

## Individual Communication Plan

Name of Student : Billy

Date Plan Written : July 2011

Review Date : July 2012

Under The Care Of : Communication Team / Speech and Language Therapy  
(circle one)

### Summary of Communication Skills/PECS skills

Although Billy has poor verbal comprehension skills he responds well to visual information. Classroom staff use signs and symbols to aid Billy's comprehension. Billy uses PECS to make requests during familiar activities and routines e.g. to ask for a favourite toy or to ask for a drink during snack. With a symbol of a desired item on the front cover of his folder he will reach to his folder, Billy will remove the symbol and reach to the communicative partner and give the symbol. He generally completes the exchange sequence independently when well motivated though may occasionally need a physical prompt (touch of the elbow) or an open hand cue. He generally makes good eye contact. Billy can discriminate from a field of at least five symbols when well motivated. We are working on increasing the distance between Billy and the communicative partner before making the exchange.

Billy has a bank of twenty signs he uses spontaneously and understands many more. He will link two key signs to get his message across.

### Areas Of Concern/Interest

	Comments
Primary method of Communication	Non verbal- gesture, facial expression.
Strategies used to enhance communication	Billy uses PECS to make simple requests. Makaton is used to support language. Keep language simple
Augmentative method of communication	PECS folder - this should be available throughout the day to encourage spontaneous requests /comments.
Current communication Equipment used	As above
Therapy aims / Communication Targets	Communication targets are set each term to form part of the IEP. Targets are displayed in class.