



AAC Communication and Skills Assessment

A guided observation for
assessing AAC related skills

DTA Schools/Dynamic Therapy
Associates, Inc.

By Vicki Clarke, MS CCC-SLP,
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Dynamic AAC Communication Assessment: Administration Instructions

Dynamic Therapy Associates, Inc.

General Directions:

The Dynamic AAC Communication Assessment is a tool to help guide you in assessing your student's skills in communicating using features in different AAC systems. It is an observation guide to use as you are working with your student during typical communication situations. This guide can be used to collect information during a single session, or can be completed over multiple evaluative treatment sessions.

Make sure that the activities and topics you present are interesting to the student. Our objective is to see how your student uses AAC to communicate messages THEY want to communicate. As you prepare to work with your student, think about their favorite activities. Ask the student, their family, friends and other professionals and be sure to BRING the fun!

Every section of the assessment asks you to consider the level of prompting needed to help your student communicate effectively. These are the prompts for you to consider. You will need to teach the student how to perform each activity first, so think about spending some time teaching the skills before you determine if the student can use the targeted skill to communicate. Use "backward chaining" to gradually decrease the amount of prompting and instruction you are giving the student.

Prompting Levels-

Natural Cue: A cue that occurs naturally during the interaction, for example, a friend says, "Hi" which is a natural cue for you to say "Hi!" Natural cues or initiation of interaction are all considered independent communication.

Indirect Cue: A cue which "invites" the student to communicate but does not overtly direct them to say something specific. Examples include gesturing toward the communication board/device/app; saying "did you have something to say?" or "what do you think?" A pause cue is also an indirect cue where the partner makes a comment or statement or asks a questions and then waits expectantly for the student to take a conversational turn.

Direct Point Cue: The partner points out the symbol/picture to cue the student what to say.

Hand Under Hand Cue: The partner places her hand under the child's hand (allowing the student's hand to "ride" on top of the back of the partner's hand and messages are generated together. This is a full assist.

****Never grasp a student's hand in yours and pull his hand toward a message on his screen. This creates a natural "pull back" reaction in many students and encourages the idea that the message is generated by the partner instead of the student. Students who don't pull away will only be encouraged toward learned helplessness, an issue for many nonverbal students. Students who resist can also develop behavioral issues including avoidance of their device in subsequent interactions.**

NR- No Response: The student does not respond to any cues provided.

Comprehensive Dynamic Display AAC Systems: These are commonly available robust communication applications and devices.

Applications:

AVAZ, ChatAble,, Expressive, LAMP, Proloquo2Go, Snap + Core First, SonoFlex, and TouchChat with Word Power

Dedicated Speech Generating Devices:

Prentke Romich Accent Series, Saltillo NovaChat Series, Tobii Dynavox i110, i13+ and i15+, Forbes Rehab Services Winslate and Proslate Series

Access to Communication Systems for Trials: Speech language pathologists often are able to have access to robust communication applications from manufacturers. Tobii Dynavox offers free access to all ASHA accredited SLPs. Other application developers are willing to give SLPs doing AAC assessments access to AAC applications. Contact manufacturers/developers!

You can also invite SGD manufacturers to join you for your assessment. The benefit of this is that they can assist you with the features unique to their systems so you can focus on your student's skills. If you invite representative to join you, be sure to invite individuals from more than one company so that you are considering all of the options available to your student.

Be cautious that you don't always default to the same AAC application without thoughtfully considering the other options. We are almost ALL biased to the first AAC system we learn, so be aware! It is not necessary to trial all of the AAC options, but you want to consider the pros and cons of each system.

To NOTE! You can use light tech or no-tech printed pages for many of the skills assessed in this tool. Printable versions of LAMP, Word Power, Unity, and Snap + Core pagesets are available to download for free on the manufacturer's websites! You can download core board from Project-Core.com in multiple sizes and displays.

HIERARCHY OF SKILLS

The skills on the AAC Skills Assessment Protocol are not inherently hierarchical. There is some general hierarchy in understanding social cause/effect and understanding the use of symbols (either spoken/written words, pictures, spelling etc.) in order to communicate symbolically. This does not preclude a student from learning through exposure, aided language input and motor planning to communicate via augmentative communication.

Let's Get Started!!

I. Early Skills for AAC Use

Discontinue administration of this section when subsequent skill is not observed with indirect or natural cueing.

If a student does not touch the screen for cause/effect activities, it is unlikely that using a screen to display choices and words is going to be effective at this point for natural communication. Consider the student's visual skills to determine if there are any hidden visual impairments, i.e. cortical visual impairment, which may hinder him from seeking out the visual display. Check to see if cause/effect is seen in other ways, ex: touching a switch/screen to elicit an auditory response; gestural or physical movements which are used to elicit a response from an object or person, ex: hands up to get picked up or swiping at beads to hear the sounds/feel the sensation. This person may benefit from **auditory scanning** selection. Continue the assessment giving a sequence of verbal choices to see if the student response/accepts in any way. You can assess choice making, core word use, noun categories in this manner.

ON-SCREEN CAUSE/EFFECT ASSESSMENT (ACTIVATE ANYWHERE)

Directions: Does the student understand that touching/looking at a screen causes a response? Activating a switch?

Apps to Trial: Big Bang Pictures, Big Bang Patterns, Children's Switch and Touch Progression, Teenager Switch and Touch Progression, Counting Songs 1, Counting Songs 2, Peek-A-Boo Barn, Fisher Price Baby, Finger Paint with Sounds (free), Rad Sounds Cause Effect, Sesame Street Beginnings (more complex visual), Real Fireworks (visual and auditory), Baby View (good visual and auditory), Forest Fighter (visually complex), Cause and Effect Sensory Sound Box, Bubble Popper (minimal visual, good popping sound effect), EDA Play or Hidden Grid.

TARGETING ON-SCREEN ASSESSMENT (1 ITEM ON SCREEN)

DIRECTIONS: Does the student target a specific area of the screen to activate a desired on-screen effect? You want to choose an app that has a limited number of items to activate so that your student doesn't activate by just touching anywhere. You also want the on-screen effect to be pretty OBVIOUS. Look for apps that have minimal visual complexity and big, obvious visual effects/auditory effects that the student will not miss. Be aware of your student's sensory needs. Most sound effects can be muted if necessary.

Apps to Trial: Tap-N-See Now, Peeping Musicians, WordToob (create your own videos!), Shhh!, Racing Cars, Big Trucks, Bumper Cars or Baby View

TARGET ITEM DISCRIMINATION ASSESSMENT (MULTIPLE ITEMS ON SCREEN)

DIRECTIONS:

Can the student target a specific image/symbol/picture to get a desired effect with other distracting images on screen? Look for indications that the student is deliberately targeting specific items: repetition and enjoyment of selected item.

Apps to Trial: Sound Touch Animals, Sound Touch Vehicles, Sound Touch Musical Instruments...Video Touch Animals, Video Touch Vehicles, Video Touch Musical Instruments...See N' Say Animals or Inclusive Smarty Pants

II. Single Symbol Understanding & Use

A. NOUN SYMBOL USE FOR FUNCTIONAL COMMUNICATION

Discontinue administration of this section when subsequent skill is not observed with indirect or natural cueing.

EARLY CHOICE MAKING with NOUN SYMBOLS (2-6 CHOICES)

DIRECTIONS: Can the student touch/look at a desired picture/symbols/image to request a desired off-screen activity in a field of 2 choices? 4 choices? 6 choices? Can the student effectively shift his/her attention from the iPad/screen to their partner and the requested activity? *Can use auditory scanning by listing a verbal sequence of choices.

No Tech Choice Making: Once you find out highly motivating items/activities your student enjoys, snap a photo or download a Google image and print them out to present to your student. You can put these on a Powerpoint or Google Slide to have multiple items on one page. Be sure to see if your student can recognize and choose from picture symbols as well.

Simple AAC Apps to Trial: Go Talk Now, Choice Board Creator, Talking Cards, So Much 2 Say or Point to Pictures

Simplified Comprehensive AAC apps/dedicated devices to trial: present with decreased field of choices (use pages with less choices or hide buttons to simplify the presentation) and navigate to the page of choices for the user (partner assisted navigation)

TO NOTE:

Trials with Early Choice-Making should include real choice-making with activities, objects, subjects that the student has already shown an interest in/motivation.

This is not a "show me" task. Ask student to choose what s/he wants from the board presented. You will determine accuracy of the selection based on whether the student appears satisfied with his selection. If you are not sure they are selecting an item deliberately, offer them the device to select first. Once s/he chooses a symbol, offer a few of the options by showing the items to see if s/he picks the items she originally selected on the device. This only works for objects. Allow the student ample time to try out different symbols to "learn" what they mean. Making a mistake only teaches the meaning of the symbol. Document any improvements you note over time. Showing an ability to learn is a valuable piece of information!

LATER CHOICE-MAKING with NOUN SYMBOLS (6+ CHOICES)

DIRECTIONS: Presented in the same manner as above but with an increased number of symbols available.

COMMENTING/LABELING with NOUN SYMBOLS

DIRECTIONS: Using the same apps as above, model and encourage the student to use noun symbols to comment or label and item they are enjoying. For example, you are actively playing with “bubbles” and the student selects “bubbles!” on their AAC system. You respond, “I know! We are playing with ‘bubbles!’”

B. ABSTRACT CORE WORD USE FOR FUNCTIONAL COMMUNICATION

CORE WORD USE ACTION/OBJECT REQUESTS-REOCCURENCE, CESSATION, ACTION.

DIRECTIONS: Using the same AAC app, see if the student can use core words “more” “go” and “stop/all done” to control the activity. Usually these words are on a main page or a specified “core” word page. Model asking for “more” snack, video, music. Model “go” to wind up a wind-up toy, push a swing, slide down the slide, start a song. Give a verbal prep statement such as “ready, set...” Gradually decrease prompting from a direct point cue to the symbol to a point in the general area of the symbol with a verbal cue, “do you want MORE?” Ultimately stop cueing and see if the student will start to touch the symbol independently. When s/he begins to show waning interest, encourage use of “stop” and offer another choice. Check to see if over several trials, the student begins to use these spontaneously.

*Can use auditory scanning by listing a verbal sequence of core word choices.

CORE WORD USE COMMENTING (SHARING INFO, OPINION...).

DIRECTIONS: Using the same core word page on your AAC app, watch for the student to give an indication of their opinion of the activity/item. Does s/he like it or not? Gain the students attention to the AAC app and model the word “like” (or “not”) to reflect what the student’s body language tells you. For example, when tasting lollipops of different flavors, my student wrinkles his nose. I over exaggerate my response and say, “oh gross! You do NOT (point to “not”) like that one!” If he smiles and giggles when we swing. I stop him, show him the app and say “You LIKE it!!!” with claps and laughs, immediately returning to swinging. After several repetitions with decreasing prompting, see if your student begins to use these words with the new function of commenting.

*Can use auditory scanning by listing a verbal sequence of core word choices. Be sure to scan the words in the same order every time.

C. SINGLE BUTTON PRE-STORED PHRASE USE FOR MULTIPLE PURPOSES:

DIRECTIONS: Assist the student in getting to social messages or to topic based pages during an activity. Model the use of pre-stored messages, for example, “Can you help me?” “Let’s change it,” “That’s awesome!” etc. Does the student use pre-stored phrases to interact? For what functions?

HIGH FREQUENCY FUNCTIONAL PHRASES

DIRECTIONS: All robust AAC applications have a page of prestored messages for highly frequent words and phrases we use across all of our daily activities. These typically include messages about personal needs, greetings and farewells, social questions, and feelings. Some systems include a way for the individual to “repair” a conversational misunderstanding, which often occurs when they are using an AAC system,

messages such as “please give me a minute,” or “I understand everything you say” and “I use this device to talk.”

You can model and teach these during any activity, from their arrival in your room, “Hello! How are you?” to specific games and activities, “let me” and to completion of your activity, “I’m done, goodbye.” Head over to the questions to ask “What are we doing next?” before they pick the next activity. Be on the lookout for any need to take a break, “I need to use the bathroom,” or grab a snack, “I’m hungry.”

Because these messages are used across regular daily activities, you will check on their used throughout your session, instead of during a specific activity.

HIGH FREQUENCY ACTIVITIES/TOPIC BASED MESSAGES

DIRECTIONS: Topic based messages are designed to increase the efficiency with which a person communicates during regular daily activities, for example, eating in the cafeteria, riding in the car, playing cards and games. Have a few choices of these types of activities for your student to choose from. Younger students can play with playdough, older students can play with cards. Some systems have topic pages for book reading which is appropriate for all ages. Show your student how to find the topic page by touching a representative symbol on a main topic/activity page. On the page, teach them by modeling appropriate phrases during the activity and encouraging them to make selections themselves.

Apps/Devices/Software With Context Based Topics: TouchChat, NovaChat, Word Power, Snap! Plus Core First,, AVAZ and Sonoflex.

* Can use auditory scanning by listing a verbal sequence of contexts/topics for each targeted selection, for example, “Let’s play! Where should we look for your toys? ‘kitchen, bathroom, playroom, bedroom’”. If the student doesn’t respond to your directive, give them the auditory selection and look for their response. If they consistently respond to a specific topic/context and show satisfaction over time, that suggests purposeful selection.

III. AAC Navigation Understanding & Use

NAVIGATION BY NOUN CATEGORIES

DIRECTIONS: Once your student has shown an interest in choosing a desired item out of a field of choices, navigate back one page to see if the student can learn to select a noun category button to get to their desired item/activity page. Use a *Comprehensive Dynamic Display AAC Systems (see ADDENDUM)

* Can use auditory scanning by listing a verbal sequence of categories for each targeted selection, for example, “you like the guitar! Let’s go find the guitar. Where should we look? “animals, clothes, music, toys...” If the student doesn’t respond to your directive, give them the auditory selection and look for their response. If they consistently respond to a specific category and show satisfaction over time, that suggests purposeful selection.

NAVIGATION BY GRAMMATICAL CATEGORIES

DIRECTIONS: Assess whether the student can locate desired items in grammatical categories such as “Actions,” “Things,” “Places” and “People.” Try to make this activity meaningful. Look for activities that requires use of these categories. If your student has shown an interest in specific items (snacks, videos, animals, vehicles, musical instruments), model the use of navigating to the “dictionary” category page. This is different on the different apps and can be called “My Words,” “Pages,” “Things,” “Nouns.” Look for the button that takes you to a page of category based folders.

To target accessing the verb/actions page, choose action words that are meaningful and easily observable such as “read,” “open,” “sing,” “play,” “sleep” (pretend to snore!).

To target “People” or “Places” go visiting. Let your student pick people or a place to visit. Play a game and let your student choose who goes next. See if your student can access the “People” button to find his friends.

* Can use auditory scanning by listing a verbal sequence of grammatical categories for each targeted selection, for example, “Let’s go visiting! Who should we see? “Actions, People, Places, Things...” Be sure your activity is motivating for the student!

NAVIGATION BY MULTI-MEANING ICONS

DIRECTIONS: This is best assessed using a Prentke Romich device, the LAMP app or the Speak For Yourself app, which include multi-meaning icons. These are symbols that can mean more than one concept: noun, action, descriptor. Selection of one of these icons navigates the user to a page of words which are associated with the selected icon. Model the use of the symbol on the main page to access a page including previously motivating items. For example, select the “Apple” to get to a snack folder. Select the “Dice” to get to a toy folder. Model the use of the symbols get to specific action requests or descriptor requests (remember “fast/slow” “go,” etc)

*Can use auditory scanning by listing a verbal sequence of icon choices. Be sure to scan the words in the same order every time. Given the demand on attention and memory for auditory scanning, you may opt to begin with a smaller selection of icons.

NAVIGATION USING ORGANIZATIONAL TOOLS SYMBOLS

DIRECTIONS: Most robust systems have “tools” that help you navigate to certain areas of the system. These are icons such as “go back” to return to a previous page, “next” to go to the next page, “core,” “social/quickfires,” “chat,” “keyboard” etc. Model the use of these to get to a specific set of pages and encourage your student to navigate there themselves. Do they remember where these tools are. It’s not necessary that they understand what each tool means, only that they know which words/messages are available by selecting these icons. You’ll use these throughout your session.

IV. Symbol Pairing for Novel Utterance Generation (Phrases & Sentences)

A. MULTI-SYMBOL PHRASES- NO NAVIGATION/PREDICTIVE NAVIGATION

DIRECTIONS: Model the use of two core words to comment or request, for example, “want + it.” Some early developing 2 word phrases:

“want + it”

“you + do” (as in, “you do it” “you make it go again,” “you help me,” “you take a turn”)

“I + do” (as in, “let me pick a movie by myself,” “let me pick a wind-up toy from the bin”)

“want + go”

“want + help”

“I + can” (as in, “I can do it”)

“not + like”

You are looking for your student to understand that they can change the meaning of their message by adding additional words, “I go,” versus “you go.” In this section we are not looking for them to be able to create a phrase across pages. Navigate them to a page with multiple options (core pages, certain activity pages) and see if they can put words together.

Some systems have “predictive navigation” meaning that the system “predicts” which page the student will need next and automatically takes them there, for example, selecting “eat” takes you automatically to the “food” page. *Be sure to consider that this automatic navigation may mean that the student learns the first word in the phrase is just a navigation button, rather than understanding the meaning of the word, for example, pressing “go” takes you to your favorite places, so the student may learn that the little “arrow” icon is simply a tool to take them to the page with Disney on it, rather than that the arrow means the word “go.”*

**Can use auditory scanning by listing a verbal sequence of core words for each word in the phrases. Once the student selects a word, encourage them to add another word and reinitiate scanning core word selection. Be sure to scan the core words in the same order every time!*

B. MULTI-SYMBOL PHRASES- WITH NAVIGATION

DIRECTIONS: Model use of a core word + a specific item, for example, select “want” then navigate to the snack food page and pick a snack. You can also model a core word paired with a descriptor, such as “go,” navigate to describing words page and select “fast” or “slow” followed with a fun activity- swing fast/slow, run fast/slow, sing a song super fast or really slow, read a book fast/slow. Remember to over-exaggerate the rate so it’s fun and silly! Use backward chaining with your prompts to see if your student begins to independently navigate.

** Can use auditory scanning by offering a sequence of all options on a particular page. This requires significant attention, planning, memory and motivation. Give prompts as needed and note these on the chart below.*

V. Syntax & Morphological Development: Brown's Stages

Brown's Stages	Features	Examples	Prompting Level
II:	<ul style="list-style-type: none"> present progressive -ing plural -s in/on 		
III:	<ul style="list-style-type: none"> irregular past tense (ate) 's possessive (Sarah's) uncontractible copula (to be- full word, "It is." "I am") 		
IV:	<ul style="list-style-type: none"> articles (a/the) regular past tense -ed 3rd person regular present tense -s (eats) 		
V:	<ul style="list-style-type: none"> 3rd person irregular (does, has) Uncontractible auxiliary (to be- full word, as aux. verb- "are you coming?") Contractible copula ("she's, they're) Contractible auxiliary (to be- shortened, as aux. verb "they're coming") 		

Language Sampling with AAC

When you have students who are communicating with connected text, it is often helpful to do a language sample of their statements using the AAC system and any available speech. You will collect this sample exactly the same way you collect a spoken language sample. You can put (V) to denote a spoken message and (A) to denote an augmented message. This will allow you to collect a mean length of utterance and to analyze the complexity of their language. Language development norms will NOT apply to this sample however, since it was gathered using AAC, but it IS a good source of information!

VI. Message Window/Text Box Management

DIRECTIONS: Once the student is using 2 or more words sequentially, model the use of the message window to speak the entire phrase. Model clearing the message window. Use backward chaining with your prompts to see if the student begins to use the message window independently.

* Can use auditory scanning by building the sentence with the student and then asking, "Do you have more to say or do you want to speak your message?" Then scan the entire page again, including the 'text box' or 'message window' in the response.

VII. Spelling to Communicate (Text-To-Speech)

DIRECTIONS : You can use the same techniques for functional evaluation of spelling to communicate that you use for all of the other skills. Using the keyboard or letter board, model a few object names and comments by spelling and using word prediction. Offer your student some communication options, "We could read (point to the 'r') or play (point to the 'p'). Many students don't have experience with word prediction so you may need to model this first before using backward cue chaining to see if the student begins to spell on his own. Consider offering alphabetical organization of the keyboard and QWERTY organization (standard keyboard setup).

Keyboards for iPad: Phonics Keyboard (need to set up accessibility options to allow for full access and turn Speak Screen on to speak entire message), Keedogo Plus

Text-To-Speech App: Proloquo4Text, Verbally, or Predictable

All Complex Communication Apps

Light Tech Alphabet Boards



Dynamic AAC Communication Assessment: Data Collection & Notes

Dynamic Therapy Associates, Inc.

NAME					
DATE OF ASSESSMENT					
TEAM MEMBERS PRESENT					
ACCESS METHOD	TOUCH	KEYGUARD	EYE GAZE	AUDITORY SCAN	VISUAL SCAN
SCREEN SIZE PRESENTED	5"	10"	12"	15+"	
MOTIVATING ACTIVITIES/ITEMS/ TOPICS					
AAC SYSTEMS PRESENTED	EQUIPMENT	SOFTWARE		PAGESET(S)	

PARTNER INTERVIEW NOTES



I. Early Skills for AAC Use

ON-SCREEN CAUSE/EFFECT ASSESSMENT (ACTIVATE ANYWHERE)

Apps/Toys/Electronics Presented:	# ACTIVATIONS	VISUAL ATTENTION?	PROMPTING LEVEL

TARGETING ON-SCREEN ASSESSMENT (1 ITEM ON SCREEN)

App/Program Presented:	# ACTIVATIONS	SIZE OF TARGET ACCURATELY SELECTED	VISUAL ATTENTION?	PROMPTING LEVEL

TARGET ITEM DISCRIMINATION ASSESSMENT (MULTIPLE ITEMS ON SCREEN)

App/Program Presented:	# ACTIVATIONS	SIZE OF TARGET ACCURATELY SELECTED	VISUAL ATTENTION?	PROMPTING LEVEL

EARLY SKILLS NOTES



II. Single Symbol Understanding & Use

A. NOUN SYMBOL USE FOR FUNCTIONAL COMMUNICATION

Discontinue administration of this section when subsequent skill is not observed with indirect or natural cueing.

EARLY CHOICE MAKING with NOUN SYMBOLS (2-6 CHOICES)

TARGETED NOUNS	# SYMBOLS VISIBLE (2-6)	BUTTON SIZE	PERCENTAGE OF CHOICES WITH SATISFACTORY OUTCOMES	SYMBOL TYPE: PHOTO, PICSYM	PROMPTING LEVEL

LATER CHOICE-MAKING with NOUN SYMBOLS (6+ CHOICES)

TARGETED NOUNS	# SYMBOLS VISIBLE (2- 6)	BUTTON SIZE	PERCENTAGE OF CHOICES WITH SATISFACTORY OUTCOMES	SYMBOL TYPE: PHOTO, PICSYM	PROMPTING LEVEL

COMMENTING/LABELING with NOUN SYMBOLS

TARGETED NOUNS	# SYMBOLS VISIBLE (2- 6)	BUTTON SIZE	PERCENTAGE OF CHOICES WITH SATISFACTORY OUTCOMES	SYMBOL TYPE: PHOTO, PICSYM	PROMPTING LEVEL

B. ABSTRACT CORE WORD USE FOR FUNCTIONAL COMMUNICATION**CORE WORD USE ACTION/OBJECT REQUESTS-REOCCURENCE, CESSATION, ACTION.**

TARGETED CORE WORDS	# SYMBOLS VISIBLE	BUTTON SIZE	PERCENTAGE OF CHOICES WITH SATISFACTORY OUTCOMES	SYMBOL TYPE: PHOTO, PICSYM	PROMPTING LEVEL

CORE WORD USE COMMENTING (SHARING INFO, OPINION...).

TARGETED CORE WORDS	# SYMBOLS VISIBLE	BUTTON SIZE	PERCENTAGE OF CHOICES WITH SATISFACTORY OUTCOMES	SYMBOL TYPE: PHOTO, PICSYM	PROMPTING LEVEL

C. SINGLE BUTTON PRE-STORED PHRASE USE FOR MULTIPLE PURPOSES:

HIGH FREQUENCY FUNCTIONAL PHRASES

# SYMBOLS VISIBLE	MESSAGE FUNCTIONS					PROMPTING LEVEL
	GREETINGS	NEEDS	FEELINGS	QUESTIONS	REPAIRS	

HIGH FREQUENCY ACTIVITIES/TOPIC BASED MESSAGES

TOPICS/ACTIVITIES PRESENTED	# SYMBOLS VISIBLE	MESSAGE FUNCTIONS				PROMPTING LEVEL
		REQUEST	RESPOND	COMMENT	QUESTION	

NOTES RE: SINGLE BUTTON USE



III. AAC Navigation Understanding & Use

NAVIGATION BY NOUN CATEGORIES

NOUN CATEGORIES TARGETED	HIGHEST NUMBER OF SYMBOLS/PAGE WITH ACCURACY	SYMBOL TYPE: PHOTO, PICSYM	PROMPTING LEVEL

NAVIGATION BY GRAMMATICAL CATEGORIES

GRAMMATICAL CATEGORIES TARGETED	HIGHEST NUMBER OF SYMBOLS/PAGE WITH ACCURACY	SYMBOL TYPE: PHOTO, PICSYM	PROMPTING LEVEL

NAVIGATION BY MULTI-MEANING ICONS

SEQUENCES TARGETED	PRIMARY ACCESS METHOD		PROMPTING LEVEL
	VISUAL INSPECTION	MOTOR MEMORY	

NAVIGATION USING ORGANIZATIONAL TOOLS SYMBOLS

SEQUENTIAL PAGES (Go Back/Next)	CORE	WORD LIST/ DICTIONARY	PERSONAL WORD LISTS	SOCIAL: COMMON FUNCTIONS	TOPICS/ ACTIVITIES	PREOMPTING LEVEL

NOTES RE: NAVIGATION SKILLS & NEEDS



IV. Symbol Pairing for Novel Utterance Generation (Phrases & Sentences)

A. MULTI-SYMBOL PHRASES- NO NAVIGATION/PREDICTIVE NAVIGATION

TARGETED PAGE	TYPE OF SYMBOL PAIRS				PROMPTING LEVEL
	STARTER PHRASE + NOUN	STARTER PHRASE + CORE	CORE + CORE	CORE + NOUN	

B. MULTI-SYMBOL PHRASES- WITH NAVIGATION

PAIRED PAGES	TYPE OF SYMBOL PAIRS				PROMPTING LEVEL
	STARTER PHRASE + NOUN	STARTER PHRASE + CORE	CORE ONLY	CORE + NOUN	

NOTES RE: MULTI-WORD PHRASE GENERATION



V. Syntax & Morphological Development-Brown's Stages

Brown's Stages	Features	Examples	Prompting Level
II:	<ul style="list-style-type: none"> present progressive -ing plural -s in/on 		
III:	<ul style="list-style-type: none"> irregular past tense (ate) 's possessive (Sarah's) uncontractible copula (to be- full word, "It is." "I am") 		
IV:	<ul style="list-style-type: none"> articles (a/the) regular past tense -ed 3rd person regular present tense -s (eats) 		
V:	<ul style="list-style-type: none"> 3rd person irregular (does, has) Uncontractible auxiliary (to be- full word, as aux. verb- "are you coming?") Contractible copula ("she's, they're) Contractible auxiliary (to be- shortened, as aux. verb "they're coming") 		

LANGUAGE SAMPLE WITH AAC SYSTEM:



VI. Message Window/Text Box Management

SPEAK ON ENTRY NEEDED	PRESS TO SPEAK	CLEAR/AUTO CLEAR	DELETE CHARACTER	SAVE TO BUTTON	SEND TO PROGRAM

VII. Spelling to Communicate (Text-To-Speech)

FUNCTIONAL TARGETED WORDS	INITIAL SOUND + SYMBOL PREDICTION	WORD PREDICTION (SYMBOL/WORD)	SIGHT WORD/ GENERATIVE SPELLING	PROMPTING LEVEL

NOTES RE: TEXT-TO-SPEECH & SPEECH OUTPUT




RECOMMENDATIONS FOR AAC CONSIDERATION

NECESSARY FEATURES	
ACCESS METHOD	
SCREEN SIZE	
SOFTWARE	
PAGESET (SYMBOLS PER PAGE, ORGANIZATION)	
ACCESSORIES	
TEACHING METHOD	REPETITION & FUNCTIONAL PRACTICE (COACHING IN CONTEXT, EXPERT & TRAINED PARTNERS)
	VERBAL EXPLANATION & PRACTICE (SPEECH THERAPY)
	MODELING & IMMERSION IN AAC ENVIRONMENT (ON-GOING TRAINED PARTNERS)
PARTNER TRAINING	LIST PARTNERS:
FUNDING SOURCE(S)	



Dynamic AAC Communication Assessment: Data Collection & Notes

Dynamic Therapy Associates, Inc.

NAME					
DATE OF ASSESSMENT	3/1/21				
ACCESS METHOD	TOUCH ✓	KEYGUARD	EYE GAZE	AUDITORY SCAN	VISUAL SCAN
SCREEN SIZE PRESENTED	5"	sample		12"	15"
MOTIVATING ACTIVITIES/ITEMS/ TOPICS					
AAC SYSTEMS PRESENTED	EQUIPMENT iPad	SOFTWARE Swept + Core		PAGESET(S) 5x5 c toolbar	
Team Members: Valerie Williams, Malloy Bradley					

PARTNER INTERVIEW NOTES

uses a picture schedule for speech
using AAC flipbook

retracted mandible (under bile), wide set eyes,
flat nasal bridge - no dx

pull out for reading + math - two parapro

hearing + vision impairment

DFCS cases at previous school; minimal
parental follow through for I.T.



I. Early Skills for AAC Use

ON-SCREEN CAUSE/EFFECT ASSESSMENT (ACTIVATE ANYWHERE)

Apps/Toys/Electronics Presented:	# ACTIVATIONS	VISUAL ATTENTION?	PROMPTING LEVEL
	✓		

TARGETING ON-SCREEN ASSESSMENT (1 ITEM ON SCREEN)

App/Program Presented:	# ACTIVATIONS	SIZE OF TARGET ACCURATELY SELECTED	VISUAL ATTENTION?	PROMPTING LEVEL
		✓		

TARGET ITEM DISCRIMINATION ASSESSMENT (MULTIPLE ITEMS ON SCREEN)

App/Program Presented:	# ACTIVATIONS	SIZE OF TARGET ACCURATELY SELECTED	VISUAL ATTENTION?	PROMPTING LEVEL
		✓		

II. Single Symbol Understanding & Use

A. NOUN SYMBOL USE FOR FUNCTIONAL COMMUNICATION

Discontinue administration of this section when subsequent skill is not observed with indirect or natural cueing.

EARLY CHOICE MAKING with NOUN SYMBOLS (2-6 CHOICES)

TARGETED NOUNS	# SYMBOLS VISIBLE (2-6)	BUTTON SIZE	PERCENTAGE OF CHOICES WITH SATISFACTORY OUTCOMES	SYMBOL TYPE: PHOTO, PICSYM	PROMPTING LEVEL
		✓			

LATER CHOICE-MAKING with NOUN SYMBOLS (6+ CHOICES)

TARGETED NOUNS	# SYMBOLS VISIBLE (2-6)	BUTTON SIZE	PERCENTAGE OF CHOICES WITH SATISFACTORY OUTCOMES	SYMBOL TYPE: PHOTO, PICSYM	PROMPTING LEVEL
clothing	4-12 choices 30 loc.		- III III	photos PCS	NC

COMMENTING/LABELING with NOUN SYMBOLS

TARGETED NOUNS	# SYMBOLS VISIBLE (2-6)	BUTTON SIZE	PERCENTAGE OF CHOICES WITH SATISFACTORY OUTCOMES	SYMBOL TYPE: PHOTO, PICSYM	PROMPTING LEVEL
household school clothes food animals			100% 100% 25% 30% 33%	PCS	1C (give a few choices)

B. ABSTRACT CORE WORD USE FOR FUNCTIONAL COMMUNICATION

CORE WORD USE ACTION/OBJECT REQUESTS-REOCCURENCE, CESSATION, ACTION.

TARGETED CORE WORDS	# SYMBOLS VISIBLE	BUTTON SIZE	PERCENTAGE OF CHOICES WITH SATISFACTORY OUTCOMES	SYMBOL TYPE: PHOTO, PICSYM	PROMPTING LEVEL
"more" "stop" "want" "open" "go"				PCS	2C 2C 2C 2C 2C

CORE WORD USE COMMENTING (SHARING INFO, OPINION...).

TARGETED CORE WORDS	# SYMBOLS VISIBLE	BUTTON SIZE	PERCENTAGE OF CHOICES WITH SATISFACTORY OUTCOMES	SYMBOL TYPE: PHOTO, PICSYM	PROMPTING LEVEL
"like" "not" descriptive terms				PCS	NC NC Q

access program use I/me

C. SINGLE BUTTON PRE-STORED PHRASE USE FOR MULTIPLE PURPOSES:

HIGH FREQUENCY FUNCTIONAL PHRASES

# SYMBOLS VISIBLE	MESSAGE FUNCTIONS					PROMPTING LEVEL
	GREETINGS	NEEDS	FEELINGS	QUESTIONS	REPAIRS	
30 loc. get dressed	hi bye					2 loc.

HIGH FREQUENCY ACTIVITIES/TOPIC BASED MESSAGES

TOPICS/ACTIVITIES PRESENTED	# SYMBOLS VISIBLE	MESSAGE FUNCTIONS				PROMPTING LEVEL
		REQUEST	RESPOND	COMMENT	QUESTION	
getting dressed	30 loc.					explanation

NOTES RE: SINGLE BUTTON USE

explains on prestored but defaults to
cse + personal pgs.



III. AAC Navigation Understanding & Use

NAVIGATION BY NOUN CATEGORIES

NOUN CATEGORIES TARGETED	HIGHEST NUMBER OF SYMBOLS/PAGE WITH ACCURACY	SYMBOL TYPE: PHOTO, PICSYM	PROMPTING LEVEL
clothing ↳ related ↳ accessories *not observed in flipbooks	30 loc.	PCS	IC

NAVIGATION BY GRAMMATICAL CATEGORIES

GRAMMATICAL CATEGORIES TARGETED	HIGHEST NUMBER OF SYMBOLS/PAGE WITH ACCURACY	SYMBOL TYPE: PHOTO, PICSYM	PROMPTING LEVEL
colors	30 loc.	PCS	initial model

NAVIGATION BY MULTI-MEANING ICONS

SEQUENCES TARGETED	PRIMARY ACCESS METHOD		PROMPTING LEVEL
	VISUAL INSPECTION	MOTOR MEMORY	
N/A			

NAVIGATION USING ORGANIZATIONAL TOOLS SYMBOLS

SEQUENTIAL PAGES (Go Back/Next)	CORE	WORD LIST/ DICTIONARY	PERSONAL WORD LISTS	SOCIAL: COMMON FUNCTIONS	TOPICS/ ACTIVITIES	PREMPTING LEVEL
✓	✓		✓	Quadratic	Get Dressed IC IC	

* flips through pgs in ATC book

NOTES RE: NAVIGATION SKILLS & NEEDS

Quadratic: DPC

Back → Core → Personal word list → movies → movie menu



IV. Symbol Pairing for Novel Utterance Generation (Phrases & Sentences)

A. MULTI-SYMBOL PHRASES- NO NAVIGATION/PREDICTIVE NAVIGATION

TARGETED PAGE	TYPE OF SYMBOL PAIRS				PROMPTING LEVEL
core	STARTER PHRASE + NOUN	STARTER PHRASE + CORE	CORE + CORE	CORE + NOUN	30% direct model
			+ "more go"		

B. MULTI-SYMBOL PHRASES- WITH NAVIGATION

PAIRED PAGES	TYPE OF SYMBOL PAIRS				PROMPTING LEVEL
core + phrasal → t.v.	STARTER PHRASE + NOUN	STARTER PHRASE + CORE	CORE ONLY	CORE + NOUN more shoes "I go more Daisy"	ppc

NOTES RE: MULTI-WORD PHRASE GENERATION

- emerging 3-word phrases & syntax errors
"I can do" → "do I can" (ex.)
following model



V. Syntax & Morphological Development-Brown's Stages

Brown's Stages	Features	Examples	Prompting Level
II:	<ul style="list-style-type: none"> present progressive -ing plural -s in/on 	not observed in speech; N/A to AAC	
III:	<ul style="list-style-type: none"> irregular past tense (ate) 's possessive (Sarah's) uncontractible copula (to be- full word, "It is." "I am") 		
IV:	<ul style="list-style-type: none"> articles (a/the) regular past tense -ed 3rd person regular present tense -s (eats) 		
V:	<ul style="list-style-type: none"> 3rd person irregular (does, has) Uncontractible auxiliary (to be- full word, as aux. verb- "are you coming?") Contractible copula ("she's, they're") Contractible auxiliary (to be- shortened, as aux. verb "they're coming") 		

LANGUAGE SAMPLE WITH AAC SYSTEM:



VI. Message Window/Text Box Management

SPEAK ON ENTRY NEEDED	PRESS TO SPEAK	CLEAR/AUTO CLEAR	DELETE CHARACTER / word	SAVE TO BUTTON	SEND TO PROGRAM
		NC	X		

VII. Spelling to Communicate (Text-To-Speech)

FUNCTIONAL TARGETED WORDS	INITIAL SOUND + SYMBOL PREDICTION	WORD PREDICTION (SYMBOL/WORD)	SIGHT WORD/ GENERATIVE SPELLING	PROMPTING LEVEL
individual letters - IC E				indirect cue (show a few choices)

NOTES RE: TEXT-TO-SPEECH & SPEECH OUTPUT



RECOMMENDATIONS FOR AAC CONSIDERATION

NECESSARY FEATURES

ACCESS METHOD	touch
SCREEN SIZE	10"
SOFTWARE	Smart Core First
PAGESET (SYMBOLS PER PAGE, ORGANIZATION)	5x5 + toolbar
ACCESSORIES	additional app; additional charger
TEACHING METHOD	<input checked="" type="checkbox"/> REPETITION & FUNCTIONAL PRACTICE (COACHING IN CONTEXT, EXPERT & TRAINED PARTNERS)
	<input checked="" type="checkbox"/> VERBAL EXPLANATION & PRACTICE (SPEECH THERAPY)
	<input type="checkbox"/> MODELING & IMMERSION IN AAC ENVIRONMENT (ON-GOING TRAINED PARTNERS)
PARTNER TRAINING	LIST PARTNERS: mom, brother, sister
FUNDING SOURCE(S)	medicaid

[Smart Core - need isolated grammatical categories for language learning
TouchChat - hybrid may be confusing

[QTF - fast funding
i110 - volume, durability
needs backup system