><li>• the team will review and share with the teacher &amp; classmates, Student's Switch Prompt</li></ul> <p>Routine:</p> <ol style="list-style-type: none"><li>1. "heads up" - (wait 10 sec)</li><li>2. knocking on tray</li><li>3. lift chin gently toward head rest switch</li><li>4. lift her head onto head-rest</li><li>5. show Student the switch</li><li>6. physically turn her head to press the switch</li></ol> <ul style="list-style-type: none"><li>• the team will refer to the activities for use with the Powerlink in their upcoming program planning meetings</li><li>• the classroom teacher may consider having a few of her students create a gifted activity for themselves to do with Student in the resource room, when they finish their work early</li><li>• the principal may cover once every 2 weeks to free up the teacher to plan with TA's for activities that involve the switch</li><li>• back up TA could cover in the classroom for Student during silent reading time once a week; ( Student would go on the toilet later); TA &amp; Teacher will meet in the classroom briefly to discuss lesson plans and inclusion ideas</li><li>• the teachers &amp; TAs will advocate for planning time for next year (e.g., regularly weekly assemblies when teachers and their TAs could meet bi-weekly?)</li></ul>

**Area of Concern:** Gross Motor

**Goal:** Student will actively participate in routines throughout the day to promote flexibility, comfort and increase her independence.

<b>Objectives/Measurable Skills</b>	<b>Strategies (Activities/Resources/Materials)</b>
<ul style="list-style-type: none"><li>• Student will relax to actively <u>participate in changes of position</u>.<ul style="list-style-type: none"><li>- relax during exercises</li><li>- relax when someone is putting on her splints</li><li>- relax when taking off or putting on her coat</li></ul></li><li>• Student will get into a “<u>ready position</u>” with decreased prompting for <u>choice</u> making.</li><li>• Student will get into a “<u>ready position</u>” with decreased prompting when using the <u>switch</u>.</li></ul>	<ul style="list-style-type: none"><li>• refer to the revised script for “ready position” for switch work in the Planning Tools section of the PISP binder</li><li>• refer to script for “ready position” for choice making in Goal #1 of the PISP binder</li><li>• verbally prompt Student to “relax” her arms to assist with dressing, exercises, or putting on her splints</li><li>• create a switch related “tempting activities” where you know Student is motivated to participate without prompting. After prompting her to respond, then wait up to 2 minutes without dialogue or physical prompting to see if she will use the switch on her own. You may need to experiment with and without the halo.</li><li>• carry through on physio exercises daily as outlined by the PT in your booklet.</li><li>• the team will make sure that a classroom physical arrangement of desks and equipment needs to allow for some wheelchair movement</li><li>• the team will continue to dialogue with Janice re: Student’s current menstrual cycles in regards to expectations &amp; how to maximize her personal comfort</li><li>• Student will practice holding objects with hand over hand assistance such as:<ul style="list-style-type: none"><li>• holding her Sony Walkman</li><li>• TA puts her hand on balls during gym</li><li>• TAs will help her to alternate using both hands for reaching</li></ul></li></ul>