

Integrating Academic, Communication and Motor Programs for Students with Significant Disabilities

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Step 1: Write the daily schedule.

Step 2: Identify whether each activity on the schedule is:

- RED – cognitively and linguistically challenging or new (includes anything that would be considered at the child's instructional level being introduced)
- YELLOW – moderate challenge or review of information at the child's instructional level
- GREEN - limited cognitive or linguistic challenge – at the child's independent level.

Step 3: Identify the individual child's communication systems. Which systems are RED, YELLOW and GREEN SYSTEMS for the child?

- RED – New symbols, new access method, new vocabulary or combination of these (e.g., Any new device or symbol set would qualify as red. Any new page or vocabulary set on an old device would be red. Any new access method on a new or old device would be red.)
- YELLOW – Already introduced to symbols, access and vocabulary, but still need practice (e.g., Vocabulary that was introduced and used during one or two lessons would be yellow. An access method that requires practice would be yellow.)
- GREEN - Child can communicate using this system with a great deal of success.

Step 4: Identify the individual child's positions (e.g., wheelchair, standing frame). Which positions are RED, YELLOW and GREEN SYSTEMS for the child?

- RED – Child has to work to maintain head and trunk control. The physical demands of the position interfere with the child's ability to communicate and otherwise participate in cognitively and linguistically challenging situations.
- YELLOW – Child is not completely supported, but is able to maintain stability with moderate physical effort. The position doesn't interfere completely with the child's ability to communicate and participate, but the physical demands are noticeable after some time.
- GREEN - The child is fully supported and access is maximized. Minimal physical effort is required to maintain stability.

Step 5: Match RED cognitive and linguistic tasks with GREEN communication systems and positions. Match YELLOW cognitive and linguistic tasks with YELLOW or GREEN communication systems and positions. Match GREEN cognitive and linguistic tasks with RED or YELLOW communication systems and positions. Never pair two REDs.