

Decisions Regarding Initial Format

Supporting Individual Access Learning Activity 1

The module discussed Universal Core formats that are available and the selection tool which asks a series of questions that help guide the format choice.

Directions: Read through each student descriptor and answer the questions. What is your rationale for making those choices?

Student Descriptor	Questions
Kevin is 16 years old and has little intelligible speech other than yes/no responses. Familiar listeners can also understand a few other words that are vocal approximations of the word (i.e., Da for Dad, cha me for chocolate milk). He currently does not have a communication system in place.	
He is able to visually track both large and small objects and can spot items and people he likes from across the room.	Does the student have any useful vision? <input type="checkbox"/> Yes <input type="checkbox"/> No
However, his eyes have a strong tendency to turn out during close work. Excessive effort must be used to keep the eyes from drifting out, and the effort involved causes double vision, headaches, and other symptoms.	Can the student learn to reliably use eye gaze to make a selection? <input type="checkbox"/> Yes <input type="checkbox"/> No
Kevin has spastic quadriplegic cerebral palsy and uses a manual wheelchair for mobility. He is able to use his right hand to push larger items and can use his left arm for stabilization. But he is unable to use his hands to hold utensils or manipulate small objects.	Is the student able to physically point? <input type="checkbox"/> Yes <input type="checkbox"/> No
Given the above information which Universal Core format would likely be a good initial system for Kevin to begin using?	<input type="checkbox"/> 9-location book <input type="checkbox"/> partner-assisted scanning <input type="checkbox"/> eye-gaze

Student Descriptor	Questions
Shawna is 8 years old and uses unintentional (i.e., cries when hungry or uncomfortable) and intentional (i.e., facial expressions, vocalizations, and turning head away when she doesn't want something) behaviors to communicate.	Does the student have any useful vision? <input type="checkbox"/> Yes <input type="checkbox"/> No
In the classroom, Shawna is able to reach for items located within arm's reach and in front of her but does not yet visually scan her environment when searching for an item. Instead she searches with her hands. When she finds an item, she tends to look at it within a 6-8 inch range from her face and attention to the item is sustained longer when there is high contrast.	Is the student able to physically point? <input type="checkbox"/> Yes <input type="checkbox"/> No
Shawna is able to use her hands to button her shirt and she can pick up small objects such as beads and popcorn.	Can the student visually scan 36 symbols on a page? <input type="checkbox"/> Yes <input type="checkbox"/> No
Even though Shawna is able to see objects that are 1/2 inch to an inch in size she can become overwhelmed with a lot of visual stimuli at one time and will close her eyes and refuse to look.	<input type="checkbox"/> 36-location high contrast <input type="checkbox"/> 4-location book high contrast <input type="checkbox"/> 9-location book high contrast

Student Descriptor	Questions
Jim is a 12-year old student with Autism. He is highly distractible and needs many opportunities for movement. He has some verbal language (i.e., hi, bye, Mom, no) but does not verbally engage in conversation or during activities. He uses pointing to answer questions when there are choices but he mostly relies on intentional behaviors (i.e., smile, frown, push away, out reached hand) and some object-based symbols to communicate.	
Jim has no visual or auditory limitations.	Does the student have any useful vision? <input type="checkbox"/> Yes <input type="checkbox"/> No
He is able to use both gross and fine motor abilities to navigate his environment and rarely needs help with any physical activity.	Is the student able to physically point? <input type="checkbox"/> Yes <input type="checkbox"/> No
Jim is able to manipulate objects less than a ¼ inch in size.	What is the smallest target the student can point to? <input type="checkbox"/> 1-inch <input type="checkbox"/> 3-inch <input type="checkbox"/> 2-inch <input type="checkbox"/> 4-inch
Given the above information which Universal Core format would likely be a good initial system for Jim to begin using?	<input type="checkbox"/> 36-location <input type="checkbox"/> 4-location book <input type="checkbox"/> 9-location book