

Personal Dictionary

Student _____ Birthdate _____ Date _____

BEHAVIOURS OBSERVED "This is what I do."	INTENT "This is what I am trying to tell you."	HOW TO RESPOND "What you can say and/or do"
1. Looking away, turns head away	<ul style="list-style-type: none"> • Not interested in activity 	<p>1. Identify behaviour 2. Interpret behaviour 3. Respond</p> <p>"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>
2. Head down, hands sometimes in mouth, eyes closed	<ul style="list-style-type: none"> • Tired, sleepy • Bored, not interested in activity 	<p>"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>
3. Finger or thumb in mouth, low pitched hum	<ul style="list-style-type: none"> • Unhappy, wants out of wheelchair and to be left alone 	<p>a) "J" your finger is in your mouth & 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 & 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 & you are humming. You want out of your chair & 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>
4. Loud, low pitched vocalization (whining), rocking in chair, agitated facial expression	<ul style="list-style-type: none"> • I'm hungry and I want to eat now 	<p>"J", I can tell by your face and voice that you're not happy." Get "J" something to eat ASAP.</p>
5. Stick out tongue while drinking	<ul style="list-style-type: none"> • I don't want anymore to drink 	<p>"J", you're sticking your tongue out. I think you're saying you don't want any more to drink." Stop giving "J" a drink. If he hasn't had much to drink, offer more in about 30 - 45 minutes or at end of meal.</p>
6. Makes eye contact, smiles	<ul style="list-style-type: none"> • a) Greeting • b) Confirming a choice which has been offered 	<p>a) "Hi, "J", you looked and smiled at me when I came in the door." b) "Good, "J", you looked at _____." give "J" whatever time he looked at. OR "J", you smiled when I asked if you wanted to _____. " Respond by doing or giving whatever is appropriate.</p>

7. Crying with tears, may have increased physical tone	<ul style="list-style-type: none"> • Unhappy about situation (could be anything) 	<p>a) “J”, you’re crying. You must not be feeling well. let’s get you out of the chair and find out what’s wrong.” Take “J” out of wheelchair and make him as comfortable as possible on mat or bed.</p> <p>b) “J”, you’re crying and really unhappy.” Try to comfort and/or distract “J” by engaging him in a new activity. This may require taking him out of his wheelchair.</p>
8. Looks at yes symbol on left side of laptray or looks to left in response to yes/no question	<ul style="list-style-type: none"> • Yes response to “yes/no” question 	<p>“J”, you’re looking at the “yes” symbol. You want to _____.”</p>
9. Looks at no symbol on right side of laptray or looks to right in response to yes/no question.	<ul style="list-style-type: none"> • No response to “yes/no” question. 	<p>“J”, you’re tell me with your eyes that you don’t want _____ . “</p>

Collecting Information For The Dictionary

1. Classroom staff complete form and agree 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.