

## Target Student Description

The target student I have chosen for this project is Gregory, a 4-year-old student being served under the categories of Orthopedic Impairment (OI) and Speech or Language Impairment (SLI) in a special day preschool classroom for children who require specialized health services. Gregory is small for 4-years-old, and was previously diagnosed with failure to thrive. He has blue eyes and blonde hair, and an extremely pale complexion. He has very low tone in his face, which causes him to have less facial expression. This hypotonia is also present in all four of his limbs, though there is greater involvement in the lower extremities. Gregory can sit independently for extended periods and can army crawl short distances, but cannot walk or stand without mobility aids. He can grasp and use tools, and can make a pointer finger with his hands. Gregory is minimally verbal and presently only says and signs “more”. He shows strong communicative intent and will get others attention with a touch or sound. Gregory has been newly introduced to the LAMP one touch 45 application and shows an interest in learning to use it for communication purposes.

## Goals

By 5/17/21, Gregory will expand on his communicative functions by using his SGD to indicate a want/need, make bids for social closeness, or transfer information a minimum of 3 times daily with optimal positioning and setting.

- Gregory will use a minimum of two words on his SGD to indicate a want/need.
- Gregory will use a minimum of two words on his SGD in a bid for social closeness.
- Gregory will use a minimum of two words on his SGD to transfer information.

I chose this goal because results from the Communication Matrix indicate that Gregory is mostly using communication to refuse and obtain, and not for social purposes or to relay

information. This goal expands on the current functions of communication that Gregory is using to include using language to request, transfer information, and make bids for social closeness. In addition to expanding on the forms and functions of communication, this will expand on Gregory’s linguistic competencies, which is necessary to further his knowledge of AAC (Beukelman & Mirenda, 2014). In order to achieve this goal, Gregory must be able to use a variety of words for each new communicative function.

## State Standards

Domain	Strand	Foundation
Language and Literacy	Listening and Speaking	1.0 Language Use and Conventions <ul style="list-style-type: none"> <li>1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting and rejecting.</li> </ul>
<b>Task Analysis</b>		<b>Language Requirements</b>
Use typical communication behaviors to request an object or action		Use language to request
Use language to describe qualities of an object or to tell a narrative		Use language to comment
Use typical communication behaviors to reject unwanted objects or actions.		Use language to reject
Use language to greet others		Use language for social purposes
Acknowledge communication partners attempts to communicate by responding		Engage in conversational turn-taking

I chose this learning foundation because it works towards skills that are very pertinent to Gregory, and expands upon his current use of forms and functions of communication.

## Lesson Objectives/Assessing for Outcomes

- Child Friendly Learning Target: I can use my talker to ask for what I want.

I will assess for outcomes using a modified frequency count form to assess how frequently Gregory is using his SGD to request, comment, or ask questions.

**Observer:**

**Goal:** By 5/17/21, Gregory will expand on his communicative functions by using his SGD to indicate a want/need, make bids for social closeness, or transfer information a minimum of 3 times daily with optimal positioning and setting.

<b>Date:</b>	<b>Start Time:</b>	<b>Stop Time:</b>	<b>Notations of Occurrence:</b>	<b>Cue Types:</b>	<b>Total Occurrences:</b>

\*Mark the number of times Gregory uses “yes” or “no” with total communication techniques.  
\*\*Write down what (if any) cues were utilized to get a response. Cue types include **IC: Indirect Cues** (such as an expectant pause or a gesture towards his SGD)—**DVC: Direct Verbal Cue** (such as asking Gregory to make a choice using his device)—**DPC: Direct Pointer Cue** (such as pointing to Gregory’s device to elicit a response)—**PA: Physical Assistance** (such as hand over hand to help Gregory make a choice)—**GM: Goal Met** (student followed natural cues and did not require additional assistance).

**Lesson Plan**

**1. Lunch Time**

Target Child and Instructional Goals:

Gregory:

- a. By 5/17/21, Gregory will expand on his communicative functions by using his SGD to indicate a want/need, make bids for social closeness, or transfer information a minimum of 3 times daily with optimal positioning and setting.

2. **Materials:** SGD, computer with Zoom capabilities, stable internet connection, wheel chair with tray table, “I can...” learning target card, eating utensils, bowl, a cup, wet towel, a mirror, a small bowl of water for after the meal, snacks, and favorite foods.

3. **Environmental Arrangement:**

Gregory will be positioned in his wheel chair with the tray table on, and his SGD positioned on the tray for optimal use. A computer with Zoom capabilities will be positioned in clear view of Gregory, though not within reach. A bowl and eating utensils should also be placed in front of him.

4. **Vocabulary:**

- a. More
- b. All Done/All Gone
- c. Favorite foods
- d. Favorite drinks

5. **Sequence of Steps:**

a. **Beginning:**

This activity will be conducted 1:1 with Gregory, his parents, and a teacher via Zoom. The activity will begin by asking showing Gregory the learning target: “I can use my talker to ask for what I want”. His parents will then assist in direct instruction to show him where to access his favorite foods on his device. They can then model the activity by choosing his favorite food on the device and giving him a small portion.

b. **Middle:**

During the bulk of the activity Gregory will use his SGD to request foods that he wants and his parents will give him small portions with each request. Each time he finishes what is in his bowl, Gregory will need to use his SGD to request more of which food he wants. If Gregory becomes frustrated or upset, his parents can provide models or prompts as needed.

**c. End**

The activity will conclude when Gregory begins to reject food, stops requesting, or when the food is all gone. Since Gregory loves to eat and will often cry at the end of meals when all his food is gone, his parents can help to model “all gone/all done” on his device to help end this activity. Gregory can then help to clean his face using a wet towel and a mirror and play with a small bowl of water to clean his hands, and to self-regulate after ending an enjoyable activity.

**6. Modifications and Variations:**

This is an activity that Gregory’s parents could engage in with him at any meal or snack time. Gregory has very limited amount of food that he is willing to eat, but additional foods can be added to the device as his food repertoire expands.

**7. Parental Considerations/Strategies**

Due to distance learning parental involvement will be key when implementing AAC intervention. A session with the occupational therapist prior to this lesson will help to determine optimal positioning for the SGD. Coaching Gregory’s parents on AAC prompt hierarchy will help them to start with the least amount of help (an expectant pause) to the most amount of help (a physical prompt). Coaching them on AAC prompt hierarchy will help Gregory to build independence with his SGD. Coaching the parents on modeling

with the AAC device so that Gregory can learn to use his device. Lastly, direct instruction with parent help will be required to show Gregory where and how to locate vocabulary on his SGD.