



Classroom Observation for Communication Opportunities with AAC

(COCO A; Zangari, 2012)

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Building communication opportunities for participation and language learning in the classroom takes time and planning. This tool can be used as part of a collaborative planning process and also for observation when teams are seeking to increase the frequency with which students who use AAC communicate in curricular activities. This handout provides an overview of the COCOA form, examples for beginning and advanced communicators, and a copy of the observation form. With appropriate citations, this form may be reproduced for use in educational and clinical settings.

Classroom Observation for Communication Opportunities with AAC (COCO A; Zangari, 2012)			
IEP Goal for AAC, Language, &/or Communication	Potential for Increased Opportunities		Suggested Improvements for Teacher (T) & Student (S)
	Whole Class or Large Group Activities	Small Group or Individual Activities	



EXAMPLE FOR BEGINNING COMMUNICATORS

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IEP Goal for AAC, Language, &/or Communication	Potential for Increased Opportunities		Suggested Improvements for Teacher (T) & Student (S)
	Whole Class or Large Group Activities	Small Group or Individual Activities	
Use prestored messages	Morning Meeting		T: Provide opportunity for student to lead class S: "It's time for the Pledge. Who wants to be Pledge Leader?" "Dismiss by groups. Red group, you're dismissed."
Request preferred activities, items, or people		Centers: Work with partner to complete alphabet book page	T: "Here are some pictures. Let's pick some for your book. 'Bubbles' or 'Box'?" S: "That one" + point/reach
Use single word core vocabulary to answer 'WHAT' questions	Class discussion on science lesson (plants)		T: Ask WHAT questions that can be answered with a core word (e.g., WHAT do the roots do?) S: "Eat" T: "Yes, they eat and drink for the plant."



EXAMPLE FOR MORE ADVANCED COMMUNICATORS

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	Whole Class or Large Group Activities	Small Group or Individual Activities	
Use prestored messages	Class discussion on story sequencing in Shared Reading Block		T: Ask agree/disagree questions S: "I agree with that." "I don't think that's true." "That sounds right." "I have a different idea." "Absolutely." "I disagree."
Use communication repair strategies		Group work to complete story map	S: "Can you explain that some more?" "That's not what I meant." "You didn't let me finish." "I have something to say." "I'm going to start over."
Use subordinating conjunctions (e.g., unless, because, since, until, while)	Class discussion on character traits in Shared Reading Block		T: Ask causal questions S: Respond using sentences with 'because'
Increase academic vocabulary	Class discussion on problem resolution in Shared Reading Block	Partner work for Main Idea worksheet	S: Use at least 3 Tier 2 words (e.g., character, event, setting)

