

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

< < < **PHASE 1** > > >

How Does My Student Currently Communicate?

| | |
|-----------------------------|--|
| Data Gathering Tool: | <input type="checkbox"/> Tool for Analysis of Language and Communication (TALC) <input type="checkbox"/> Communication Matrix <input type="checkbox"/> Communication Sampling & Analysis |
|-----------------------------|--|

Describe student’s current range of communication behaviors (MEANS):

| | |
|---|--|
| <input type="checkbox"/> Gestures | |
| <input type="checkbox"/> Vocalizations/ Verbalizations | |
| <input type="checkbox"/> Facial Expression | |
| <input type="checkbox"/> Eye gaze/pointing | |
| <input type="checkbox"/> Proxemics | |
| <input type="checkbox"/> 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:

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Vocalizes during communication interaction. <input type="checkbox"/> Uses speech to attract other's attention. <input type="checkbox"/> Vocalizations vary with content and intent of messages. <input type="checkbox"/> Is willing to use speech primarily to communicate with familiar persons on known topics. <input type="checkbox"/> Is willing to use speech primarily to communicate with unfamiliar persons on known topics. <input type="checkbox"/> Is willing to use speech primarily to communicate with familiar persons on novel topics or with reduced contextual information. | <ul style="list-style-type: none"> <input type="checkbox"/> Is willing to use speech primarily to communicate with unfamiliar persons on novel topics or with reduced contextual information. <input type="checkbox"/> Messages are understood by persons familiar with the individual's speech. <input type="checkbox"/> Messages are understood by persons unfamiliar with the individual's speech. <input type="checkbox"/> 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): | | | |
|--|---|--------------------------|---|
| <input type="checkbox"/> | Uses tool(s) to participate in routine interactions | <input type="checkbox"/> | Uses tool(s) to interact with adults |
| <input type="checkbox"/> | Uses tool(s) to participate in instructional activities | <input type="checkbox"/> | Uses tool(s) to generate novel utterances |
| <input type="checkbox"/> | Uses tool(s) to interact with peers | <input type="checkbox"/> | Uses tool(s) to talk on the phone |
| <input type="checkbox"/> | Uses tool(s) to produce written output | <input type="checkbox"/> | 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):

| | | |
|---|---|--|
| <input type="checkbox"/> Parents | <input type="checkbox"/> Siblings | <input type="checkbox"/> Extended family members |
| <input type="checkbox"/> Primary teacher(s) | <input type="checkbox"/> Primary therapist(s) | <input type="checkbox"/> Friends or classmates |
| <input type="checkbox"/> Familiar adults | <input type="checkbox"/> General school staff | <input type="checkbox"/> Groups of people (e.g. class) |
| <input type="checkbox"/> Care providers | <input type="checkbox"/> Unfamiliar adults | <input type="checkbox"/> 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):

| | | |
|---|--|--|
| <input type="checkbox"/> Classroom/school | <input type="checkbox"/> Clinic/therapy setting | <input type="checkbox"/> Home |
| <input type="checkbox"/> Community settings | <input type="checkbox"/> While being transported | <input type="checkbox"/> Work/Vocational setting |
| <input type="checkbox"/> Indoors (dim/dark) | <input type="checkbox"/> Outdoors (sunlight/glare) | <input type="checkbox"/> Other: |

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

| | | | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------|--------------------------|-------------------------|--------------------------|------------------------|--------------------------|-----------|
| <input type="checkbox"/> | Almost always successful | <input type="checkbox"/> | Usually successful | <input type="checkbox"/> | Occasionally successful | <input type="checkbox"/> | Typically unsuccessful | <input type="checkbox"/> | Uncertain |
|--------------------------|--------------------------|--------------------------|--------------------|--------------------------|-------------------------|--------------------------|------------------------|--------------------------|-----------|

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

| | | | | | | | | | |
|--------------------------|------------------------|--------------------------|-------------------------------------|--------------------------|----------------------------------|--------------------------|-------------------------------|--------------------------|----------------------|
| <input type="checkbox"/> | Completely independent | <input type="checkbox"/> | Needs occasional assistance/ cueing | <input type="checkbox"/> | Needs regular assistance/ cueing | <input type="checkbox"/> | Needs direct physical prompts | <input type="checkbox"/> | Is partner dependent |
|--------------------------|------------------------|--------------------------|-------------------------------------|--------------------------|----------------------------------|--------------------------|-------------------------------|--------------------------|----------------------|

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

| | | | | | | | | | |
|--------------------------|----------------------------------|--------------------------|------------------------------------|--------------------------|--------------------|--------------------------|--------------|--------------------------|--------------------------|
| <input type="checkbox"/> | Usually keeps pace with partners | <input type="checkbox"/> | Typically keeps pace with partners | <input type="checkbox"/> | Is slightly slower | <input type="checkbox"/> | Is very slow | <input type="checkbox"/> | 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:

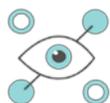
< < < PHASE 2 > > >

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

| | |
|---|---|
| | |
| <div style="text-align: center;"> <h2 style="color: #f4a460; margin: 0;">MOTOR ~ ACCESS</h2> </div> | <p>Data Gathering</p> <input type="checkbox"/> Record review: _____ <input type="checkbox"/> Interview: _____ <input type="checkbox"/> Observation: _____ |
| <p>Mobility</p> <input type="checkbox"/> walks independently <input type="checkbox"/> walks with assistance <input type="checkbox"/> uses wheelchair <input type="checkbox"/> manual <input type="checkbox"/> motorized <input type="checkbox"/> describe seating supports in wheelchair: | <p>Positioning</p> <input type="checkbox"/> sits independently in a regular chair <input type="checkbox"/> alternate seating/positioning: |
| <p>Notes:</p> | |
| Access | |
| <p>Data Gathering</p> <input type="checkbox"/> Record review: _____ <input type="checkbox"/> Interview: _____ <input type="checkbox"/> Observation: _____ <input type="checkbox"/> Informal picture/board/E-tran activities (highly preferred choices/activities) <input type="checkbox"/> Test for Aided Symbol Performance (Subtest A, Symbol Size and Number) | <input type="checkbox"/> AAC Evaluation Genie (Subtest: Visual Identification) <input type="checkbox"/> Augmentative & Alternative Communication Profile (Operational Section) <input type="checkbox"/> Device exploration "targeting" activities <input type="checkbox"/> iPad Apps: Injini, Bubble Popper, Inclusive TLC <input type="checkbox"/> Informal activities with switches and toys/appliances/software programs |
| <p>Fine Motor/Hand Skills</p> <p>Hand dominance: <input type="checkbox"/> Right <input type="checkbox"/> Left <input type="checkbox"/> Not yet established</p> <input type="checkbox"/> Uses both hands for 2-handed tasks <input type="checkbox"/> Holds/releases objects with control <input type="checkbox"/> Demonstrates: <input type="checkbox"/> head control during reach <input type="checkbox"/> trunk control during reach <input type="checkbox"/> full active range during reach <input type="checkbox"/> Crosses midline to access targets <input type="checkbox"/> Reaches without overshooting <input type="checkbox"/> Reaches without tremors or involuntary movements <input type="checkbox"/> Performs fine motor tasks without fatiguing <input type="checkbox"/> Demonstrates finger isolation for pointing <input type="checkbox"/> Exerts pressure when pointing (consider gradient force) <input type="checkbox"/> Points with accuracy among _____ items. <input type="checkbox"/> with index <input type="checkbox"/> with _____ with <input type="checkbox"/> right <input type="checkbox"/> left <input type="checkbox"/> both hands size of target: _____ inches <input type="checkbox"/> Accesses symbols in all locations, except: _____ | <p>Adaptations for Motor Access</p> <input type="checkbox"/> Non-slip surface <input type="checkbox"/> Modified grips/handles/rims <input type="checkbox"/> Universal cuff/splint <input type="checkbox"/> Mouthstick/headpointer <input type="checkbox"/> Slant board <input type="checkbox"/> Keyguard: _____ location |
| <p>Tablet/iDevice Access Skills</p> <p>Tap: <input type="checkbox"/> isolated finger <input type="checkbox"/> multiple fingers <input type="checkbox"/> hand Stylus use: _____</p> | <p>Factors Interfering with Motor Function</p> <input type="checkbox"/> Motor planning issues <input type="checkbox"/> Poor balance <input type="checkbox"/> Fatigue/low endurance <input type="checkbox"/> Impulsivity <input type="checkbox"/> Uncoordinated movements <input type="checkbox"/> Tremor <input type="checkbox"/> Reflexes <input type="checkbox"/> High muscle tone <input type="checkbox"/> Low muscle tone <input type="checkbox"/> Contractures |
| <p>Notes:</p> | |

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

| | | |
|--|--|---|
| Eye Gaze Skills (with eye gaze board or E-Tran) | Fixates on objects/pictures <input type="checkbox"/> Upper left <input type="checkbox"/> Upper right | |
| Tracks objects: <input type="checkbox"/> up <input type="checkbox"/> down <input type="checkbox"/> right <input type="checkbox"/> left | <input type="checkbox"/> Lower left <input type="checkbox"/> Lower right | |
| Switch Access | Scanning Skills | |
| Identify possible/functional access sites (check all that apply) | | |
| <input type="checkbox"/> head <input type="checkbox"/> cheek <input type="checkbox"/> mouth/tongue <input type="checkbox"/> elbow <input type="checkbox"/> hand/fist <input type="checkbox"/> thigh/leg <input type="checkbox"/> foot/heel | <input type="checkbox"/> eyebrow <input type="checkbox"/> chin <input type="checkbox"/> shoulder <input type="checkbox"/> forearm/wrist <input type="checkbox"/> fingers <input type="checkbox"/> knee <input type="checkbox"/> toes | <input type="checkbox"/> Hits switch contingent on auditory/visual cue <input type="checkbox"/> Hits switch to start scan cycle/end a scan cycle <input type="checkbox"/> Releases switch after activation <input type="checkbox"/> Maintains for 2-3 seconds <input type="checkbox"/> Waits in between activations <input type="checkbox"/> Step scans through _____ items <input type="checkbox"/> Automatic scans through _____ items <input type="checkbox"/> auditory/visual scanning <input type="checkbox"/> visual scan alone <input type="checkbox"/> auditory scan alone |
| Rank best site options [while exploring in trials, look at speed/ timing, ability to release, fatigue factors] | | Switch responses were... |
| 1st: | <input type="checkbox"/> Left <input type="checkbox"/> Right | <input type="checkbox"/> Spontaneous <input type="checkbox"/> Verbally cued <input type="checkbox"/> Visually cued <input type="checkbox"/> Partial physical assistance <input type="checkbox"/> Full physical assistance |
| 2nd: | <input type="checkbox"/> Left <input type="checkbox"/> Right | |
| 3rd: | <input type="checkbox"/> Left <input type="checkbox"/> 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:

TASP:

- People
- Things
- Places
- Verb/action
- Adjective/descriptor
- Prepositions/articles
 - concrete symbols
 - abstract symbols

AAC Genie:

- Nouns (photos)
- Function (photos)
- Verbs (photos)

Classification/Categorization:

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:

- | | | |
|--|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> 2 – word | <input type="checkbox"/> cued/modeled | <input type="checkbox"/> independent |
| <input type="checkbox"/> 3 – word | <input type="checkbox"/> cued/modeled | <input type="checkbox"/> independent |
| <input type="checkbox"/> 4 – word | <input type="checkbox"/> cued/modeled | <input type="checkbox"/> independent |
| <input type="checkbox"/> Picture description | <input type="checkbox"/> cued/modeled | <input type="checkbox"/> independent |

AAC Genie:

- | | | |
|--|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Core Vocabulary | <input type="checkbox"/> cued/modeled | <input type="checkbox"/> independent |
| <input type="checkbox"/> Unity Icon Pattern | <input type="checkbox"/> cued/modeled | <input type="checkbox"/> independent |
| <input type="checkbox"/> Picture Description | <input type="checkbox"/> cued/modeled | <input type="checkbox"/> independent |
| <input type="checkbox"/> Word Prediction | <input type="checkbox"/> cued/modeled | <input type="checkbox"/> independent |

Notes:

Notes:

Literacy:

- | | |
|---|---|
| <input type="checkbox"/> Attends to age appropriate stories/rhymes | <input type="checkbox"/> Identifies _____ letters |
| <input type="checkbox"/> Anticipates events or repetitive lines of familiar stories by: _____ | <input type="checkbox"/> Identifies _____ sight words |
| <input type="checkbox"/> Looks at page/pictures corresponding to story | <input type="checkbox"/> Reads at _____ grade level |

Notes:



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:

Blank area for notes.