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Classroom Communication Goals

Academic Vocabulary

Language Development

NOUNS VERBS

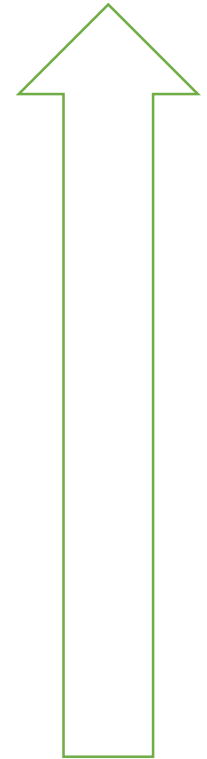**Sharing Information & Opinions- Like/Don't Like, Daily News**

Greetings- Social Interactions

Wants & Needs

Communicate to Learn

Learn to Communicate

Development of Classroom Communication Goals

Effective Communication in Schools

The Classroom Communication Goals address Linguistic and Social competence in the School Environment to meet the basic **functional communication** needs of students and give them access to **effective communication**. The U.S. Department of Education issued a joint guidance letter to educators and statement defining the rights of students with special needs including hearing, speech and vision disabilities. This document defines the responsibilities of complying with IDEA and Title II laws. Simply stated, schools are required to provide communication for students with disabilities which is *as effective as communication with all other peers* so that they can fully participate in our public schools.

Dept of Education and Dept of Justice Joint Guidance Letter accessed at https://www2.ed.gov/about/offices/list/ocr/letters/colleague-effective-communication-201411.pdf *2 June 2017.*

Dept of Education and Dept of Justice FAC on Effective Communication, November 2014, accessed online at https://www2.ed.gov/about/offices/list/ocr/letters/colleague-effective-communication-201411.pdf *2 June 2017.*

Communicative Competence

Communicative Competence is achieved by individuals through gaining knowledge, judgement, and skills in four domains: operational, linguistic, social, and strategic (Light, 2003, Ch 1). For our purposes "operational" means ability to access a means to communicate. This could be speech, sign language, picture symbols, photographs, gestures, and communication devices. Strategic skills area those that allow us to use strategies to repair communicative breakdowns, anticipate modifications to our communication that must be made regarding differing circumstances, environments or partners. These goals are concerning access and troubleshooting communication.

Our Classroom Communication Goals focus on linguistic and social competence. Linguistic skills are understanding and use of symbolic language (vocabulary, sentence structure and complexity). Social competence is the use of communication to interact effectively and to establish relationships.

Communicative Competence is dependent on a myriad of factors extrinsic to the student as well: psychosocial factors such as motivation, attitude toward AAC, confidence and resilience; communication demands; and environmental barriers and/or supports such as policy, practice, attitude, knowledge and skills of partners.

Beukelman, D. R., Light, J. C., & Reichle, J. (2003). Communicative competence for individuals who use AAC: from research to effective practice. Baltimore: Brookes Pub. Co.

Functions of Communication

Why do we communicate? Our research and clinical evidence points to the following functions of communication:

Behavioral Regulation: actions used to get, or refuse, something

Social Interaction: actions used to get another's attention

Joint Attention: actions used to direct another's attention to share information

Buzolich, M. J. (2009, September 01). Communication Sampling and Analysis. Retrieved June 02, 2017, from http://sig12perspectives.pubs.asha.org/pdfaccess.ashx*?*

Wetherby, Amy M. (1995) "How to use the 'Checklist of Communication Functions and Means'" accessed online 6/2/2017 at http://connectability.ca/2011/10/19/how-to-use-the- *"checklist-of-communicative-functions-and-means"/*

Hierarchy of Needs: Maslow

Maslow's Hierarchy of Needs was reviewed to inform potential communication targets for all students. Maslow's Hierarchy suggests that all people need to meet these needs:

- basic physical and safety needs,
- psychological needs for social engagement, relationships and feelings of accomplishment
- cognitive and self-actualization needs

McLeod, S. (2016, September 16). Maslow's Hierarchy of Needs. Retrieved June 02, 2017, from https://www.simplypsychology.org/maslow.html

What is "effective" communication in the schools?

Effective communication can be defined as the ability to communicate competently, to the best of one's ability, given the supports and tools necessary, in order to participate fully in the environment. In order to communicate effectively, a student must be communicatively competent and have the supports (tools, training and partners) necessary to access academics.

The Classroom Communication Goals Project

…addresses functional, relevant communication to allow students to meet basic needs, develop skills and to fully participate and benefit from the academic environment.