Always Ask Yourself

- ❑ Am I giving the individual opportunities to communicate throughout the day?
- ❑ Have all supports been addressed and been provided for both receptive and expressive communication?
  - ❑ Is the individual positioned correctly?
  - ❑ Are sensory (vision and hearing) supports provided?
  - ❑ Have I considered all access methods? (i.e. direct selection, scanning)
  - ❑ Am I positioned correctly and respectfully? (On the individual's level, at eye level and positioned for a two-way exchange)
  - ❑ Does the individual understand what I am asking them to do?
- ❑ Is the individual ready to move on to a higher level or do I need to focus on increasing his/her competence at this current level? Or should I do both?
- ❑ Does the individual readily exhibit his/her current communication skills whenever the opportunity arises or does it only occur when he/she is given very specific prompts and partners?
- ❑ Have I considered all of the individual's communication behaviors?
  - ❑ Is he/she able to communicate in a variety of ways?
  - ❑ Are these behaviors possible for him/her to do?
  - ❑ Do others recognize these behaviors as communicative?
  - ❑ Are these the most natural behaviors he/she could use to communicate?
  - ❑ Are the behaviors being considered within his/her sensory abilities?
- ❑ What message will the individual communicate?
  - ❑ Do I continue to target only the existing functions/intents or do I add new functions?
  - ❑ What other functions/intents does the individual need?
  - ❑ What opportunities does the environment provide him/her to use other communicative functions/intents?
- ❑ Where do I target communication opportunities?
  - ❑ Am I continuing to increase opportunities throughout the day?
  - ❑ Where are the individual's interests the greatest?
  - ❑ Where can I ensure the most responses from communication partners, including peers?
- ❑ Is the individual able to use his/her present skills across a variety of topics, settings and different people?
- ❑ Is the whole team, including the family, sharing strategies to ensure consistency?
- ❑ Am I continually identifying and incorporating peers as communication partners?
- ❑ Is the team collecting sufficient data to design, implement and monitor the communication plan?
- ❑ Is the communication plan on the path for the individual to become a competent communicator?