

## Module 3 Coaching Activity

Answer the following multiple choice questions.

1. Communication:
  - a) May be both verbal and nonverbal.
  - b) May be intentional or non-intentional.
  - c) Involves a minimum of two people.
  - d) All of the above.
  
2. A good place to start when determining communication objectives for a non-speaking or minimally speaking student is to:
  - a) Develop a Personal Dictionary of all the current ways that the student communicates and the purposes of the communication behaviours.
  - b) Work on choice making.
  - c) Use a formal assessment tool (e.g. Peabody Pictures Vocabulary Test).
  - d) Have the student learn to communicate "yes" or "no".
  
3. When responding to a student's communication, it is important to:
  - a) Teach the student to use an augmented form of communication, such as a picture board or manual sign.
  - b) Tell the student to be quiet if his vocalizations are too loud.
  - c) Verbalize to the student what you saw or heard the student do and interpret what you think it means.
  - d) Say "okay".
  
4. Three key roles for the communication partner is to:
  - a) Wait, signal and expect a response.
  - b) Anticipate, interpret, and speak for the student.
  - c) Ignore negative communication behaviours, ask 'yes-no' questions, and use an alternative form of communication.
  - d) None of the above.
  
5. The following is an example of a good communication objective:
  - a) The student will improve his ability to communicate wants and needs.
  - b) The student will respond to greeting by looking at the greeter.
  - c) The student will use a voice output device.
  - d) Following directions.
  
6. In order to help other students feel comfortable with the student with special needs, the teacher can:
  - a) Arrange for an inservice on how and why the student communicates.

- b) Discuss the skills that the student is working on at school.
- c) Model communication interactions with the student.
- d) All of the above.

7. Indicating needs and wants is an important way to communicate. An example of a need is:

- a) To communicate thank-you.
- b) To communicate "yes".
- c) To communicate hunger.
- d) None of the above.

8. Another basic reason to communicate is to give to or get information from others.

- a) The student will respond to a greeting by looking at the greeter.
- b) The student will ask for "more" of a pleasurable object or activity to bringing her hands together in mid-line.
- c) The student will answer a question about a story by looking at one or two pictures.
- d) The student will sign "please" in order to have a snack.

9. A third basic communication purpose is to maintain and develop social relationships. An example of a communication objective that focuses on the purpose is:

- a) The student will use a picture board to order items at a restaurant.
- b) The student will use a voice output device to tell a joke at recess.
- c) The student will use a voice output device to give directions for a science experiment.
- d) The student will say "good-bye" to the educational assistant when he goes for his break.

10. The fourth basic communication purpose is:

- a) Request making.
- b) Social etiquette.
- c) Following directions.
- d) Greeting others.

11. An example of a good communication objective for working on comprehension skills is:

- a) The student will respond to the direction, "Touch the \_\_\_\_" when given an array of three objects placed in front of him.
- b) The student will follow directions.
- c) The student will use a picture board to communicate.
- d) The student will smile for "yes" and look away for "no".

12. When formulating communication objectives, priority should be given to those skills which will:
- Help the student to be polite and behave appropriately in class.
  - Teach the student how to follow directions and answer questions.
  - Give the student as much control as possible in their lives and to help develop social relationships.
  - Help to develop use of augmentative communicate devices and/or a computer.
13. A Voice Output Device such as a Step-by-Step Communicator can be used by the student to:
- Give homework reminders to the class.
  - Ask the secretary for some materials
  - Say a repeated line or a sound when reading a story with a buddy.
  - All of the above.
14. An effective strategy to augment comprehension skills is to use:
- A visual schedule system.
  - A remnant book.
  - A Personal Dictionary.
  - None of the above.
15. Students with special needs often need a prompt in order to communicate. An example of a good prompt is:
- The student taps the communication partners' arm to get her attention.
  - The communication partner says, "your turn", and waits for the student to respond.
  - The communication partner completes the activity for the student.
  - The communication partner says, "okay".

Answer key

1. d
2. a
3. c
4. a
5. b
6. d
7. c
8. c
9. b
10. b
11. a
12. c
13. d
14. a
15. b