

ASSESSING the CHILD

Communication Development		Concept Development		Motivation
Child's Skills at Home <i>Communication Matrix ... Especially for Parents</i>	Child's Skills at School <i>Communication Matrix</i>	Child's Skills at Home <i>Hands-On Learning at Home OR Home Inventory of Problem Solving Skills (HIPSS)</i>	Child's Skills at School <i>Hands-On Learning at School OR School Inventory of Problem Solving Skills (SIPSS)</i>	Assessment of Child's Preferences • Observation • Parent interview • Preference probe

DEVELOPING a LEARNING PLAN

Communication Development	Concept Development	Environment
Select communicative behaviors and intents to target • Emerging skills • New skills	Select target object interaction skills to target • Emerging skills • New skills	Develop learning activities <i>Design to Learn</i>

TEACHING and LEARNING

Communication Development	Concept Development	Environment
• Provide direct instruction • Provide generalization opportunities	• Provide direct instruction • Provide generalization opportunities	• Engineer social environment to provide opportunities to use skills • Engineer physical environment to provide opportunities to use skills

MONITORING PERFORMANCE to PROMOTE PROGRESS

Communication Development	Concept Development	Environment
• Data on child performance in direct instruction • Adjustments of instructional variables • Child skill development pre/post intervention (<i>Communication Matrix</i>)	• Data on child performance in direct instruction • Adjustments of instructional variables • Child skill development pre/post intervention (<i>Hands-On Learning assessments or HIPSS and SIPSS</i>)	• Environmental support provided in instructional context <i>Design to Learn</i>

OUTCOME

**Mastery: Ability to initiate and respond to interactions with the
social and physical environments**

Design to Learn Model