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| Student Name: INSERT STUDENT'S LEGAL NAME | Assessment Date: |
| Grade: INSERT GRADE LEVEL K -12 | School: |
| Date of Birth: INSERT STUDENT'S DOB | Case Manager: |
| Age: INSERT STUDENT'S AGE |  |

Complex Communicators can communicate using a variety of methods: eye pointing, facial expressions, body language, gestures, vocalizations, words, and sentences. They may use real objects, paper-based communication systems (e.g. Picture Exchange communication, core fringe books), or high tech speech generating devices (e.g. PRC Accent, iPad with Touch Chat with Word Power). Complex Communicators often have unique communication and the “I Can” statements can be modified to suit the individual’s strengths.

|  | “I Can” Statement | Sample adapted “I Can” statement |
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| Critical Thinking |  |  |
| Analyze and Critique | I can show if I like something | I can calm my body when I enjoy an activity.  I can smile when I enjoy an activity.  I can look at preferred objects.  I can reach for an object I want to use.  I can point to a symbol for “want” in my core/fringe book.  I can use my “talker” to say “I want an apple.” |
|  | I can show if I don’t like something. | I can cry when I am uncomfortable.  I can turn away from objects I do not like.  I can push away an object I do not like.  I can shake my head “no”  I can point to a symbol for “no” in my core/fringe book.  I can use my “talker” to say “I don’t like it.” |
|  | I can make a choice. | I can choose an object from 2 choices by looking at it.  I can choose an activity by looking at its symbol.  I can choose an object using Partner Assisted Scanning.  I can navigate through my communication system to find my  choice. |
| Question and Investigate | I can explore materials and actions. | I can use my eyes to explore the environment.  I can use my hands to explore materials.  I can attend to a person and an object at the same time.  I can use materials appropriately. |
|  | I can ask open ended questions and  gather information. | * See Communication section |
| Develop and Design | I can experiment with different ways  of doing things. | I can attend to objects with my eyes.  I can engage with objects with my hands.  I can engage with activities using switches.  I can activate technology using eye gaze. |
| Creative Thinking |  |  |
| Novelty and value | I get ideas when I play. My ideas  are fun for me and make me happy. | I can engage with cause and effect activities.  I can remember that objects still exist when they are put  away (object permanence).  I can put objects in a container.  I can dump objects out of a container. |
|  | I can get new ideas or build on other  people’s ideas, to create new things  within the constraints of a form, a  problem, or materials. | I can explore an object to see how it works.  I can ask for help if I am unable to complete an activity on  my own.  I can use previous experience to solve a problem (e.g. I can  open a new container because I can open other containers).  I can use learned vocabulary in new situations. |
| Generating Ideas | I get ideas when I use my senses to  explore. | I can look at objects of interest.  I can listen to music.  I can touch soft textures.  I can identify objects by touch. |
|  | I build on others’ ideas and add new  ideas of my own, or combine other  people’s ideas in new ways to  create new things or solve  straightforward problems. | I can imitate facial expressions.  I can imitate actions.  I can imitate words.  I can learn through imitation.  I can generalize skills that I have learned through imitation. |
| Developing Ideas: | I make my ideas work or I change  what I am doing. | I can repeat my gesture if you don't understand me the first  time.  I can repeat my word approximation if you don't understand  me the first time.  I can try to use different words if you don't understand me  the first time.  I can try to show you what I'm talking about if you don't  understand my words. |
| COMMUNICATION |  |  |
| Connect and engage with others (to share and develop ideas) | I ask simple, direct questions | I can look back and forth between a person and an object of  interest.  I can ask about a person by finding their name in my  communication book.  I can ask “where” using a symbol in my communication  book.  I can ask a “who” question using a 3 word phrase in my  Speech Generating Device. |
|  | I respond to simple, direct questions | I can answer “yes” to a yes/no question by smiling.  I can answer a yes/no question by looking at a symbol.  I can point to a location when asked a “where” question.  I can look at a person when asked a “who” question.  I can indicate a location in my Speech Generating Device  when asked a “where” question. |
|  | I am an active listener; I support and  encourage the person speaking | I can show that I am listening by calming my body.  I can show that I am listening by looking at my partner.  I can wait for my communication partner to finish talking  before taking my turn. |
| Acquire, interpret, and present information (include inquiries) | I can understand and share information about a topic that is important to me | I can show that I am interested in something by looking at it.  I can show that I am interested in something by pointing to a  symbol in my communication book.  I can tell you about a past event using words if I have a  photo to look at and point to.  I can tell you about a past event using my communication  book.  I can write a 3-word sentence in my journal. |
|  | I can present information and ideas to an audience I may not know | I can use my communication book with less familiar  communication partners.  I can use my Speech Generating Device to order my food at  a restaurant.  I can use my Speech Generating Device to do presentations  at school. |
| Collaborate to plan, carry out, and review constructions and activities | I can work with others to achieve a common goal; I do my share | I can listen while a peer reads a book to me.  I can build a block tower with a peer.  I can complete an art project with a peer during art class.  I can cook a dish with a peer during Foods. |
|  | I can take on roles and responsibilities in a group | I can clean up my materials after I have finished with them.  I can be the special helper in class.  I can take the attendance to the office.  I can take out the recycling. |
| Explain/recount and reflect on experiences and accomplishments | I give, receive, and act on feedback | I can tell people that “I need space.”  I can follow simple directions regarding my behaviour (e.g.  “stop”).  I can follow simple directions in class (e.g. “put your book on  the shelf”). |
| Personal Awareness and Responsibility |  |  |
| Self Determination: | I can show a sense of  accomplishment and joy | I can show that I am happy by calming my body.  I can show that I am happy by clapping my hands.  I can show that I am happy by pointing to “happy” in my  communication book. |
|  | I can celebrate my efforts and  accomplishments | I can complete a non-preferred activity when it’s followed by  a preferred activity on my visual schedule.  I can complete a simple puzzle independently.  I can show that I am happy to have learned to cut by  smiling. |
| Self-Regulation: | I can sometimes recognize  emotions | I can see a photo of a child and indicate the appropriate  emotion.  I can correctly identify my own emotions when I am calm. |
|  | I can use strategies that help me  manage my feelings and emotions | I can use a sensory diet throughout the day to keep me  regulated.  I can use a strategy to bring me from the “yellow zone” to  the “green zone” with visual supports.  I can independently use a strategy to bring me from the  “blue zone” to the “green zone.” |
|  | I can persevere with challenging  tasks | I can repeat my message if someone does not hear me the  first time.  I can change communication strategies if someone has  difficulties understanding me.  I can switch to a different communication mode in  anticipation of not being understood. |
| Well-being | I can participate in activities that  support my well-being, and tell/show  how they help me | I can participate in preferred activities with minimal  prompting.  I can participate in preferred activities independently.  I can participate in non-preferred activities when it is  followed by a preferred activity with a visual schedule for  visual support. |
| SOCIAL RESPONSIBILITY |  |  |
| Contributing to community and caring for the environment: | With some support, I can be part of  a group | I can follow a visual prompt to clean up during clean up time.  I can hand out materials to the class with some verbal  prompting.  I can gather materials from the class independently. |
| Solving problems in peaceful ways: | I can solve some problems myself  and can identify when to ask for help | I can ask for help by using a prolonged gaze with a  communication partner.  I can ask for help by handing an object to a partner.  I can ask for help by signing “help”.  I can ask for help by pointing to a symbol.  I can ask for help by using my Speech Generating Device. |
|  | Self Advocacy? | I can indicate that I need my communication device by  looking at it.  I can indicate that I need my communication device by  looking at a symbol.  I can advocate for my own individual learning needs by  talking to my teacher.  I can inform people about my health condition in appropriate  contexts. |
| Building relationships: | With some support, I can be part of  a group | I can participate in group activities with physical support.  I can participate in group activities with some verbal  prompting.  I can participate in group activities with visual supports. |
|  | I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing | I can look at preferred peers.  I can hand objects to peers to initiate play.  I can engage in parallel play with preferred peers.  I can engage in cooperative play with preferred peers. |
| POSITIVE PERSONAL & CULTURAL IDENTITY |  |  |
| Relationships and cultural contexts: | I can describe my family and community | I can tell you about my family by showing you a picture.  I can tell you about my family by producing sentences in my  communication book.  I can tell you about my family using visual scenes in my  Speech Generating Device. |
| Personal values and choices: | I can tell what is important to me. | I can show you which object I prefer by looking at it.  I can show you that I am happy to see you by smiling.  I can show you that I like what I am doing by smiling.  I can show you that I don’t like what I am doing by looking  away.  I can show you that I dislike something by pushing it away. |
| Personal strengths and abilities: | I can identify my individual characteristics | I can tell you about things I like in my communication book.  I can tell you my name in my Speech Generating Device.  I can tell you my birthday in my Speech Generating Device. |