

FUNCTIONAL COMMUNICATION ACROSS SETTINGS LOG

A multi-modality tracking grid (gesture, sign, vocalization, AAC device, written), a setting observation log (home, school, classroom, community, therapy), communication function by modality, a requesting sheet, a modeling and prompting log, an integration and carryover log, modality use across the day, a repertoire tracker, a partner check-in, a quarterly summary of modality use, tracker, graph, session notes, family note, and a filled example. Fillable PDF.

DATA Multi-Modality Tracking Grid

Five modalities down, eight sessions across. Not one system -- everything the student used to communicate, spontaneous beside prompted.

STUDENT	SETTING / ACTIVITY								GOAL (SHORT) AND CRITERION	
MODALITY	MARK	S1	S2	S3	S4	S5	S6	S7	S8	TOTAL
Date										
GS Gesture	S									
GS Gesture	Pr									
SN Sign	S									
SN Sign	Pr									
VC Vocalization	S									
VC Vocalization	Pr									
AC AAC device	S									
AC AAC device	Pr									

DATA Setting Observation Log

The same student, five settings. One row per setting per date: what modality, how many messages, what function, and whether the partner understood.

STUDENT	WEEK OF			GOAL (SHORT), IF ANY		
SETTING (CODE, PAGE 5)	DATE	PRIMARY MODALITY USED (CODE)	MESSAGES (TALLY)	PRIMARY FUNCTION (CODE)	UNDERSTOOD BY PARTNER? (Y / N / SOME)	NOTES

DATA Communication Function by Modality

Not just what for, but through what. A student who only requests through the device but only protests with a gesture has a pattern worth seeing on one page.

STUDENT	DATE RANGE			SETTING(S) OBSERVED		
FUNCTION	GS	SN	VC	AC	WR	TOTAL
RQ Request						
PR Protest or reject						
CM Comment						
QU Question						
GR Greet or social						

DATA Requesting Data Sheet

Twelve opportunities: what was offered, the modality used, the cue, the response and the seconds it took. The spontaneous count and the percent go to the tracker.

STUDENT	DATE	SETTING / ACTIVITY	CRITERION (PERCENT SPONTANEOUS)				
#	ITEM OR ACTIVITY OFFERED	HOW (IN SIGHT, OUT OF REACH, CHOICE OF TWO, PAUSED)	MODALITY USED	CUE	RESPONSE (S / PR / IM / R / H)	SECONDS	WHAT WAS SELECTED
1							
2							
3							
4							
5							
6							
7							
8							

DATA Communication Modality Use Across the Day

Periods down: was every modality within reach, which one was used, how many prompts it took. The percent of periods with any modality used is the number that goes home.

STUDENT	DATE	MODALITIES IN REACH TODAY (CODES)				
PERIOD / CLASS (TYPE IT)	TIME	ANY MODALITY WITHIN REACH? (Y / N)	MODALITY USED (CODE)	TIMES USED (TALLY)	PROMPTS TO USE IT (TALLY)	NOTES (WHY, WHAT FOR)

REPORTING Quarterly Summary of Modality Use

Every modality, one quarter, one table: total messages, percent of the total, settings it showed up in, and the trend.

STUDENT	REPORTING PERIOD	CASE MANAGER / SLP	DATE WRITTEN	
MODALITY	TOTAL MESSAGES THIS QUARTER	PERCENT OF TOTAL	SETTINGS OBSERVED IN	TREND
GS Gesture				
SN Sign				
VC Vocalization				
AC AAC device				
WR Written				

Fillable PDF

22 Pages

Five Modalities

Five Settings

Which Sheet for Which Communication Goal

The wording of the goal tells you what to count. Match it to a sheet once, write the page number on the roster, and every adult in every setting counts the same thing.

IF THE GOAL SAYS	USE	WHERE
"will use functional communication across multiple modalities and settings"	Multi-modality tracking grid, then the setting observation log	Pages 7, 8
"will communicate for ___ functions" / "will comment, not only request, regardless of modality"	Communication function by modality	Page 9
"will request a preferred item or activity using any available modality"	Requesting data sheet, with the modality used and latency	Page 10
"adults will model or prompt communication across settings"	Modeling and prompting log; the partner check-in for one week in a classroom	Pages 11, 15
"will generalize a communication skill across two or more settings"	Integration and carryover across settings log	Page 12
"will have access to and use a way to communicate across the day" — access, not accuracy	Communication modality use across the day, with the percent of periods	Page 13
Any goal, across the quarter	Cumulative tracker and graph, the quarterly summary of modality use, then session notes	Pages 16, 17, 18, 19

What this file is not

Not an assessment tool, not a therapy program, and not a modality-selection guide. Nothing here says which modality to teach, prompt or prioritize, or what counts as carryover; the team writes those in from the IEP. Systems are named generically: a core board, a speech-generating device, a communication book.

The three habits the file assumes

- ☐ A message counts in whatever modality it happened in, not only the one the team is targeting.
- ☐ A setting is logged even on a day when nothing was targeted; page 8 is worth filling in on an ordinary Tuesday.
- ☐ The number goes from the data sheet to the tracker (page 17) the same day.

How the paper moves

WHEN	WHAT
Every session	One data sheet (7 to 12), one half of a session-notes page (19), the modeling log (11) for the adult
Every day	Modality use across the day (13) filled by whoever has the student that period; new messages dated on the repertoire tracker (14)
Every week	Scores onto the tracker (17), one point on the graph (18), a partner check-in (15) back from one classroom, the family note (20)

Multi-Modality Tracking Grid

Five modalities down, eight sessions across. Not one system -- everything the student used to communicate, spontaneous beside prompted.

STUDENT

SETTING / ACTIVITY

GOAL (SHORT) AND CRITERION

MODALITY	MARK	S1	S2	S3	S4	S5	S6	S7	S8	TOTAL
Date										
GS Gesture	S									
GS Gesture	Pr									
SN Sign	S									
SN Sign	Pr									
VC Vocalization	S									
VC Vocalization	Pr									
AC AAC device	S									
AC AAC device	Pr									
WR Written	S									
WR Written	Pr									
Totals (S / Pr)										

Two rows per modality

S is a message in that modality with no cue; Pr is one that followed a cue or a model (write Im in the cell if it was imitated). Tally marks, not counts. A student whose sign row is empty and whose gesture row is full has a pattern worth showing the team, not a missing number.

What was different across the eight sessions

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DATA

Setting Observation Log

The same student, five settings. One row per setting per date: what modality, how many messages, what function, and whether the partner understood.

STUDENT

WEEK OF

GOAL (SHORT), IF ANY

SETTING (CODE, PAGE 5)	DATE	PRIMARY MODALITY USED (CODE)	MESSAGES (TALLY)	PRIMARY FUNCTION (CODE)	UNDERSTOOD BY PARTNER? (Y / N / SOME)	NOTES

One row is one observation, not one summary
A row for home on a Tuesday and a row for home on a Thursday are two rows; do not average them in your head. If a student uses more than one modality in a setting, write the one that carried the most messages and note the rest in the last column.

Settings with no data this week, and why

Communication Function by Modality

Not just what for, but through what. A student who only requests through the device but only protests with a gesture has a pattern worth seeing on one page.

STUDENT

DATE RANGE

SETTING(S) OBSERVED

FUNCTION	GS	SN	VC	AC	WR	TOTAL
RQ Request						
PR Protest or reject						
CM Comment						
QU Question						
GR Greet or social						
AN Answer						
Total						

Tally, once per observed message

Every message gets one tally in one cell: the function it served, crossed with the modality that carried it. A column of zeros is a modality nobody is watching for that function, which is a different problem than a modality the student cannot yet use.

Patterns worth a conversation with the team

STUDENT	SETTING	MODELING TARGET (PER ACTIVITY)
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EXAMPLE

A Setting Observation Log, Filled In

Nora is invented, and so is every mark. Notice that the percent on the quarterly summary came from cells that were already written, not from a feeling about the week.

Setting observation log (page 8) — Nora, grade 3, five settings, one week (invented)

Goal (short): functional communication across settings and modalities. **Week of:** 10/6.

SETTING	DATE	MODALITY	MESSAGES	FUNCTION	UNDERSTOOD?	NOTES
Home	10/6	GS	6	CM	Y	Pointed to the toy box, patted the dog
School / classroom	10/7	AC	9	RQ	Y	Core board, snack and bathroom requests
Community	10/8	VC	3	RQ	some	Grocery store, pointed and said "wa" for water
Therapy	10/8	WR	5	AN	Y	Wrote one-word answers to wh- questions
Other (after-school program)	10/9	SN	2	GR	some	Waved hi and the sign for "more" to a peer

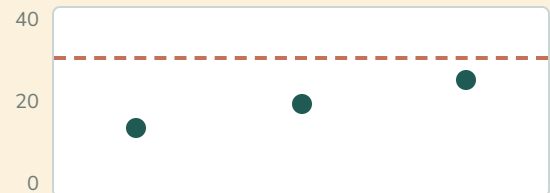
Total messages, from the messages column: $6 + 9 + 3 + 5 + 2 = 25$. **Modalities used this week:** all five (GS, SN, VC, AC, WR). **Functions used:** RQ, CM, AN, GR — PR (protest) has no row this week.

Quarterly summary row (page 16)

MODALITY	TOTAL MESSAGES	PERCENT OF TOTAL	SETTINGS OBSERVED IN	TREND
GS Gesture	6	24%	Home	→
SN Sign	2	8%	After-school program	→
VC Vocalization	3	12%	Community	→
AC AAC device	9	36%	School / classroom	→
WR Written	5	20%	Therapy	→

Percents: $24 + 8 + 12 + 36 + 20 = 100$.

Weekly total on the graph (page 18)



Dashed line: the aim at 30 messages a week.
The 10/9 point sits at 25, under the line but the highest of the three weeks.

Why this is enough

Every number on this page came from a cell that was already written: the 25 from the messages column, the percents from each modality's share of 25, the point on the graph from the same total. The sentence for the session note is the pattern, not the count: the AAC device carried the most messages and only at school, the gesture at home was the next largest, and no setting logged a protest this week. What the team does with that is the team's decision; the sheet only made sure it was visible.