|  |  |  |
| --- | --- | --- |
| **Student:**       | **Birthdate:**       | **Age**:       |
| **SLP:**       | **Date(s) Data Gathered:**       |

< < < P H A S E 1 > > >

**How Does My Student Currently Communicate?**

|  |  |
| --- | --- |
| **Data Gathering Tool:**  | ☐ Tool for Analysis of Language and Communication (TALC)☐ Communication Matrix☐ Communication Sampling & Analysis |
| **☐ Record Review** **☐ Interview** **☐ Observation****Describe student’s current range of communication behaviors (MEANS):** |
| **☐ Gestures** |       |
| **☐ Vocalizations/ Verbalizations** |       |
| **☐ Facial Expression** |       |
| **☐ Eye gaze/pointing** |       |
| **☐ Proxemics** |       |
| **☐ Aided** |       |
| **Questions to consider**: *To what extent do physical or sensory limitations affect what types of communication behaviors you are seeing? How does the student compensate for this? Are partners recognizing, and responding to communication attempts? Are there additional multimodal communication behaviors we can use to support the student in communicating? Is there motivation to communicate? Is there initiation of communication?* |
| **Comments**:       |
| **What does the student communicate for and about (FUNCTIONS)?** |
| To express wants/needs, refuse or obtain, regulate behavior: |       |
| For social closeness or social interaction: |       |
| To share information, provide or seek information, to establish joint attention: |       |
| **Questions to consider:** *Where is my student in the progression from prelinguistic to multi-word (verbal or aided) utterances? Does my student have a “wide-range” of communication functions or do I see limitations in any of the 3 areas above? Are additional strategies and tools needed to enable the student to go beyond wants/needs?*  |
| **Comments**:       |

**If student has SOME verbal behavior, summarize:**

**☐ No ☐ Yes** (Complete the following section)

|  |  |  |
| --- | --- | --- |
| Sample size:       | How many of this sample included verbal productions:       | Percentage:       |
| Total words:       | Range of words per utterance:       to       | MLU:       |
| Intelligibility:       out of       utterances are intelligible | Percentage:       |
| **Questions to consider**: *Are verbalizations more intelligible to a familiar listener versus an unfamiliar listener? What happens when communication breakdowns occur? Does the student have any strategies (e.g. repeating, paraphrasing)? What helps the partner in terms of figuring it out (e.g. context, clues in the environment, pointing to pictures)?* |
| **Comments:**       |
| **Probes for Meaningful Use of Speech:**☐ Vocalizes during communication interaction.☐ Uses speech to attract other’s attention. ☐ Vocalizations vary with content and intent of messages.☐ Is willing to use speech primarily to communicate with familiar persons on known topics.☐ Is willing to use speech primarily to communicate with unfamiliar persons on known topics. ☐ Is willing to use speech primarily to communicate with familiar persons on novel topics or with reduced contextual information. | ☐ Is willing to use speech primarily to communicate with unfamiliar persons on novel topics or with reduced contextual information.☐ Messages are understood by persons familiar with the individual’s speech.☐ Messages are understood by persons unfamiliar with the individual’s speech.☐ Uses appropriate repair and clarification strategies when not understood. |

**Does student have/use aided communication tools?**

**☐ No** (Skip to Interpretation of Data) **☐ Yes** (Complete the following section)

**What aided communication tool(s) does the student currently access?**

|  |  |
| --- | --- |
| Tool(s): |       |
| Language represented by: |       |
| Student accesses system by: |       |

**The student** (check all that apply):

|  |
| --- |
| **Patterns of Participation** **Using Current Aided Communication Tool(s):** |
| ☐ | Uses tool(s) to participate in routine interactions | ☐ | Uses tool(s) to interacts with adults |
| ☐ | Uses tool(s) to participate in instructional activities | ☐ | Uses tool(s) to generate novel utterances |
| ☐ | Uses tool(s) to interact with peers | ☐ | Uses tool(s) to talk on the phone |
| ☐ | Uses tool(s) to produce written output | ☐ | Uses tool(s) to send email |

Who interacts with this student using communication tool(s)? Rank these people according to how frequently they use the tool with the student (1 = communicates with student on a daily basis; 2 = communicates with student on a weekly basis; 3 = communicates with student on a periodic basis; N = does not use tool(s) to interact with these partners):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|       | Parents |       | Siblings |       | Extended family members |
|       | Primary teacher(s) |       | Primary therapist(s) |       | Friends or classmates |
|       | Familiar adults |       | General school staff |       | Groups of people (e.g. class) |
|       | Care providers |       | Unfamiliar adults |       | Unfamiliar peers |

Where does this student use communication tool(s)? Rank these settings according to how frequently the communication system is used in these environments (1 = used on a daily basis; 2 = used on a weekly basis; 3 = used on a periodic basis; N = does not use tool(s) in this setting or environment):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|       | Classroom/school |       | Clinic/therapy setting |       | Home |
|       | Community settings |       | While being transported |       | Work/Vocational setting |
|       | Indoors (dim/dark) |       | Outdoors (sunlight/glare) |       | Other:  |

**How successful is the student in conveying a message to others using communication tool(s)?**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ☐ | Almost always successful | ☐ | Usually successful | ☐ | Occasionally successful | ☐ | Typically unsuccessful | ☐ | Uncertain |

**How independent is the student when using communication tool(s)?**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ☐ | Completely independent | ☐ | Needs occasional assistance/cueing | ☐ | Needs regular assistance/ cueing | ☐ | Needs direct physical prompts | ☐ | Is partner dependent |

**Can student interact with others in a timely manner using communication tool(s)?**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ☐ | Usually keeps pace with partners | ☐ | Typically keeps pace with partners | ☐ | Is slightly slower | ☐ | Is very slow | ☐ | Loses partner’s interest |

< < < Interpretation of Data > > >

(Use prompts to draft a summary statement on assessment report **(are student’s current system(s) of communication meeting his/her needs?**)

|  |
| --- |
| ☐ **Verbal communication is the student’s primary modality.**☐ Student uses speech across familiar to unfamiliar partners and topics. ☐ Verbal messages are typically understood by both familiar and unfamiliar partners. ☐ Verbal communication, augmented by current multimodal communication strategies, enable the student to be  effectively understood across partners and settings.☐ Verbal communication is primarily understood by familiar partners on known contexts; student struggles to be understood with unfamiliar listeners or on novel topics with reduced contextual information.  [Move on to identify needs for multimodal and/or visual supports to enhance effectiveness with verbal communication and/or support clarification and repair of communication breakdowns]**☐ Student is not always understood (estimate:** **) by even familiar partners or in familiar situations or activities.****☐ Student’s limitations in vocal/verbal behavior impact his/her ability to:** ☐ meet his/her daily communication needs,  ☐ interact socially with others, and  ☐ obtain and share information in academic or learning activities. **Student ☐ benefits/ ☐ would benefit from AAC strategies and tools to augment vocal and/or verbal communication.** ☐ Current tools can support the student across these areas of need. ☐ Current tools are not meeting the student’s needs. The following section will describe the student’s current skills and additional factors to consider in identifying potential tools.  **In order to increase the student’s success using** **☐ current/****☐ potential aided supports, the following priorities are identified** **for the team to consider:** ☐ Training partners in the fundamentals of interacting with a student with complex communication needs (e.g. modeling,  prompting, wait time, engineering communication opportunities, recognizing communication behaviors).  ☐ Increasing opportunities for participation and interaction. ☐ Increasing opportunities to use aided supports with more partners. ☐ Increasing settings in which the student has access to aided supports.☐ Providing access to additional vocabulary and training to support expanding the use of additional functions of  communication (e.g.      ).☐ Providing access to (☐ expanding access to) additional core words to support a progression towards novel, generative language. ☐ Support skill development with independent access to the ☐ current/☐ potential system (describe).**Other Notes**:       |

< < < P H A S E 2 > > >

**Observations/Data Collection of Student’s Current Skill Level(s) Related to Using Aided Communication Tools**

|  |
| --- |
|  |
|  MOTOR ~ ACCESS | **Data Gathering****☐** Record review:      ☐ Interview:      ☐ Observation:       |
| **Mobility**☐ walks independently☐ walks with assistance☐ uses wheelchair  ☐ manual ☐ motorized☐ describe seating supports in wheelchair:       | **Positioning****☐** sits independently in a regular chair☐ alternate seating/positioning: |
|  | **☐** seating system:      ☐ bolster☐ wedge | **☐** prone stander☐ seating supports:      ☐ other:       |
| **Notes:**       |
| **Access** |
| **Data Gathering** **☐** Record review:      ☐ Interview:      ☐ Observation:      ☐ Informal picture/board/E-tran activities (highly preferred choices/activities)☐ Test for Aided Symbol Performance (Subtest A, Symbol Size and Number) | ☐ AAC Evaluation Genie (Subtest: Visual Identification)☐ Augmentative & Alternative Communication Profile (Operational Section)☐ Device exploration “targeting” activities☐ iPad Apps: Injini, Bubble Popper, Inclusive TLC☐ Informal activities with switches and toys/appliances/software programs |
| **Fine Motor/Hand Skills**Hand dominance:☐ Right ☐ Left ☐ Not yet established☐ Uses both hands for 2-handed tasks☐ Holds/releases objects with control☐ Demonstrates: ☐ head control during reach ☐ trunk control during reach ☐ full active range during reach☐ Crosses midline to access targets☐ Reaches without overshooting☐ Reaches without tremors or involuntary movements☐ Performs fine motor tasks without fatiguing☐ Demonstrates finger isolation for pointing☐ Exerts pressure when pointing (consider gradient force)☐ Points with accuracy among       items. ☐ with index ☐ with       with ☐ right ☐ left ☐ both hands size of target:       inches☐ Accesses symbols in all locations, except:       | **Adaptations for Motor Access**☐ Non-slip surface☐ Modified grips/handles/rims☐ Universal cuff/splint☐ Mouthstick/headpointer☐ Slant board☐ Keyguard:       location**Factors Interfering with Motor Function****☐** Motor planning issues☐ Poor balance☐ Fatigue/low endurance☐ Impulsivity☐ Uncoordinated movements☐ Tremor☐ Reflexes☐ High muscle tone☐ Low muscle tone☐ Contractures |
| **Tablet/iDevice Access Skills**Tap: ☐ isolated finger ☐ multiple fingers ☐ handStylus use:       | **Swipe/scroll** ☐ isolated finger ☐ multiple fingers ☐ hand ☐ vertical ☐ horizontal ☐ diagonal**Size of screen** ☐ 4” ☐ 7” ☐ 10” ☐ 12” |
| **Notes:**       |

 **If student is not able to direct select with hands...**

|  |  |
| --- | --- |
| **Eye Gaze Skills** **(with eye gaze board or E-Tran)**Tracks objects: ☐ up ☐ down ☐ right ☐ left | **Fixates on objects/pictures** ☐ Upper left ☐ Upper right ☐ Lower left ☐ Lower right |

|  |  |
| --- | --- |
| **Switch Access** Identify possible/functional access sites (check all that apply) | **Scanning Skills**☐ Hits switch contingent on auditory/visual cue ☐ Hits switch to start scan cycle/end a scan cycle ☐ Releases switch after activation ☐ Maintains for 2-3 seconds ☐ Waits in between activations☐ Step scans through       items☐ Automatic scans through       items ☐ auditory/visual scanning ☐ visual scan alone ☐ auditory scan alone |
| ☐ head☐ cheek☐ mouth/tongue☐ elbow☐ hand/fist☐ thigh/leg☐ foot/heel | ☐ eyebrow☐ chin☐ shoulder☐ forearm/wrist☐ fingers☐ knee☐ toes |
| **Rank best site options** [while exploring in trials, look at speed/ timing, ability to release, fatigue factors] | **Switch responses were...** | **☐** Spontaneous☐ Verbally cued☐ Visually cued☐ Partial physical assistance☐ Full physical assistance |
| **1st:** | **☐** Left ☐ Right |
| **2nd:** | **☐** Left ☐ Right |
| **3rd:** | **☐** Left ☐ Right |
| **Notes:**       |
|  |
|  SENSORY ~ PERCEPTUAL | **Data Gathering** **☐** Record review:      ☐ Interview:      ☐ Observation:      ☐ AAC Evaluation Genie (Visual Identification, Visual Discrimination) |
| **Vision**☐ Within functional limits☐ Wears glasses or corrective lenses ☐ Has known visual impairment:     ☐ Lighting affects vision☐ Needs objects placed in visual field☐ Can fixate vision on stationary object☐ Can follow a moving object☐ Can scan to find object☐ Has figure-ground discrimination☐ Has depth perception☐ Can visually track objects ☐ Can fixate on symbols ☐ Extra-large ☐ Large ☐ Medium ☐ Small | **Hearing****☐** Within functional limits☐ Has known hearing loss:      ☐ Wears amplification☐ Has auditory perceptual deficits☐ Responds to sound appropriately**Tactile**☐ Within functional limits☐ Has somatosensory deficits: ☐ Avoids tactile input ☐ Seeks out additional tactile input ☐ Tends to put things in mouth ☐ What tends to overwhelm student? (e.g. temperature, touch, vibration):       |
| **Notes:**       |
|  |
| COGNITIVE ~ LINGUISTIC | **Data Gathering:** **☐** Record review:      ☐ Interview:      ☐ Observation:      ☐ Cause-effect toys/software☐ Informal picture/board/ E-tran/voice-output activities (highly preferred choices/activities)☐ Functional Communication Profile☐ Protocol for Assessing Metaphoric Use of Pictures | ☐ Test for Aided Symbol Performance (Subtest B: Grammatical Encoding; C: Categorization Skills; D: Syntactic Performance)☐ AAC Profile (Linguistic Section)☐ AAC Evaluation Genie (Subtest: Vocabulary Knowledge)☐ Device exploration/wizard |
| **Processes & Responds to Information:**☐ w/o modification☐ w/ additional thinking time☐ w/ repetition of instruction☐ w/ repeated practice☐ w/ multiple methods of presentation**Attention to Task:**☐ Attends for appropriate time  ☐ 1 \* 1  ☐ small group ☐ whole class | **General Language Skills:**☐ Knows what to do with common objects☐ Knows that touching/looking at objects/pictures can be communicative☐ Discriminates between objects/pictures to request☐ Carries out tasks of: ☐ 1 ☐ 2 ☐ 3+ steps☐ Understand directional concepts☐ Recalls a sequence of       items**Currently using the following for representing language:**☐ Object☐ Photographs☐ Realistic Pictures☐ Line Drawings☐ Printed Text |
| **Can Identify Pictures/Symbols by:** | **Classification/Categorization:** |
| **TASP:**☐ People☐ Things☐ Places☐ Verb/action☐ Adjective/descriptor☐ Prepositions/articles ☐ concrete symbols ☐ abstract symbols | **AAC Genie:**☐ Nouns (photos)☐ Function (photos)☐ Verbs (photos) | **TASP:**☐ Classifies objects into categories  ☐ by topic (e.g. lunch, recess, places to go) ☐ by grammatical category (e.g. nouns, action words) | **AAC Genie:**☐ Category Recognition☐ Word Association☐ Category Inclusion☐ Category Exclusion |
| **Notes:**       | **Notes:**       |
| **Uses symbols to construct messages:** |
| **TASP:****☐** 2 – word☐ 3 – word☐ 4 – word☐ Picture description | ☐ cued/modeled ☐ independent ☐ cued/modeled ☐ independent ☐ cued/modeled ☐ independent☐ cued/modeled ☐ independent  | **AAC Genie:**☐ Core Vocabulary☐ Unity Icon Pattern☐ Picture Description☐ Word Prediction | ☐ cued/modeled ☐ independent ☐ cued/modeled ☐ independent ☐ cued/modeled ☐ independent☐ cued/modeled ☐ independent |
| **Notes:**       | **Notes:**       |
| **Literacy:** |
| **☐** Attends to age appropriate stories/rhymes☐ Anticipates events or repetitive lines of familiar stories by:     ☐ Looks at page/pictures corresponding to story | ☐ Identifies       letters☐ Identifies       sight words☐ Reads at       grade level |
| **Notes:**       |

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|  |
| SOCIAL ~ STRATEGIC | **Data Gathering:** **☐** Record review:      ☐ Interview:      ☐ Observation:      ☐ Augmentative & Alternative Communication Profile (Social & Strategic Section)☐ Social Networks  |
| **Motivation to Use Communication Strategies:**☐ Protests when strategies are provided☐ Requires extrinsic motivation☐ Will use if prompted/cued☐ Perceives social rewards or benefits of using strategies☐ Is intrinsically motivated and initiates use of strategies | **Communication Partners (\*from “Social Networks”, Blackstone and Hunt Berg):**Primary communication partner at school:      Primary communication partner at home:      Most skilled communication partner:      Student’s favorite partner:      Most willing to learn strategies:       |
| **Social (\*from “AAC Profile”, Kovach)****☐** Uses natural behaviors for social interaction☐ Has natural behaviors that are unique☐ Communication behaviors express both emotions and intent☐ Combines communication behaviors and aided systems☐ Purposefully uses aided system for a range of communication functions and to participate in social communication☐ Practices discourse strategies to more fully participate in communicative exchanges.☐ Appropriately identifies and expresses opinions and intentions to others. ☐ Effectively uses discourse strategies and interactive functions, and at appropriate times in conversation.☐ Understands when and how to use multiple modes of communication.  | **Strategic (\*from “AAC Profile”, Kovach)**☐ Communication behaviors are associated with the immediate environment and individual “states of being”.☐ Communication behaviors are purposeful, but not planned.☐ Uses more conventional, recognizable behaviors to communicate intent.☐ Uses meaningful attention-seeking behaviors, followed by acceptance or rejection signals.☐ Uses multiple modes of communication (including aided) for specific environments, situations and listeners.☐ Retrieves preprogrammed vocabulary and messages from aided system. ☐ Beginning to select correct vocabulary, message, and mode of communication at appropriate times. ☐ Routinely generates appropriate messages that are specific to context and situational demands. ☐ Employs communication repair strategies.  |
| **Notes:**       |