



# Communication Opportunities Across the School Day

Kluth, P. (2010). *You're going to love this kid*. Baltimore: Brookes

In order for a student's individual communication goals to be adequately addressed, teachers may need to increase the communication opportunities provided in the inclusive classroom. Review the options in the left-hand column and decide which ones will work in your classroom. Then decide how often you can commit to using each technique and provide any notes regarding adaptations you may need to make, how specifically you will use it, or into which lessons or units you might integrate it.

technique	frequency	adaptations/support required
news and goods: every student shares one new or good thing that has happened recently (Sapon-Shevin, 2005)	daily ____ weekly ____ bi-weekly ____ monthly ____ occasionally ____ n/a ____	
highs and lows: every student shares a high and a low of their day/summer/vacation break	daily ____ weekly ____ bi-weekly ____ monthly ____ occasionally ____ n/a ____	
_____ (e.g., vocabulary word, fun fact, joke) of the day: a different student each day shares one	daily ____ weekly ____ bi-weekly ____ monthly ____ occasionally ____ n/a ____	
turn & talk: students turn to one another and share a comment or question	daily ____ weekly ____ bi-weekly ____ monthly ____ occasionally ____ n/a ____	
15+2: teacher lectures or holds a discussion for 15 minutes, then asks all students talk with a partner for 2 minutes; repeat a second or third time until the lesson is completed.	daily ____ weekly ____ bi-weekly ____ monthly ____ occasionally ____ n/a ____	
notes share & compare (Udvari-Solner & Kluth, 2007): students take notes for a certain amount of time before turning to a partner or partners to compare and explain what they have compiled	daily ____ weekly ____ bi-weekly ____ monthly ____ occasionally ____ n/a ____	
whip (Harmin, 1994): ask each student in the class, one by one, to answer a question or offer a comment [provide a limit such as 3 words or 1 sentence]	daily ____ weekly ____ bi-weekly ____ monthly ____ occasionally ____ n/a ____	
TPR (total physical whole responses): all students answer a prompt by responding physically in some way (e.g., stand if you agree, sit if you disagree or hold up one finger if you know one way to solve the problem, two fingers if you know two ways...)	daily ____ weekly ____ bi-weekly ____ monthly ____ occasionally ____ n/a ____	