Individual Assessment of Current Classroom Engineering for Communication
C=Complete; P=Partially in Place T= Additional Training Needed
Phase I: Classroom Engineering

	Spaces are clearly defined and labeled.
	Educational materials are labeled and easily accessible.
	Classroom is neat and all materials, student work & papers are put away in defined spaces.
	Classroom schedule is clearly posted and visually accessible to the children and used consistently throughout the day.
	Classroom and Communication Rules are posted.
	Communication systems (low, lite, high tech) and mounting equipment are easily accessible.
	Computer peripherals (i.e. switches, switch interface, mouse emulation devices, alternative keyboards) appropriate to each student are available at each computer station.
	Computer workstations are equipped with appropriate software and provide a distraction free work environment for students.
	Visual supports for language are posted on display boards.
	Student work is displayed throughout the room.
	Bulletin boards are student focused (i.e. word wall, theme informational, student strategies, etc.).

Phase II: Equipment and Materials

	Classroom Staff are competent using the hardware and software applications.
	Classroom Staff are familiar with the basic operation of the Speech Generating Devices (SGD) in the classroom.
	Classroom Staff are familiar with the maintenance of the SGD in the classroom (Charging, backing up vocabulary files, transferring vocabulary and picture files).
	Classroom staff are familiar with the organization of vocabulary on each of the students' SGDs.
	Classroom staff are able to program communication software on students' SGDs in accordance with the language system.

	Classroom staff are able to set up SGDs; make sure the device is mounted on the wheelchair, fully charged, and accessible to the students.
	Classroom staff are able to set-up students' SGDs and computers for participation in a scheduled academic activity under the direction of the teacher or specialist.
	Classroom staff are able to use single/multiple digitized (voice) recording devices appropriately to support students' needs.
	Classroom staff are able to use low technology communication systems appropriately (Partner-Assisted Scanning, Manual Communication Boards).
	Classroom Staff are able to use multiple communication systems during instructional activities appropriately to meet the student's needs.
	Classroom staff are able to implement a written participation plan.

Phase III – Implementation of Interactive and Instructional Strategies

	Teacher is able to modify curriculum based on the standards to meet student's needs.
	Paraprofessionals are able to implement curricular modifications as directed by the teacher.
	Classroom Staff are able to support students in mainstreamed settings and maximize participation as directed by the teacher.
	Classroom Staff are able to use Aided Language Stimulation (modeling use of the SGD while speaking) appropriately with the students.
	Teacher/Specialists are able to determine how data will be collected on student performance.
	Paraprofessionals are able to collect data appropriately when directed by the teacher.
	Paraprofessionals observe students carefully (from a distance) and provide support when necessary after three attempts.
	Paraprofessionals are able to maintain a low profile when supporting students.

Phase IV- Communication Partner Strategies

	Classroom Staff demonstrate good observational skills and are able to recognize nonverbal/vocal communication behavior.
	Classroom Staff will accept and acknowledge all communication attempts (vocal, gestural, visual, AAC).
	Classroom staff interacts with the student at a level appropriate to the student's chronological age.
	Classroom staff model natural communication interaction with the students.
	Classroom Staff provide numerous opportunities for the student to communicate using their AAC systems.
	Classroom Staff refrain from dominating the speaking turn and encourages the student to communicate for him or herself.
	Classroom Staff encourage and support students' communication
	Classroom Staff follow the student's lead and interest and lets them be in control.
	Classroom Staff focuses on what the student is trying to say and not on how they are saying it and recognize that the communication device is a tool for communication.
	Classroom Staff give student direct feedback when they don't understand and elicits more information from them.
	Classroom Staff elicit language using open-ended questions, comments, and statements and infrequently uses yes/no questions.
	Classroom staff maintains a positive attitude toward the students and believes in their ability to learn.
	Classroom staff are able to pace themselves appropriately to the communication rate of the student and provide ample time for the student to formulate language.