

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

### Literacy Experiences Summary

This document is intended to provide a 'snapshot' of the student's literacy experiences through the school year. Several blocks are purposely left blank, so that the team can summarize information that will provide additional support for the next team working with this student.

Topic	Student Information
<p><b>Interests Related to Literacy</b> (Indicate student interests that can be tapped to support reading and writing. Note that sensitivity to age-appropriateness is important.)</p>	
<p><b>Literacy Programs</b> (List literacy programs in which the student has been instructed, and describe success. Since the next team may not know this program, provide a website link, address, etc.)</p>	
<p><b>Literacy Partners Each Week</b> (List the # of literacy partners the student has for reading and writing in a typical week, and list the type of partners, peers, para, etc)</p>	
<p><b>Self-Selected Reading</b> (Indicate the types of books the student selects, how long s/he stays engaged, etc)</p>	
<p><b>Listening to Books</b> (Describe level of engagement, types of books that sustain interest, ways in which the student accesses audio books, etc.)</p>	
<p><b>Writing: Topic Selection</b> (Describe how this student selects topics for writing/how student is prompted; see 1-Minute Writing Checklist for ideas)</p>	
<p><b>Assistive Technology for Literacy</b> (Describe AT that has been successful for this student; ex.: Neo, Step-by-Step for sharing stories; Big Mac for saying 'that's the one' when selecting topics; light tech boards)</p>	
<p><b>Alternative Pencils Tried</b> (Describe alternative pencils that have been tried with this student, and document success; for more info, see Access Guide website)</p>	
<p><b>Other (specify)</b> (examples might include opportunities for oral expression such as presentations)</p>	
<p><b>Other (specify)</b></p>	

Student: \_\_\_\_\_

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### Communication Profile

This document is intended to provide a ‘snapshot’ of the student’s communication support needs. Links to more thorough assessment tools and related resources are found at the bottom of this page.

<p><b>1. Describe the student’s communication system.</b></p>	
<p><b>2. Receptive Communication:</b> How does student show others what he/she knows? How do you know that the student understands what is expressed to him/her (e.g., engages in active listening behavior)?</p>	
<p><b>3. Expressive Communication:</b> How does the student express him/herself for a variety of functions (e.g., ask for desired items/activities/people/, comment, express affect {e.g., emotions, teasing}, initiate and maintain social interaction)?</p>	
<p><b>4. What types of augmentative and alternative communication supports</b> does the student need? Describe low/ high tech needs. Provide photos/ videos if possible.</p>	
<p><b>5. On what basis does the student have access to his/her communication system</b> (e.g., times, environments, activities)?</p>	
<p><b>6. How is the student’s use of his/her communication integrated within academic activities</b> (e.g., reading, math)?</p>	
<p><b>7. How often do staff members and peers model</b> the use of child/student’s communication system? Describe.</p>	
<p><b>8. How is the student’s family involved</b> in supporting the student’s communication (e.g., phone calls, daily logs, video clips)?</p>	
<p><b>9. How is independence in the student’s use of communication encouraged and instructed?</b></p>	
<p><b>10. Explain the student’s access to and use of symbols.</b> How is the student’s lexicon or symbols selected?</p>	

**Related Resources**

[Louisiana Assistive Technology Initiative](#)

[The Communication Matrix](#)

[Louisiana Assistive Technology Access Network](#)

[AAC Institute](#)

[International Society for Augmentative and Alternative Communication](#)

[AAC Intervention](#)

[National Consortium on Deaf-Blindness](#)

[Communication Bill of Rights](#)