Things To Think About And Questions To Ask

This is my child…	Things to think about and questions to ask (Schweigert, P. 2014)
My child doesn't seem to have real control over his body yet. The only way I know that he wants something is because he fusses or whines when he's unhappy or uncomfortable (he will usually calm down after I figure out what's wrong), and he smiles or makes noises when he's happy.	Means/Receiver: How does my child respond Can others understand him? If not what can be done to help others recognize his signals? What can be done to make his signals more detectable Are these behaviors easy for him to do? Topics/Receiver: What are his interests? How often does he get to do these things and with whom? Receiver: How do you let him know you're available tor interaction? When are his best times for leaning?
My child has control over her own behaviors, but she doesn't use them to try to communicate to me. She doesn't come to me to let me know what she wants, but it's easy for me to figure out, because she tries to do things for herself. She knows what she wants, and her behavior shows me what she wants. If she runs out of something to eat, she will just try to get more, rather than trying to get me to give her more.	Means: What behaviors does he use to let you know that he enjoys something you're doing with him? How long do you wait for him to let you know. Topics: What interactions like bouncing, hugging, rolling, high-fives does he enjoy? What objects does he like to play with and explore How does he explore and how does he get access to these things? Receiver: How much time do you spend interacting and exploring with him? Who does he like to do this with?
My child clearly tries to communicate his needs to me. He knows how to get me to do something for him. He uses various behaviors (like pointing, shaking his head, tugging at my arm or looking back and forth between me and what he wants) to communicate to me. For instance, when he wants more milk, he might hand his cup to me or point to the refrigerator	Means: How does my child gain your attention? When you're close by? When you're not close by? Topics: How often does my child get to make choices? What other opportunities to communicate does he have in his day? What other reasons to communicate is he showing you or learning about? What are his favorite activities? How often do these happen? Receiver: Who are his favorite people to interact with? How many different people does he get to interact with regularly?
My child lets me know what she wants by using some form of symbolic communication (such as speech, printed words, Braille, picture symbols, three-dimensional symbols, or sign language). When he uses his symbols it's clear that he understands what they mean.	Means: What arc too best type of symbols for him at this time? How do you know that he knows what these symbols mean. Receiver: How does he use these symbols to communicate with you? How does he gain your attention iso that he can communicate with you? Who makes sure he has his communication system with him at au times? Topics: What sorts of reasons for communicating is he getting a chance to practice and/or demonstrate

Possible goals for IEP development

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My child has control over her own behaviors, but she doesn't use them to try to communicate to me. She doesn't come to me to let me know what she wants, but it's easy for me to figure out, because she tries to do things for herself. She knows what she wants, and her behavior shows me what she wants. If she runs out of something to eat, she will just try to get more, rather than trying to get me to give her more.	Means: Child will demonstrate differentiated means of expression to indicate desire to reinstate interaction Child will decrease time needed 10 respond to familiar interactions Topics: Child will increase number of topics child will demonstrate increased attention to and strategies for exploring objects introduced by another person Receiver: Child will increase number of communication partners
My child clearly tries to communicate his needs to me. He knows how to get me to do something for him. He uses various behaviors (like pointing, shaking his head, tugging at my arm or looking back and forth between me and what he wants) to communicate to me. For instance, when he wants more milk, he might hand his cup to me or point to the refrigerator	Means: Child will intentionally gain partners attention when close and at a distance to make a request or direct attention Topics: Child will increase number of topics for interaction Child will demonstrate ability to scan object array of increasing size to make choices Given sufficient practice child will communicate through gestures to greet direct attention to share or other intents Child will demonstrate ability to communicate using more conventional gestures as are within his sensory and motoric abilities Receiver: Child will increase number of communication partners including peers. Child will initiate interactions with receiver
My child lets me know what she wants by using some form of symbolic commooica4 tion (such as speech, printed words, Braille, picture symbols, three-dimensional symbols, or sign language). When he uses his symbols it's ct ear that he under• stands what they mean.	Means: Child will demonstrate 1:1 correspondence between symbol and referent. Receiver: child will initiate and respond to interact with partner using symbols Child will carry/transport communication system throughout day to insure access Topics: will access communication system that is available to make requests, comment or label