

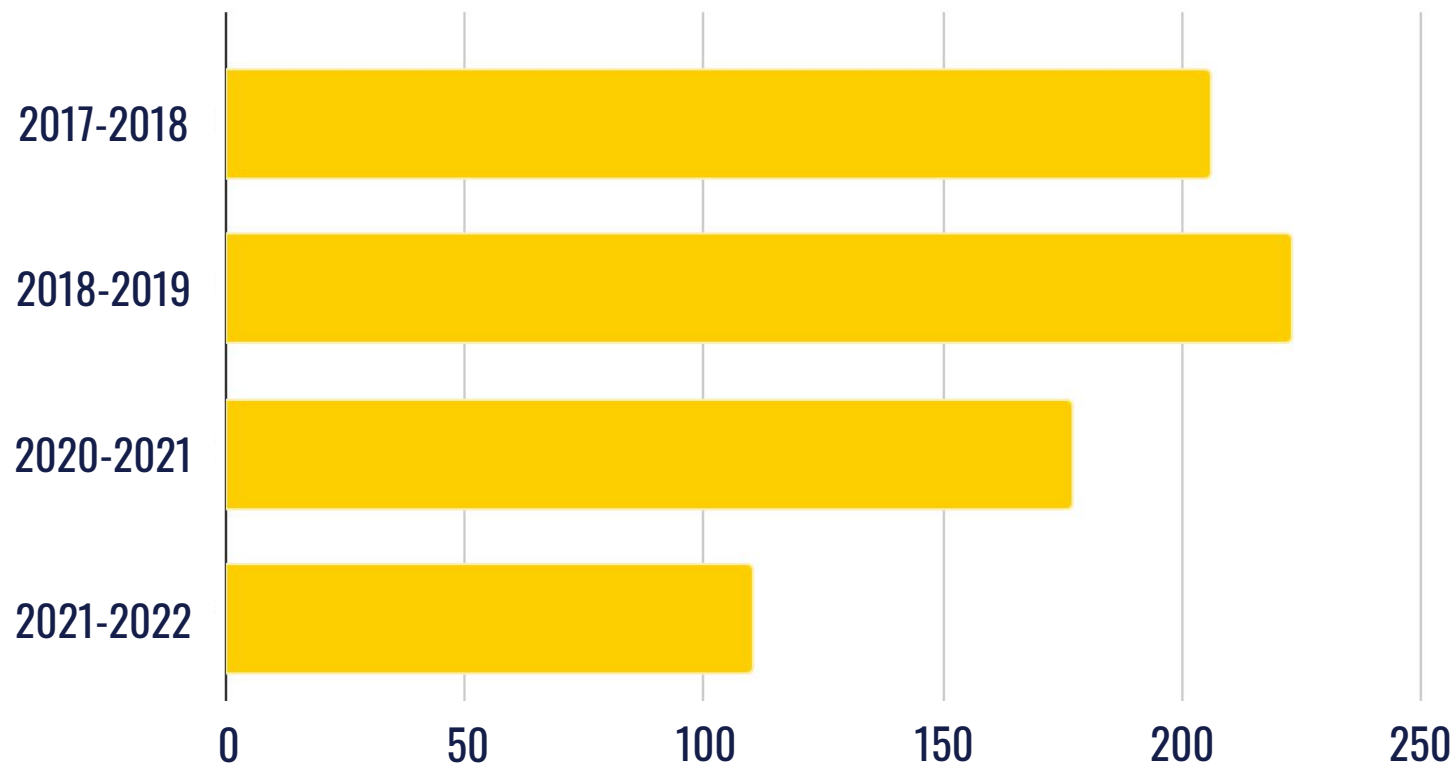


SPREAD THE WORD: COMMUNICATION OVERVIEW

The Indiana Department of Education’s (IDOE’s) Office of Special Education has provided this guidance within a series of important topics of special education as a requirement by the U.S. Department of Education’s Office of Special Education Programs.

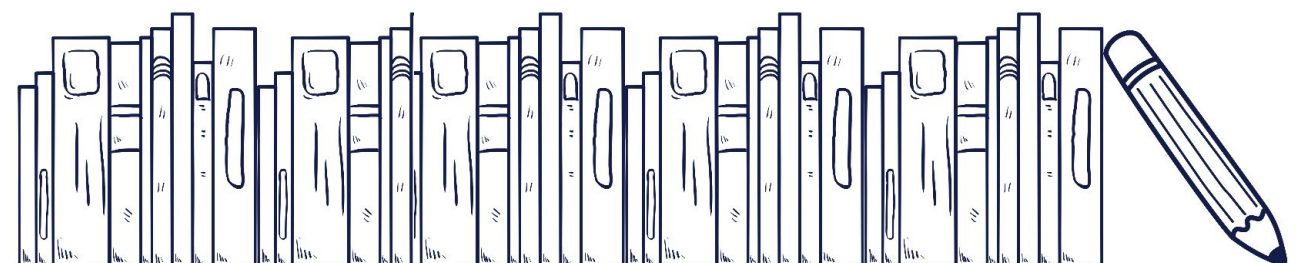
Communication is defined as the method students use to express ideas and thoughts to engage with teachers, commune with students, and respond to assessment content to measure achievement and promote engagement.

No Mode of Communication (NMC) is a concept in education where the student may have no observable or known means of communication. It is the goal of all educators to work with these students to learn of the most appropriate methods of communication, provide the means to utilize these methods, and develop the skills needed to ensure that these students are able to reach their full potential in communication by the end of their educational career.



Students Identified as NMC via I AM Participation

Indiana’s goal is that all students are able to successfully communicate. This guidance outlines critical information to support educators who work with students with NMC, and the total number of students identifying with NMC are defined below.





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Procedures for Identifying Students with NMC

Student identified as
NMC

Special education
director creates a
multi-disciplinary
team

Team members
review student data

Team members
develop a
communication plan

Implement plan and
regularly monitor
progress

Augmentative & Assistive Technology

When a student requires augmentative or assistive technology for communication, a consultation can be requested through PATINS. Students will receive an individualized consultation with a comprehensive report on the most suitable technology to enable the student to reach their communication goals. There is a lending library available, should students prefer to try the device first. Please complete this [form](#) for each student. PATINS will provide resources and support for all stakeholders.

Communication Goals

Goals will vary depending on each student's strengths and needs. Through the use of technology, the review of data, and stakeholder feedback, the student will be able to functionally communicate in a manner that is appropriate for them.



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State Educational Agency (SEA) Procedure for Monitoring Students

Year One

The student is identified as having NMC on the alternate assessment (I AM). This occurs following the last test administration and reported as NMC.

Year Two

The student is identified as NMC on I AM for two years. IDOE reviews the student's Individualized Educational Program (IEP) for a communication goal and reports back to the corporation with any findings.

Year Three & Beyond

The student is identified as NMC on I AM for three or more consecutive years. IDOE reviews the student's IEP for a communication goal and reports back to the corporation with any findings. IDOE shares this information with the Indiana Resource Network to support corporations with new strategies to assist in moving toward communication by the student.

Teachers and parents can utilize strategies now to improve receptive, expressive, and pragmatic language. Reference the following strategies for students that identify with NMC.

Receptive Language

This is the ability to understand and interpret language. Receptive language can be supported by providing visual supports to assist with comprehension or reducing the amount of verbal instructions provided.



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Expressive Language

This is the ability to use language to express needs, ideas, etc. Expressive language can be supported by providing visual aids to expand vocabulary or modeling appropriate syntax.

Pragmatic Language

This is the ability to use language appropriately in social situations. Pragmatic language can be supported by modeling conversations skills, or practicing formal vs informal speech.

An audiological evaluation can be beneficial when evaluating the communication needs of your students.

The following resources provide guidance on communication in the classroom and shares the importance of all students having the opportunity to participate.

- [Frequently Asked Questions \(FAQs\) on Effective Communication for Students with Hearing, Vision, or Speech Disabilities in Public Elementary and Secondary Schools](#)

For information regarding IDEA requirements for children with disabilities and communication needs, school districts and parents can contact the U.S. Department of Education's [Office of Special Education Programs](#) at (202) 245- 7459 or consult their [website](#).