ECOLOGICAL INVENTORY TO DETERMINE VOCABULARY/COMMUNICATION NEEDS

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Setting: \_\_\_\_\_\_\_\_\_\_\_\_\_

Environment: General Education 1st grade classroom

Activities: Morning Circle

Skills Needed: Expressive interaction/participation with teacher and peers during Morning Circle time

Directions: Choose an activity within the natural environment. Observe/document the typical communication a peer uses to participate in the activity. Observe/document the communication behaviors the student uses to participate in the same activity. Are there additional communication skills the student needs in order to participate in the activity at the same level as the peer? How can these unmet communication needs be developed? (i.e. expand current communication system, develop new AAC system, etc.)

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| --- | --- | --- | --- | --- | --- |
| Activity | Staff Comm. | Peers’ Communication | Students’ Communication | Student’s Unmet Communication Needs | Comment |
| Calendar | Who wants to help today? | Raises hand to be “helper” | Raises hand |  | OK |
|  |  | Shouts out “my turn” | Vocalizes | “My turn” | VOCA |
|  | What’s the weather like? | “It’s sunny today” | NR | Comment about weather | VOCA |
|  |  | “Know what I did last night?” | smiles | Ask a question | VOCA |
|  | What did you do? | “We had a pizza party!” | laughs | Share information | VOCA |
|  |  | “I love pizza!” | Raises hand | “Me Too” | VOCA |
|  |  | “Can I put the sun on the calendar?” | Raises hand | Ask a question | VOCA |
|  | Sure | “I need help finding it” | Signs “help” |  “I need” | Expand sign |
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BCommers, adapted from Beukelman and Miranda, Participation Model