

Core Competencies for Students Who Use AAC



Student Name: Amy

Date: _____

	Social/Strategic Competence * Knowledge, judgment and skill in the social-relational aspects of communication * Adaptive or coping strategies to use when communication breakdowns occur	Linguistic Competence * Understanding and expressing language; Functional mastery of the symbol system or linguistic code for representing language	Operational Competence * Knowledge of operational and maintenance aspects of device or system
Phase 1 - Emergent	<input checked="" type="checkbox"/> Orients & attends speaker <input type="checkbox"/> Uses nonverbal means to get someone's attention <input type="checkbox"/> Maintains eye contact with others appropriately (not rated for student's with VI) <input type="checkbox"/> Uses a consistent gesture or vocalization to signal pleasure/ displeasure <input checked="" type="checkbox"/> Uses a consistent communication behavior to affirm or reject choices	<input checked="" type="checkbox"/> Indicates comprehension of spoken names of people and objects in non-verbal ways, like reaching for, pointing to, looking at, picking up or moving <input checked="" type="checkbox"/> Starting to follow directions with routine and familiar activities <input checked="" type="checkbox"/> Recognizes objects when named by partner	<input checked="" type="checkbox"/> Appropriate seating that provides proper support for access (if applicable) [for student's with physical access issues:] <input checked="" type="checkbox"/> Has one-two identified switch "sites" for developing access skills <input checked="" type="checkbox"/> Shows purposeful motor movement to activate a switch (initiate movement, inhibit interfering motor patterns)
Phase 2 - Entry	<input checked="" type="checkbox"/> Consistently confirms choices <input checked="" type="checkbox"/> Consistently responds to partner's initiations <input checked="" type="checkbox"/> <u>Knows and acts on communication opportunities</u> <input type="checkbox"/> Asks questions of other group members <input type="checkbox"/> Shares information when requested of other group members <input type="checkbox"/> Comments on own or other group members information <input type="checkbox"/> Gives directions for group activities <input type="checkbox"/> Uses vocabulary to effectively open, maintain and close an interaction	<input type="checkbox"/> Effectively uses a low-technology communication strategy (e.g. partner assisted scanning, eye gaze board, communication board) to make choices [potential for eye gaze] <input type="checkbox"/> Effectively uses a low-technology communication strategy to answer forced choice questions <input checked="" type="checkbox"/> Recognizes symbols for nouns/labels <input type="checkbox"/> Recognizes symbols for transparent verbs/action words <input type="checkbox"/> Recognizes symbols for adjectives/ descriptor words <input checked="" type="checkbox"/> <u>Uses symbols for nouns/labels</u> <input type="checkbox"/> Uses symbols for transparent verbs/action words <input type="checkbox"/> Uses symbols for adjectives/descriptor words	[for student's with physical access issues:] <input checked="" type="checkbox"/> Eye gazes to symbol from arrays of 2-4 <input checked="" type="checkbox"/> Activates a switch contingent on a auditory or visual cue with 80% accuracy, within 10 seconds of cue <input checked="" type="checkbox"/> Hits switch to start and stop a scan cycle <input type="checkbox"/> Step scans through _____ items <input checked="" type="checkbox"/> Automatic scans through 3 items <input checked="" type="checkbox"/> auditory/visual scanning <input type="checkbox"/> visual scan alone <input type="checkbox"/> auditory scan alone <hr/> [direct selection] <input type="checkbox"/> Can select symbols from arrays of 2 – 4 <input type="checkbox"/> Can select symbols from arrays of 5 – 10 <input type="checkbox"/> Can select symbols from arrays of 11- 20 <input type="checkbox"/> Can select symbols from arrays of 21+ <input type="checkbox"/> Demonstrates familiarity with a variety of visual/auditory arrays for familiar routines and activities (# of arrays/boards _____) <input type="checkbox"/> Accesses pre-stored vocabulary/messages that are appropriate to the activity or context

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Phase 3 - Intermediate	<input type="checkbox"/> Communicates novel thoughts and ideas using non-verbal means of communication <input type="checkbox"/> Exchanges turns appropriately in a group <input type="checkbox"/> Transitions smoothly to other topics of conversation <input type="checkbox"/> Changes communication strategies depending on social and physical environment <input type="checkbox"/> Recognizes communication breakdowns <input type="checkbox"/> Uses basic spelling strategies (e.g. starts with) to cue partner	<input type="checkbox"/> Responds to and generates a variety of question forms <input type="checkbox"/> Categorizes symbols according to basic – superordinate categories <input type="checkbox"/> Recognizes symbols for location words <input type="checkbox"/> Recognizes symbols for opaque verbs/action words <input type="checkbox"/> Recognizes symbols for pronouns and prepositions <input type="checkbox"/> Recognizes symbols for question words <input type="checkbox"/> Uses symbols for location words <input type="checkbox"/> Uses symbols for opaque verbs/action words <input type="checkbox"/> Uses symbols for pronouns and prepositions <input type="checkbox"/> Uses symbols for question words	<input type="checkbox"/> Accesses vocabulary in a timely fashion consistent with abilities <input type="checkbox"/> Uses encoding strategies on eye gaze system, if appropriate <input type="checkbox"/> Navigates to the appropriate page in flipbook and/or dynamic screen device <input type="checkbox"/> Turns device on/off <input type="checkbox"/> Changes volume as needed <input type="checkbox"/> Indicate when device needs charging
Phase 4 – Advanced	<input type="checkbox"/> Explains reasons or causes <input type="checkbox"/> Can make reference to a wide variety of topics <input type="checkbox"/> Asks for clarification <input type="checkbox"/> Maintains an equal balance of conversational turns with partner(s) <input type="checkbox"/> Alerts partner when experiencing communication breakdowns <input type="checkbox"/> Instructs unfamiliar partners regarding AAC system and strategies <input type="checkbox"/> Makes oneself understood when misunderstood	<input type="checkbox"/> Categorizes symbols according to grammatical categories <input type="checkbox"/> Uses symbols to construct 2 -3 core word messages (subject-verb-object) <input type="checkbox"/> Uses symbols to construct core word messages including prepositions and adjectives <input type="checkbox"/> Uses symbols to construct core word messages including articles and verb forms <input type="checkbox"/> Uses spelling to generate novel words	<input type="checkbox"/> Formulates sequences (symbols or words) to recall previously stored messages <input type="checkbox"/> Uses rate enhancement features available in his/her system <input type="checkbox"/> Indicates need for additional vocabulary <input type="checkbox"/> Independently programs/stores vocabulary <input type="checkbox"/> Instruct caregivers in need for repairs and maintenance