

*Welcome to*

# OPEN ACCESS

Learning & Participation for ALL



**Building Tiered Supports**

IMPLEMENTATION  
DAY 1



# Our Team

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Support/PCOE AT Program,*

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*Placer County Office of Education*



# Today's Norms

- Participate fully and reflectively.
- Practice forming new habits of mind that challenge your current thinking and practice.
- Hold confidentially and with care the experiences and revelations of others.
- Monitor your personal technology.
- Be responsible for your impact on the room.
- Have fun and share your learning with others!



# Key Outcomes for Tier 2:

## #1 AAC Needs Assessment

Build your independence in completing an “**AAC Needs Assessment**” for students requiring more individualized AAC tools and strategies.

- When is an **AAC Needs Assessment** needed?
- Analyzing a student’s current communication behaviors and determining whether what’s in place is meeting their needs.
- Gathering data on the skills/factors that impact identification and selection of appropriate AAC strategies and tools.
- Summarizing and making recommendations.

## #2 AAC Tools

Deepen your familiarity with the tools available to support students across the range of AAC user profiles.

## #3 Implementation Strategies

Empower you to coach your student’s teams in identifying, selecting and implementing with fidelity appropriate implementation strategies.

## #4 Special Populations

Apply current research and best practices specific to students with autism, physical or motor challenges, childhood apraxia of speech, cognitive challenges, and visual impairment to supporting AAC implementation.

## #5 Vocabulary Representation

Understand how vocabulary is represented in different apps, and how to match to a student’s vocabulary needs.

## #6 the CAP

Build your independence in guiding a **Communication Access Planning** process.



## Day 1

### Open Access Resources

#### Review - Collaborative Teaming Supports

#### When do I do an “AAC Needs Assessment”?

#### Introduction to the “AAC Needs Assessment” Process

*Phase 1 - How do we analyze a student’s current communication behaviors and determine whether what’s in place is meeting their needs?*

## Day 2

### Next phase of the assessment...

*Phase 2 - Skills/factors that impact identification and selection of appropriate AAC strategies:*

- *Motor/Access*
- *Sensory/Perceptual*
- *Cognitive/Linguistic*
- *Social/Strategic*

*between class activities  
with mentoring & coaching support*

## Day 3

### Summarizing and Making Recommendations

- *Skills student currently demonstrates*
- *Skills needed to support moving the student to the next level of “communication competence”*
- *Recommendations for multimodal strategies and tools to support these priorities*
- *Next steps*

## Day 4

### Special Populations

### Vocabulary Representation

### Aim of AAC Intervention/Goal Setting

### Using the Communication Access Plan to Guide Teams



# Plan for Today

**#1** Activity to review matching tools/devices to student's user levels.

**#2** Activity to review collaborative teaming supports.

**#3** Reflect on a student on your caseload --- who is my student and what next steps might I take?

**#4** Introduction to the **AAC Needs Assessment** process.

*How does this fit into an educational model? When is it appropriate?  
What are the phases?*

*What tools can I use in Phase 1 - documenting a student's current communication behaviors, means and functions?*

**Practice to fidelity:**

- Using Phase 1 assessment tools;
- Multimodal communication behaviors or strategies; or Collaborative Teaming Supports.



# AAC Resources on OpenAccess

Click the PROFESSIONAL LEARNING tab

Placer County Cohorts

Fall 2019 AAC Foundations Login

Fall 2019 AAC Implementation Login

Spring 2019 ACA Login

Password:  
**aaciscool**



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CORE Boards  
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The AAC tools within the AAC FlipKit are a specially curated collection of supports that align with specific user levels (a framework borrowed from Marilyn Buzolich, Ph.D, CCC-SLP).

These user levels are designed to help teams determine the level of technology a student may need and/or require at any given point in time. The levels help guide the team in understanding where the student is headed in order to prepare students to successfully move towards more complex systems.

Click an icon below to view tools



EMERGENT



ENTRY



INTERMEDIATE



ADVANCED



# More Resources...



**PCOE OpenAccess**

@PCOE\_OPENACCESS

Accessible Curriculum for ALL ...  
Where UDL & AT collide

Placer County Office of Education [openaccess-ca.org](https://openaccess-ca.org)

Joined September 2015



@PCOE\_OPENACCESS

#AACchat

#ATchat

#edchat

#placer\_coe

#goldineducation



**ASHA**

American  
Speech-Language-Hearing  
Association

Communication  
*Bill of Rights*





# Review: Tools to Support the Team



## AAC Collaborative Teaming Supports



## AAC Assessment Tools





## Table Talk

Each person pick an AAC Collaborative Teaming Support and do a one minute explanation for your group of *what it is, when you would use it, and why you would use it*. Pretend you're explaining it to a parent or a new team member.



# AAC Snapshot

- One-page summary of the “plan” for our AAC device user.
- Completed by the SLP/AAC Implementer after completing an AAC Needs Assessment.
- Information that all team members should know and understand as we work together to “move students forward” with communication competence.



# Communication Access Plan

- We know what the strategies and tools are and what the goals for the year are...now what?
- How do we take steps together as a team to move our student forward?
- Done whenever we need “baby steps” or to “re-set” (achieved our steps or are not making progress).



# Roles & Responsibilities

- Sometimes it's helpful to clearly define “who is doing what” when it comes to managing all of the support needed for a student with a more complex communication system. It's a way to...
- Make sure something important doesn't fall through the cracks (e.g. who is charging the device?);
- Make everyone aware of the array of tasks needed to keep things going! It really CAN'T be one person who does it all;
- Include the parent in the conversation about roles and responsibilities...

*Our most self-empowered, independent adult AAC users had parents who assumed critical roles and responsibilities in overseeing the maintenance, problem-solving and use of their systems, modeling this for their child as they transitioned into adulthood and began to assume some (or all) of these roles themselves. The team changes, the parent doesn't.*



# *Pair & Share*

## **Who is my student?**

**Take 15 minutes**  
to complete Reflection Part 1

**Take 10 minutes**  
to share with a table partner





## *Table Talk*

**What steps might I take?**

Take 10 minutes to analyze using  
Reflection Part 2. Share out to your  
whole table.







# Introduction to the AAC Needs Assessment



# When do we need to consider an AAC Needs Assessment?



**What do YOU think?**  
Talk at your table and  
share out ONE idea.



# Consider an AAC Needs Assessment

## # 1 When it appears that verbal communication alone is not meeting a child's needs and no aided supports are in place

- Limited verbal speech.
- With verbal speech, people are having a hard time understanding him/her.
- More complicated when parent(s) want to continue to focus on only verbal communication, but other team members are concerned about.
- Lack of participation or inability to show what he/she understands.
- Missing opportunities for social engagement and building relationships with peers.
- Understands more than can express (expressive language development is impacted).



# Consider an AAC Needs Assessment

**# 2 Child has access to some form(s) of aided communication, or tools, but they don't seem to be supporting his/her needs at this point in time**

- Child either doesn't know how to use tool(s) or doesn't have an interest in using tool(s).
- Is it too basic? Does he/she need more? Is it too complex? Why does it not seem "right"?
- Staff are struggling with how to support student using the tool(s).
- Disagreement among team about what is the right tool or level of tool.



# When an AAC Needs Assessment is NOT required...

- To determine eligibility...for anything. Not an eligibility question.
- Before you can try a **strategy** or **intervention**.

*Be careful about starting with a new **TOOL** before you have documented what a student's needs are!*

- Routine, as part of a triennial assessment (unless one of the prior reasons, see previous two slides, exists).



# Triennial Assessment

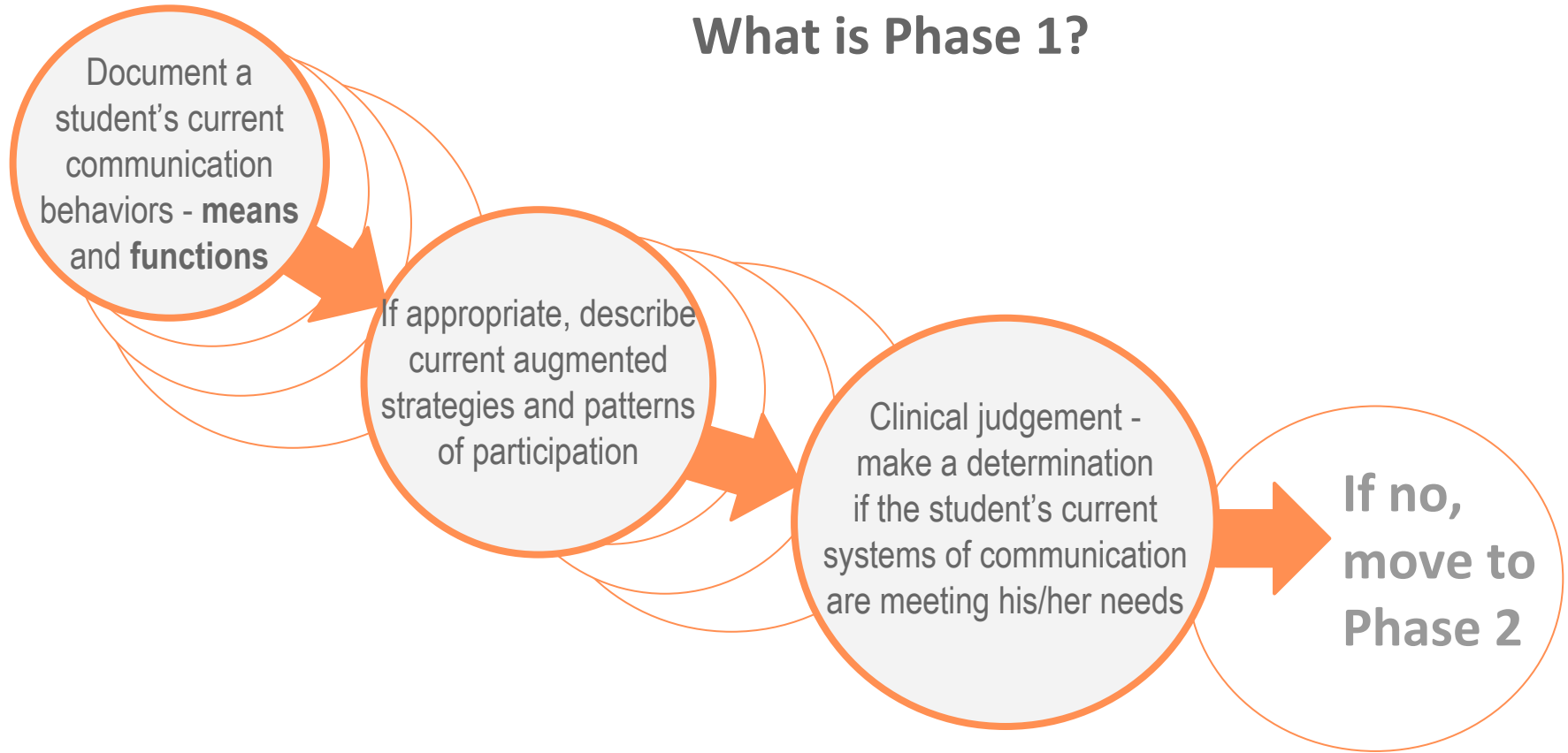
- **AAC Needs Assessment** is only needed if one of the previous two reasons are indicated.
- It is appropriate to incorporate updated information about the student's current communication behaviors, use of aided tools and devices, progress on goals, etc.
- It is part of your comprehensive “update” on your student's overall communication profile.
- If you are receiving support from the PCOE AAC Team, it is not necessary to request additional assessment. This is information that the primary SLP would include in his/her triennial assessment (although you can certainly request assistance!).



# How an AAC assessment fits an educational model...



# What is Phase 1?





# If the answer is “yes”

If current systems of communication (multimodal communication, including verbal, as well as any aided strategies already in place) ARE meeting the student’s needs:

*You can elaborate on strategies that would continue to support the development of verbal communication and expressive language skills and the use of current tools and strategies.*

***The “AAC Needs Assessment” process could end here.***

# An Example...

- “M” is a 13 year old student with a medical diagnosis of Arnold Chiari Syndrome and dyspraxia. Referred for assessment because of concerns about intelligibility, would a “voice-output” communication device benefit this student?

## What did Phase 1 tell us?

- Communication sampling....**ALL** communication attempts included verbalization (MLU 3.36, range 1-9 words).
- Intelligibility impacted primarily when the context is unknown and for longer utterances.
- “M” uses verbal communication to support a variety of intents and purposes.



# Clinical Judgement...

- A voice-output communication tool was not recommended.
- “M” presents as primarily a verbal communicator and speech is functioning as his primary communication modality.
- That doesn’t mean augmented supports were not recommended.

## **What was recommended:**

- Work on his ability to recognize his communication breakdowns and teach him strategies for clarification, including visual supports such as topic setting or clarification boards (it’s about...it starts with...it happened or will be happening...).
- Visual supports for conversational scripts or routines.



# Borderline or “Bridging” Talkers

## Some factors to consider:

- Age of individual.
- Discrepancy between receptive and expressive language.
- Normalcy of speech development patterns.
- Are they ambulatory and will they need to carry a system?
- Communication environments: how are they functioning?

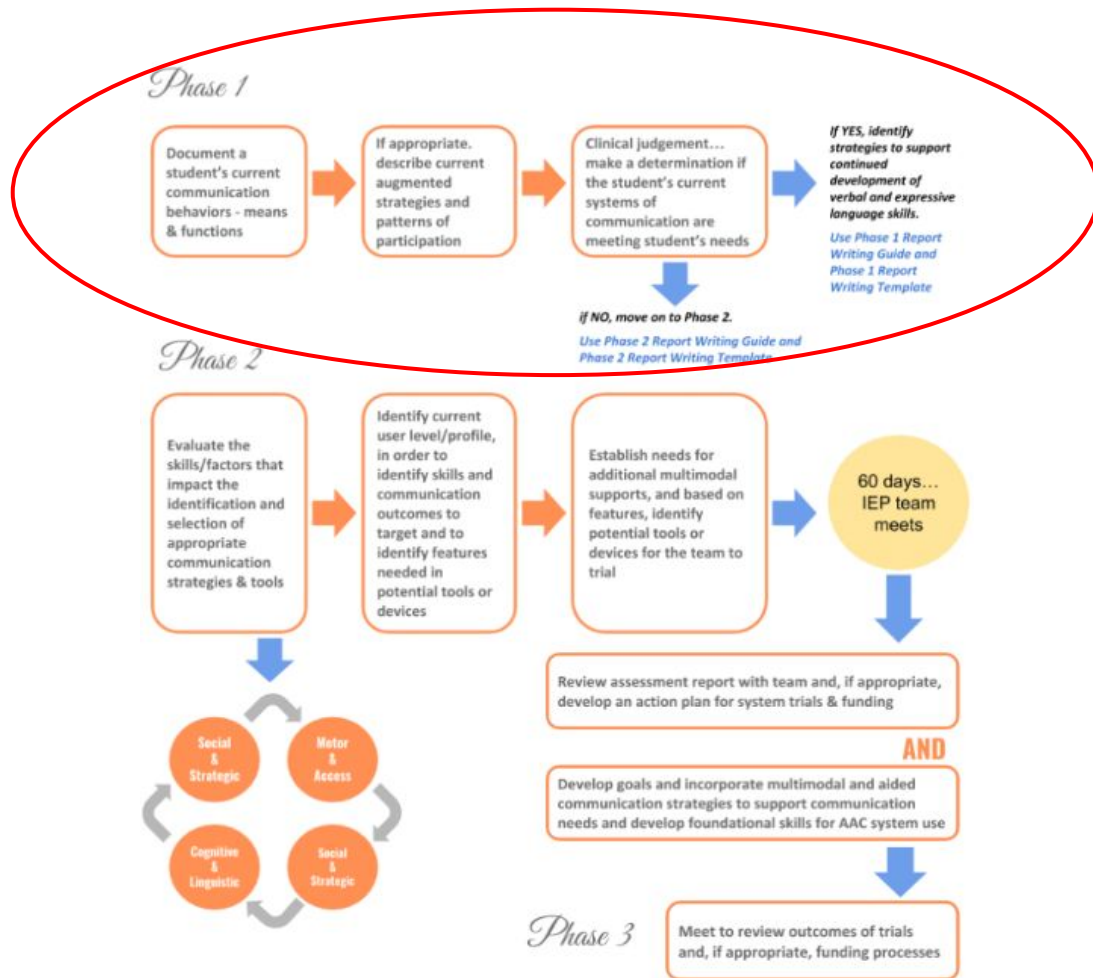


# Borderline Talkers continued...

- Error on the side of overprescribing aided supports for borderline talkers:
  - \* *Aided supports can enhance speech development*
  - \* When in doubt, a short trial may be useful
- Systematically train clarification and repair strategies (include visuals).
- Push the child towards literacy.



# AAC Needs Assessment Process In the Educational Setting



# Resources to Guide the Process:

***#1: AAC Needs Assessment - Tools and Resources Guide***

***#2: AAC Needs Assessment - Data Gathering Tool***



## Phase 1

# Documenting a student's current communication behaviors --- means and functions





## Phase 1

This the most important component of the AAC Needs Assessment process...

because **it provides the information we use to determine IF the need for additional strategies or tools exists:**

- Does the student have a range of communication behaviors (means) that will enable him to get his needs met?
- Given the means/behaviors the student does have, is he able to communicate a variety of functions?
- How do these things impact his ability to:
  - Show what he knows and understands?*
  - Build an independent sense of self?*
  - Build relationships or social connection?*



## Phase 1

### What it requires from us...

- Access to tools that enable us to gather AND analyze this information.
- Application of our clinical judgement...we have to do something...draw some conclusions...with the information we have gathered.

Today we're going to explore 3 options of tools you can use to gather data for this phase.

Before Day 2, you will select 2 to try out.

On Day 2, we'll practice together applying our clinical judgement to the information you have gathered.



## Phase 1

# Documenting student's communication – means & functions

### Our criterion for selecting a tool:

- They must look at BOTH means and functions
- Apply some level of analysis (rather than simply a ✓, “seen it”)
- Either observational, or based on collecting a sample to analyze

*#1 Tool for Analysis of Language and Communication (TALC) - Senner and Baud, 2013*

*#2 Communication Matrix - Charity Rowland, 2004 (updated 2017)*

*#3 Communication Sampling Analysis (CSA) - Buzolich, Russell, Lunger-Bergh, McCloskey, 2007*



# Phase 1

## AAC Needs Assessment Data Gathering Tool



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	
<p>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?</p> <p>Comments:</p>	
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:	
<p>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?</p> <p>Comments:</p>	



#1

TALC

Tool for  
Analysis of  
Language and  
Communication

Phase  
1



# TALC: What it is...



Phase  
1

- Sampling tool, designed to collect multimodal communication behavior of individuals in their everyday activities.
- Provides a way to code each of the multiple modes of communication that a child might use.
- Given that the setting, communication partners and activities can ALL impact the mode, quantity and types of behaviors, these factors are also recorded as well.
- [Downloadable, form fill PDF](#), from the Technology and Language Center, Inc. Enter each “utterance” (verbal, vocal, or other multimodal communication behavior) and determine communication mode, communication purpose, level of prompting, and successfulness



# Advantages/Challenges



Phase  
1

## Advantages:

- Free
- Provides a variety of ways to summarize and analyze information
- Easy to use

## Challenges:

- Does not automatically do calculations (you do manually)
- Can code one communication behavior per interaction (versus with CSA where you can look at multiple things happening within one “exchange”)
- Communication purpose has a somewhat limited range (you could add to this list)



# Tool for Analysis of Language and Communication (TALC)

## Language Sampling Tool for Multimodal Communicators



Phase  
1

**Student:** Raul **Date:** 10/1/17

**Partner Name / Relationship** Speech-Language Pathologist

**Activity:** Playing "Sharks"

**Learning Context:** *SG= Small Group, LG= Large Group, 1= 1 on 1, Other*

**Communication Partner Circle:** *1 = Life Partner, 2 = Close Friend/Relative, 3 = Acquaintance, 4 = Paid Worker, 5 = Unfamiliar Partner*

**Communication Mode:** *E= Eye gaze, P=Point, F= Facial Expression, S=Speech, V= Vocalizations, G= Gestures, SL= Sign Language, SS= Select Symbol (Low Tech), SGD= Speech Generating Device, O = Other*

**Communication Purpose:** *NW= Express Needs/Wants, SC = Social Closeness, SI = Sharing Information, SE = Social Etiquette*

**Prompt:** *C= Contextual, IV= Indirect Verbal, S= Searching, DV= Direct Verbal, G= Gestural, T= Tactile, IP= Indirect Physical, DP= Direct Physical, P= Positional, Other*

**Successfulness:** *S= Successful, PS= Partially Successful, U= Unsuccessful, UC=Uncertain*







# Phase 1

Learning Context	Partner Circle	Utterance	Prompt	Comm. Mode	Comm. Purpose	Success
1 on 1	4	Touches "swim"	DV	SS	NW	S
		Vocalization	DV	V	SI	S
		Touches "sea"	IV	SS	SI	S
		Vocalization	IV	V	SC	S
		Head nod	DV	G	NW	S





## Phase 1

# Several analytics you can use...don't have to use all.

## Summary of Data

### Message Frequency

Instructions: Divide total number of utterances by the total duration of the sample in minutes.

Frequency of Communication	
Total # of Utterances	5
Time (Minutes)	2.5
Messages per Minute	2





## Phase 1

### Prompt Levels

Instructions: Divide number of utterance with each prompt level by total number of utterances and multiply by 100.

Prompt Type	Number of Utterances with Prompt Level	Total # of Utterances	Percentage
Contextual			
Indirect Verbal	2	5	40
Searching			
Positional			
Direct Verbal	3	5	60
Gestural			
Tactile			
Indirect Physical			
Direct Physical			
Other:			





## Phase 1

### Communication Modes

Instructions: Divide number of utterance with each mode by total number of utterances and multiply by 100.

Communication Mode	Number of Utterances with Mode	Total # of Utterances	Percentage
Eye Gaze			
Point			
Facial Expression			
Speech			
Vocalization	2	5	40
Gesture	1	5	20
Sign Language			
Select Symbol	2	5	40
Speech Generating Device			
Speech Generating Device + Other mode			





## Phase 1

### Mean Length of Utterance (MLU) - Word or Morpheme

Instructions: Divide total number of words (or morphemes) by total number of utterances.

Utterance Length	
Total # of Words or Morphemes	2
Total # of Utterances	2
MLU	1

### Type Token Ratio

Instructions: Divide the number of unique words (types) by the total number of words (i.e., tokens) and multiply by 100.

Lexical Variety	
Unique Words (Types)	
Total # of Words (Token)	
Type Token Ratio	





## Phase 1

### Communication Purpose

Instructions: Divide the number of times each purpose was produced by the total number of utterances and multiply by 100.

Communication Purpose	Number of Times Purpose Produced	Total # of Utterances	Percentage
Express Needs/Wants	2	5	40
Social Closeness	1	5	20
Sharing Information	2	5	40
Social Etiquette			

### Successfulness

Instructions: Divide number of utterance with each success level by total number of utterances and multiply by 100.

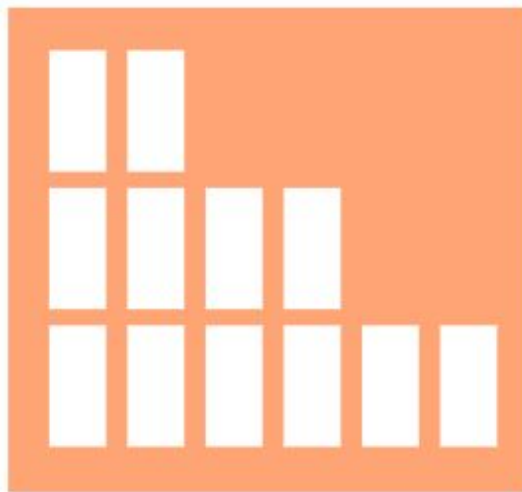
Successfulness	Number of Utterances with Success Level	Total # of Utterances	Percentage
Successful	5	5	100
Partially Successful			
Unsuccessful			
Uncertain			



#2

## Communication Matrix

Phase  
1



# The Communication Matrix



Phase  
1

- Communication skill assessment for individuals at the earliest stages of communication development.
- For individuals who use any form of communication, including presymbolic or alternative and augmentative forms.
- Can purchase a professional, hard-copy tool.
- On-line, parent-friendly version.
- Provides you with a printable graph of results.





# Advantages & Challenges



Phase  
1

## Advantages:

- Free.
- GREAT tool for emergent communicators (moving into entry)
- GREAT tool for monitoring progress over time (e.g. triennial evaluations)
- Can ask parents to complete (or other providers) and combine and/or compare results
- Wide range of “functions” (reasons to communicate)
- Produces nice visuals

## Challenges:

- A little bit more time consuming than TALC
- Even though you don't use names when doing online (free version) – data is collected for research purposes
- A little tricky to produce visuals in new version!





# Communication Matrix- Data Sources

You can use any available resources to complete the tool...

- Observations.
- Interviews with parents or teachers.
- Direct attempts to elicit communication to determine which behaviors the child is capable of producing to express which states (at Level 1), functions (at Level 2), or intents (at levels 3-7).





# Communication Matrix

## Involves Two Major Aspects of Communication

### Four Reasons to Communicate (Functions)

- Refuse
- Obtain
- Social
- Information

### Seven Levels of Communication (Means)

- *Pre-Intentional Behavior*
- *Intentional Behavior*
- *Unconventional Communication*
- *Conventional Communication*
- *Concrete Symbols*
- *Abstract Symbols*
- *Language*





# Reasons to Communicate

## 1.Refuse

- Expresses discomfort
- Protests
- Refuses or rejects something

## 2.Obtain

- Expresses comfort
- Continues an action
- Obtains more of something
- Requests more of an action
- Requests more of an object
- Makes choices
- Requests a new object
- Requests objects that are absent





# Reasons to Communicate, continued...

## 3. Social

- Expresses interest in other people
- Attracts attention
- Requests attention
- Shows affection
- Greets people
- Offers things or shares
- Directs someone's attention to something
- Uses polite social forms

## 4. Information

- Answers “yes” and “no” questions
- Asks questions
- Names things or people
- Makes comments





# Levels of Communication

- I. **Pre-Intentional Behavior:** child's behavior not under his own control, but it reflects his general state. Parents interpret the child's state from his general behavior.
  
- II. **Intentional Behavior:** Child's behavior is now intentional (under his control), but he does not understand "if I do this, Mom or Dad will do that for me". Parents continue to interpret the child's needs and desires from his behavior.



# Levels of Communication, continued...



Phase  
1

- III. **Unconventional Communication:** The child uses pre-symbolic behaviors (do not involve any sort of symbol) intentionally to express his needs and desires to other people. They are called “unconventional” because they are not socially acceptable for us to use as we grow older.
- IV. **Conventional Communication:** Pre-symbolic behaviors  
Conventional gestures include behaviors such as pointing and nodding (meaning is developed by the culture), and they continue to be used to accompany language.



# Levels of Communication, continued...



Phase  
1

- V. **Concrete symbols:** The child uses concrete symbols that physically resemble what they represent (e.g. picture symbols, objects, iconic gestures, sounds, e.g. buzzing bee).
- VI. **Abstract symbols:** The child uses abstract symbols such as speech, manual signs, printed words. These symbols are NOT physically similar to what they represent.
- VII. **Language:** The child combines symbols (any sort) into ordered two- or three-symbol combinations according to grammatical rules. Knows the meaning is different depending on how words are arranged.







# Communication- Interpreting the Profile

- Covers approximately the first two years of communicative development in the typical child without disabilities.
- Looking at the profile will give you an idea of how the student is developing compared to typically developing children.
- It shows you where the child's communicative repertoire needs to be strengthened and where there may be gaps in the child's ability to express a useful range of messages.





# Communication Matrix- Scoring

- “Ask These Questions” column provides prompts (yes/no format); If the answer is “yes”, circle any behaviors the child uses to express that state, function or intent.
- Only check off behaviors that the child produces independently (that is, without assistance) and consistently (occurring most times that an appropriate opportunity is provided) [you can also note those you believe are emerging].
- Children will straddle levels.





JW(167515)

MATRIX ID: 261507 ADMIN DATE: 10/6/2017

Level 1 Pre-Intentional Behavior	A1 Express Discomfort	A2 Express Comfort				A3 Express Interest in Other People											
Level 2 Intentional Behavior	B1 Protests	B2 Continues Action		B3 Obtains More of Something		B4 Attracts Attention											
Level 3 Unconventional Communication	C1 Refuses, Rejects	C2 Requests More Action	C3 Requests New Action	C4 Requests More Object	C5 Makes Choices	C6 Requests New Object	C8 Requests Attention	C9 Shows Affection									
Level 4 Conventional Communication	C1 Refuses, Rejects	C2 Requests More Action	C3 Requests New Action	C4 Requests More Object	C5 Makes Choices	C6 Requests New Object	C8 Requests Attention	C9 Shows Affection	C10 G greets People	C11 Offers, Shares	C12 Direct Your Attention	C13 Polite Social Forms	C14 Answers Yes/No Questions	C15 Asks Questions			
Level 5 Concrete Symbols	C1 Refuses, Rejects	C2 Requests More Action	C3 Requests New Action	C4 Requests More Object	C5 Makes Choices	C6 Requests New Object	C7 Requests Absent Objects	C8 Requests Attention	C9 Shows Affection	C10 G greets People	C11 Offers, Shares	C12 Direct Your Attention	C13 Polite Social Forms	C14 Answers Yes/No Questions	C15 Asks Questions	C16 'Names Things/ People	C17 Makes Comments
Level 6 Abstract Symbols	C1 Refuses, Rejects	C2 Requests More Action	C3 Requests New Action	C4 Requests More Object	C5 Makes Choices	C6 Requests New Object	C7 Requests Absent Objects	C8 Requests Attention	C9 Shows Affection	C10 G greets People	C11 Offers, Shares	C12 Direct Your Attention	C13 Polite Social Forms	C14 Answers Yes/No Questions	C15 Asks Questions	C16 'Names Things/ People	C17 Makes Comments
Level 7 Language	C1 Refuses, Rejects	C2 Requests More Action	C3 Requests New Action	C4 Requests More Object	C5 Makes Choices	C6 Requests New Object	C7 Requests Absent Objects	C8 Requests Attention	C9 Shows Affection	C10 G greets People	C11 Offers, Shares	C12 Direct Your Attention	C13 Polite Social Forms	C14 Answers Yes/No Questions	C15 Asks Questions	C16 'Names Things/ People	C17 Makes Comments
	Refuse	Obtain					Social					Information					

Not Used  
Emerging  
Mastered  
Surpassed



# Steps for Using



Phase  
1

- Must log in using Chrome or Firefox browser. NOT Internet Explorer.
- [www.communicationmatrix.org](http://www.communicationmatrix.org)
- Register for Free.
- Can access Skills List and Profile for Free.
- Can Print the Graph (**SUGGEST DOWNLOADING AND SAVING TO COMPUTER AS IT IS DIFFICULT TO ACCESS TWICE**).
- Can Download the questions to give to team members and then enter information later, or complete online.
- Can buy credits for custom reports \$6.00/each.





## *Activity:*

**Sign in to start an account.**

Using your sample “student”, try to answer a few of the questions.





## Welcome to the Communication Matrix

Our nonprofit project is devoted to improving outcomes for individuals with complex communication needs around the world.

[Sign in / Register](#)





## My Assessments

Assessments are editable for 30 days from the date of completion.



Assess A New Individual



Download The Matrix  
Questions

L.N. - 9851

[Edit Individual](#) | [Delete Individual](#)

Start a New Assessment

Create Custom Report

Email Results

S.C. - 14678

[Edit Individual](#) | [Delete Individual](#)





PERSONAL IDENTIFIER  
JW (167515)



10/6/2017 (261507) ▼

[Skills List](#)

[Play](#)

[Print Options](#)

MATRIX ID 261507

ADMIN DATE 10/06/2017

[View Score](#)





#3

# Communication Sampling & Analysis

Phase  
1



- Designed for infants, toddlers and children with multiple physical, sensory, speech, and/or cognitive/linguistic challenges.
- Objective (clinical) measure for observing and analyzing communication behavior in natural settings.

*Marilyn Jean Buzolich, Diane Barnes Russell, Judith Lunger-Bergh & Deborah Burns-McCloskey 2011*

# Purpose

Provides evidence in natural interactions that a child with complex communication needs is in fact communicating.

## Can be used to:

- Set baseline levels of communication performance.
- Set goals for intervention.
- Evaluate the effectiveness of treatments by documenting progress.

***“If it is accepted that all behavior in an interactional situation has message value, i.e. it is communication, it follows that no matter how one may try, one cannot not communicate”***  
*(Watzlawich, Beavin, & Jackson).*

# Advantages/Challenges

## Advantages:

- Most comprehensive and detailed results, tied to a real-time “sample” of interaction.
- Based on Communication Performance Assessment (CPA) research methods; results in a highly defensible sample of what is happening within an environment.
- Once you enter the interaction and “code” the means and functions, completes the analysis for you.
- You can use it to answer different clinical questions (is the student communicating differently in different settings? Differently with different partners?)
- Can be used to look at changes over time (e.g. between triennial assessments).
- If you LOVED doing Language Sampling & Analysis, you’ll love Communication Sampling & Analysis!

## Challenges:

- Time to complete.
- Requires good observational skills, and detailed notetaking or transcription skills (if you’re not videotaping).
- NOT free (\$99 for a year’s subscription).



# Types of Observation

- Direct observation (versus video recording) is preferable in that it is less intrusive, can occur in the natural setting without affecting the interaction between partners, and is more likely to be used by SLP's.
- Issues of reliability may occur because the observer cannot “replay” the interaction.

# Communication may...

- *Be intentional or unintentional;*
- *Involve conventional or unconventional signals;*
- *Take linguistic or nonlinguistic forms;*
- *Occur through spoken or other modes.*

*[National Joint Committee for the Communicative Needs of Persons with Severe Disabilities]*



# For the purposes of CSA...

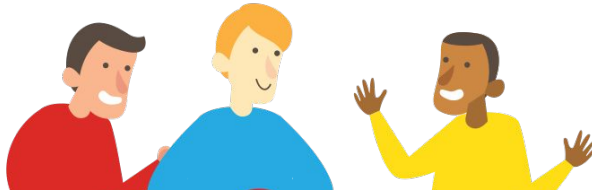
- Define the child's observable communication behavior (nonverbal, vocal, verbal);

AND

- **The consequences or effects the behavior has on the partner** (this is unique for this tool...look at how the partner responds to the behavior).
- CSA does not measure what cannot be directly observed (intentions, thoughts, perceptions, beliefs).



# Sample the INTERACTION, not the Individual



***“Where interactive behavior is observed, it is necessary to sample the behavior of all the persons interacting, even if the focus of interest is on one individual”***

*-Scherer & Ekman*

# Definition of Terms for CSA

- **Context**: refers to the place where the interaction is occurring.
- **Interactive setting**: refers to specific actions and verbalizations, which occur in a context during an activity between partners.
- **Communicator**: refers to the communicatively challenged person.
- **Partner**: refers to the other person/interactant in the dyad.



# Definitions, continued...

- **Communication Act:** is a nonverbal, vocal, or verbal behavior or AAC System use that occurs in an interactive setting, is directed toward a partner, and serves a communicative function.

*(Definitions and categories of means and functions based on the work of Wetherby & Prizant)*



# Interactive Event Sequence, includes...

- Any change in the interactive setting, including a verbal utterance by the partner or any notable event which initiates the communication exchange.
- Nonverbal, vocal or verbal behavior by the communicator directed toward the partner.
- A partner response to the communication.



# Definitions, continued...

- **Communication Means**: Observed behavior includes vocalizations, verbalizations, gestures, facial expressions, eye gaze, proxemics and/or use of an AAC system.
- **Communicative Functions**: determined on the basis of what is transpiring in the interactive setting and the effect that the communication act had on the partner.



# Categories of Communication Function

- Based on taxonomies that measure communicative behavior from the prelinguistic stage beyond the emergence of first words.
- With the tool, able to: capture evidence of intentionality and qualify the nature and extent of communication behavior observed. Also able to analyze how the behavior serves communication functions in interaction with partners in natural settings.



# Categories of Communication Function, defined as...

- **Behavioral Regulation Acts**: Used to regulate another's behavior for the purposes of obtaining or restricting an environmental goal. These include requesting objects/actions, protesting or rejecting undesired people, objects or actions.
- **Social Interaction Acts**: Used to attract and maintain another's attention to oneself for affiliative purposes such as soliciting attention, acknowledging, or requesting a social routine.
- **Joint Attention Acts**: Directs another's attention for the purposes of sharing the focus on an entity or event.



# Collecting a Communication Sample

- Best to know your subject (if unfamiliar, observe before sampling).
- Choose interactive settings based on questions being asked (e.g. for assessment purposes, we're usually asking "what is the range of communication means and functions a child is using across partners and contexts?").
- Choose familiar routines.
- Not possible in direct observation to record ALL behavior simultaneously and sequentially. If you miss something just go to the next one.
- Minimum sample size: 25 interactive events.
- Do not include incomplete events (e.g. partner did not respond or vice versa).





Communicator's Name:		COMMUNICATION SAMPLING FORM		Date of Sampling:	
EVENTS	INTERACTIVE SETTING	OBSERVED BEHAVIORS OF COMMUNICATOR	MEANS	PARTNER RESPONSE TO COMMUNICATOR	FUNCTION

Page \_\_\_\_ of \_\_\_\_

# Communication Sample - Raul playing



Phase  
1

Event No.	Interactive Setting What's happening? What is the partner doing/saying?	Observed Behaviors What behaviors does the C use to initiate or respond? What unaided &/or aided means does the C use with the partner?	Means	Partner response to communicator How does the partner respond to the C?	Functions
1	[SLP - Elisa] - presenting picture board (in response to "what do you want to do?")	Touches "swim"	AAC	Swim/gestures	RA
2	Who? Who swims?	Reaches in box + vocal	Ref, Voc	Oh	RI
3	Touching box, someone in here?	Pulls out shark	Ref	Oh, this guy	RI
4	The "shark" "swims"	Touches "sea"	AAC	In the sea...	RI
5	He swims	Vocalizes + touches shark	Voc, Ref	"rrr"	SAT
6	Do we need more sharks?	Head nod + touches shark	Rep, Ref	Yeah, shakes her head	AF
7	Who is my shark?	Smiles + vocalizes + touches	Fac, Voc, Ref	This one?	RI
8	My shark	Vocalizes (negative)	Voc	Or do you want it	PDR
9	"I want"	Looks at board + touches "I want" + vocal	Eye, AAC, Voc	Oh, "I want", ok that's your shark	RO
10	This one?	Shakes head	Rep	Oh, I can be this guy	AF
11	Good shark, bad shark	Touches "bad"	AAC	He's a bad shark!	RI



12	Elisa touches his shark	Verbalizes "no"	Verb	Oh you want him	PDR
13	"Play", "read", what do you think?	Touches "swim" + smiles	AAC, Fac	Swim?	RA
14	Where go? "sand", "sea"	Touches "sea" + vocalizes	AAC, Voc	The sea? Ok	RI
15	Elisa swimming with play shark	Raul moves his shark + vocalizes	Rep, Voc	Oh, swimming	SAT
16	Oh no, points to no	Shakes head "no"	Rep	No, no	Com
17	He's really big	Vocalizes	Voc	Yeah, he's big	Com
18	This one?	Shakes head "yes"	Rep	He's going to bump	AF
19	Here's Manatee - holds up picture	Bumps shark into book	Rep	Bang, bang	SAT
20	Here's Momma, "I have to call doctor"	Holds up shark to Momma puppet	Rep	Should Momma give him a kiss?	RA



## *Activity:*

***You try it!***

Watch the video and try to record 2-3 interactions.

Then code the ***means*** and ***functions***.



# What does the “online” version look like...?

<http://csa.acts-at.com/>





# Assignment #1

**Compare and contrast the TALC, Communication Matrix and/or CSA.**

- Pick two students and use a different tool for each; or use the same student with two different tools, your choice.
- For the TALC and CSA, complete at least 15 communication “utterances” or “exchanges”. Analyze and bring results
- For the Communication Matrix, complete the tool, print out graph.
- If you have questions anywhere along the line...contact your mentor!
- Bring your data to Day 2 and we will work together to review and draw conclusions about your information.





## Assignment #2

### PICK ONE:

- Pick a student you work with. Identify whether the student has an appropriate multimodal communication behavior or AAC strategy in place. If yes, what could you do to support better implementation with the behavior/strategy? What did you do? Come ready to report out. If not, explore a behavior or strategy for your student and bring your “aha’s and oops” as an example to share out with your group.
- Complete a “Snapshot” for a student you are working with who currently has systems and strategies in place.
- With your team, complete a “Roles and Responsibilities”.





<http://bit.ly/implementationday1>

## Wrap Up

EXIT  
CARD



# *Our Partners*



# *Our Partners*

