AAC Assessment After Device Selection

Texas Region 10 ESC

Carole Zangari, Ph.D., CCC-SLP, ASHA-F, BCS-CL
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Disclosures & Acknowledgments

Financial: Co-author/editor

Practically Speaking

TELL ME AAC in the Preschool Classroom

TELL ME MAS

Coming in 2023
TELL ME, Too
(Classroom-based AAC instruction for Elem-MS)

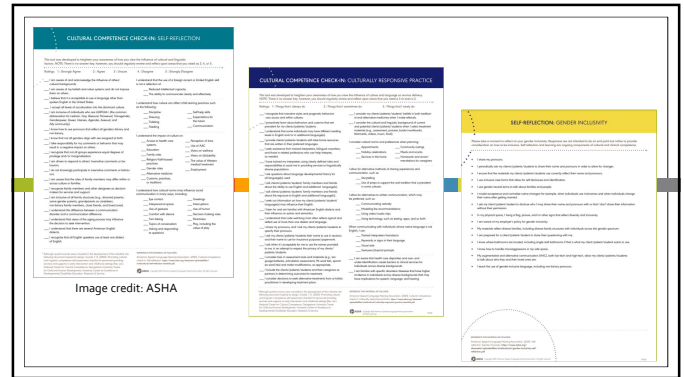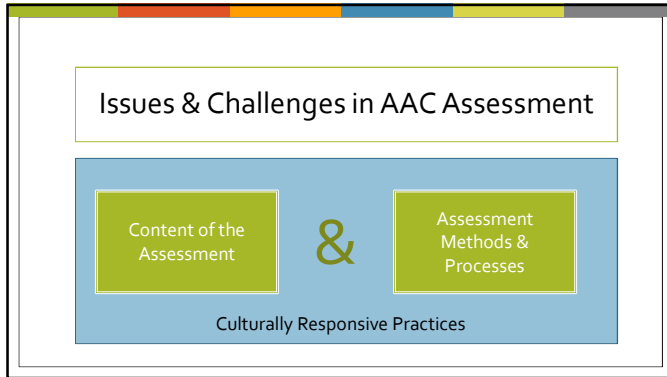**Non-financial**: Owner of educational blog (PrAACtical AAC)

Many thanks to the AAC users, families & graduate students at Nova Southeastern University

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Following this training, you will be able to:

- Identify issues and challenges in the assessment of AAC users and describe ways to involve stakeholders in the process of planning meaningful assessments;
- Explain the process of developing Fair Testing Practices for AAC users
- Collaborating with special educators to develop a framework for curriculum-oriented assessment
- Guiding the IEP team to develop effective assessment practices for things like quizzes, unit tests, etc.
- Discuss the use of formal testing, observational assessments, and informal protocols.

Today we will talk about:

Issues & Challenges

Interpretation & Documentation

Planning for Assessment

Fair Testing Practices

Assessment

Observational & Informal Assessments

Addressing Challenges in Testing

Motor Linguistic Behavioral

Adapting Formal Tests

Slide 1

Issues & Challenges in AAC Assessment

Content of the Assessment	**&**	Assessment Methods & Processes

Culturally Responsive Practices

Slide 2

Image credit: ASHA

Slide 3

People who use AAC are often subjected to unfair testing practices.

They are required to do things like:

- Use an SGD or AAC app that they are still learning to answer test questions
- Use a new or exhausting motor pattern to produce a written product for grading

We also expect students without sufficient test-taking skills to demonstrate their knowledge on quizzes & exams.

Slide 4

Are we testing what they know
OR
their ability to demonstrate their knowledge using processes that they still struggle with?

Problematic assessments can have important ramifications.

Placement Decisions

School Grades

Program Eligibility

Access to Services

Intervention Planning

Guardianship Decisions

Legal Proceedings

Self-Determination

Where do we go from here?

How can we improve this situation so that AAC users are assessed in more appropriate ways?

STEP 1

Understand & Acknowledge the Problem

THERAPISTS & EDUCATORS
INDIVIDUALS WHO USE AAC & THEIR FAMILIES
OTHER SERVICE PROVIDERS

STEP 2

Develop Guidelines for Assessing Each Individual According to their Needs & Abilities

CONTENT
METHODS & PROCEDURES

Slide 1

Purpose is the engine that drives the assessment.
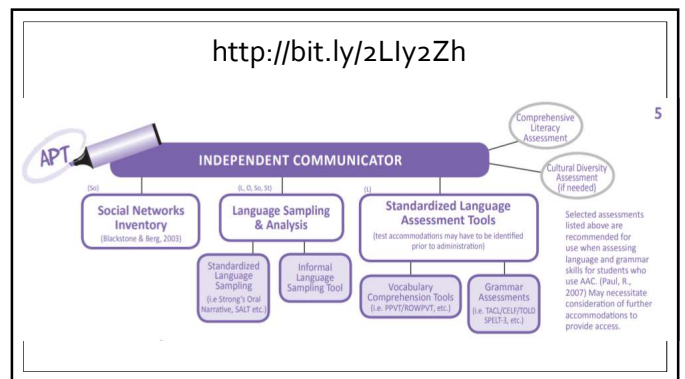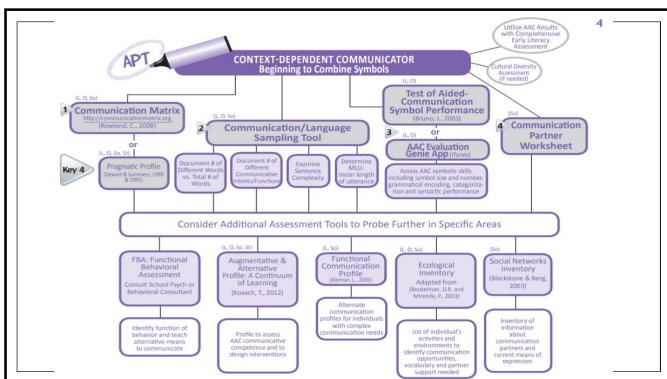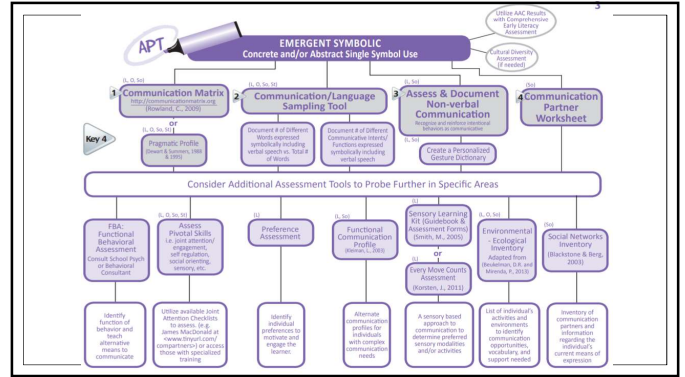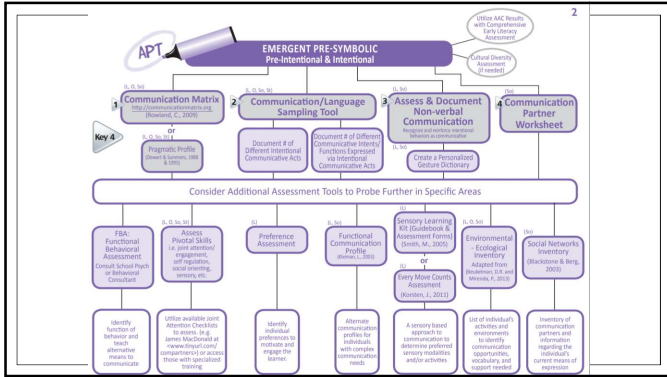

Slide 2

Planning Assessments: Stakeholder Involvement

- What are the AAC users' goals?
  - Assess in areas that will prepare them to traverse barriers
  - Consider supports such as Talking Mats & rating scales
- Family
- Service providers
  - Educators
  - Therapists
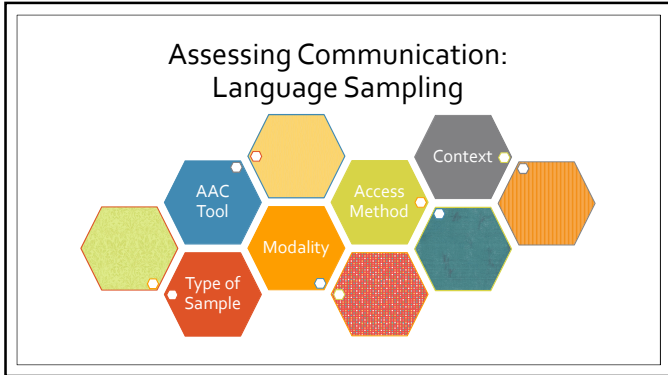- Input from close friends/peers

Slide 3

Identifying the Goals & Priorities of People Who Use AAC

- Qualitative rating scales
- Talking Mats (Murphy & Cameron, 2008)
- Choice-making arrays
- Observing their responses & affect

Hate it   Not sure   Love it

Slide 4

AAC Assessment Planning Tool (APT)

Grant Wood Area Education Agency AAC Resource Team

Slide 1

Assessing Communication: Language Sampling

- AAC Tool
- Context
- Access Method
- Modality
- Type of Sample

Slide 2
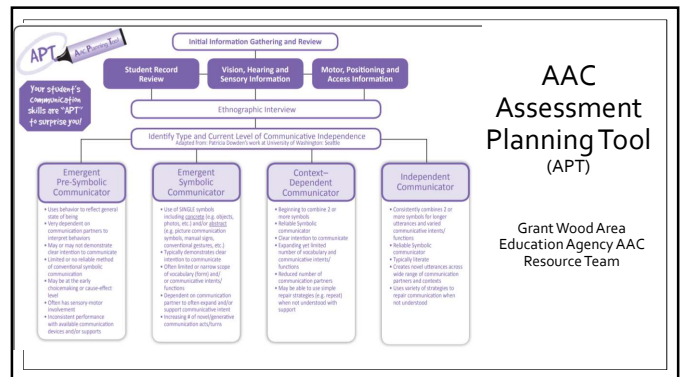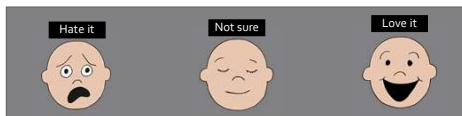
Spontaneous Language in a Therapy Session

Dr. Z I have something to tell you.
I had my huge meeting today. It went so so.
Yes. Proud.
This morning we had a huge meeting at school. It th...
we talked about a lot things.
Can you please make up the situation that y...
store because there is boys?
How do you feel if boys were allowed to ...
and not boys?
This happened to me a couple of times.
Sad Frustrated Happy Nervous Proud H...
New friends.
When I changed classes my friends felt h...
This happens to me a lot. I feel mad. Offen...
He didn't hear. Angry. Because of Name's ans...
Hurt. Frustrated because Name was busy doing ...
When Name try to talk to him.
Ashamed because the question was answered.
Name asked the same question again. What's that? Stupid.
She gave the answer already and nobody wants to hear it.
Isolated. Name wouldn't talk to Name.

That happened to me and my mom last Tuesday.
We felt frustrated. We felt annoyed.
Because Name was not reliable. We don't know if Name would
... today.
... and mom had this experience.
... what it would feel like if I was in Name's shoes
... norse
... responses last Tuesday too.
... lf.
... y self using my Dynavox. I can go to my
... words that I want to say.
... tegory pages to find words to express how I
... tegory page is like a page with words like
... words.
... all my Dynavox helps me to express my self and advocate
for my self.
I was thinking about you guys can help me out with the pros
and cons.

Language sampling is an indicator of current levels of performance

22

Slide 3

Consider what type of sample to collect

- Traditional: SLP engages the learner in relevant activities designed to elicit language
  - Specific rules & guidelines for eliciting language samples
  - Minimum number of utterances
- Recording sample of spontaneous language in therapy sessions
  - Guidelines are looser and may be determined by the evaluator (e.g., do not record answers to direct questions)
- Written language samples
  - Generally have significant differences when compared to samples derived from interaction

Slide 4

Determine what analyses to conduct

- Total number of utterances
- Total number of words
- Number of words by category (e.g., part of speech, semantic)
- Number of different/unique words
- Measure of linguistic diversity
- Mean length of utterance in words and morphemes
- Communicative functions

- Morphological structures
- Sentence constituents & syntactic structures
- Use of repair strategies
- Pre-stored vocabulary
- Discourse skills (if appropriate)
- Narrative analysis (if appropriate)
- Etc.

Slide 1

```
10:54:18 SEM "mY|"
10:54:30 ACT "FRIEND "
10:54:37 SEM "A "
10:54:52 SEM "AND "
10:55:29 SEM "I "
10:55:36 SEM "ARE "
10:55:37 SEM "AM "
10:55:57 SEM "T"
10:56:19 SPE "s"
10:56:30 SEM "S"
10:56:42 WPR "SPEAK "
10:56:50 SEM "S"
10:57:02 WPR "START "
10:57:17 DWP "STARTING "
10:57:28 SEM "A "
10:57:34 SEM "B"
10:58:12 SPE "P"
10:58:31 SEM "B"
10:58:44 WPR "BUSINESS "
10:59:04 SEM ". "
10:59:30 SEM "i "
10:59:36 SEM "GO "
10:59:41 SEM "TO "
11:00:04 ACT "CHURCH "
```

Using Data Logs for Language Sample Analysis

When appropriate and with the client's informed consent, information collected through remote data recording can be useful in the assessment process.

When asking AAC users for their permission to collect language sample data, practitioners must provide specific information so that they can make informed decisions.

- E.g., When will the data collection start & stop? What is being collected & why? How will the information be used? Will the person who uses AAC be able to review the data prior to anyone else seeing it & strike anything they wish to remove? How can they be sure that there are no negative repercussions if they choose not to consent? What should the AAC user do if they change their mind & want to revoke their consent?

Slide 2

QUAD© Profile

Checklists for Profiling
Language Samples

Vocabulary Checklist
This is a list of early, high frequency words, excluding nouns. The reason for excluding nouns is that they are highly idiosyncratic and vary significantly between individuals.

Check off occurrences of words as you see them in your language samples. Some words exist only as ROOT forms i.e. without any endings. Thus, if you sample includes the word 'leaving,' check off the word as 'leave' but also note in the Morphology Checklist that the -ing form has been used.

Morphology Checklist
Check off any occurrences of the various words, word endings, or contractions that appear in your sample. You can mark by date, therefore keeping a record of change over time. Use in conjunction with the Vocabulary Checklist.

Sentence Types Checklist
Where your sample consists of sentences, or attempts at sentences, check off any occurrences of the basic sentence types. Use tally marks on the sheet if you want to see the frequency with which the different types are used.

Language Functions Checklist
For each sentence (or single-word 'sentence') check off the function that the utterance performs. There may be some ambiguity and a certain amount of interpretation needed.

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R. Cross

Slide 3

Observation Guide: Conversational Styles

Student observed: _____   Dates of observations: _____

Take a few minutes over several days to observe the student interacting with various communication partners.

1. List the activities and conversational partners (teacher/peer/parent/caregiver/stranger) you are able to observe:

Activities	Conversational

2. Put a + (plus) next to the activities in conversational partners you noticed in the student communicating with the most.

3. What was the conversational style of the student(s) when you were observing?

   Sociable _____ Reluctant _____ Own agenda _____ Passive _____

   Sociable child: Frequently initiates and responds to others' initiations
   Reluctant child: Seldom initiates but user responds to others' initiations
   Own agenda child: May initiate, but rarely responds to others' initiations
   Passive child: Hardly initiates or response to others' initiations

4. Jot down any other factors you think may have influenced the conversational style during the times you observed the student(s).

Image Credit: Bridge School

Slide 4

Communication Partner-PWUAAC Interaction
Observation Checklist

Observe interaction with various communication partners. Note how the role of the communication partner influences the student's interaction. The chart includes a section for documenting the communication interaction behaviors of the communication partner as well as the communication interaction behaviors of the student. For each sample, note the name of the primary person interacting with the student and the date/activity.

	Communication Partner	Date/Activity
Sample 1:		
Sample 2:		
Sample 3:		
Sample 4:		
Sample 5:		
Sample 6:		

Interaction Variables	S1	S2	S3	S4	S5	S6
1. communication partner developed an AAC system that accommodates for the students' skills and sensory levels (size, spacing, color coding, arrangement, transportation)						
student responses (e.g., selects targets, transports system, manages system) show that the AAC system is designed to meet his/her skill and sensory level						
2. communication partner provided student with physical access to AAC system						
student indicated need for AAC system, if not provided with it						
3. communication partner placed AAC system in an appropriate location for access by the student (if student needs partner assistance to access, is the partner assisting in an appropriate way)						
student indicated need for the AAC system to be adjusted for his/her access (if student is being assisted, the student indicates need/approval of assistance)						
4. communication partner expected use of the AAC system (waited, looked at AAC system, gave visual or verbal prompt)						
student showed awareness of the need to use the AAC system						
5. communication partner created opportunities for the student to use the AAC system						
student responded in some way (e.g., gesture, sign, AAC system) to opportunities created to communicate						
6. communication partner used a variety of strategies (e.g., sabotage, temptation, ignore) to stimulate communication						
student responded to strategies (e.g., sabotage, temptation, ignored) by using AAC system						

Gail VanTatenhove

G. Van Tatenhove

AAC Language Lab Stages Chart

AAC Language Lab
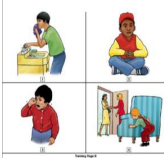

AAC Fair Testing Practices

A set of guidelines on how to test an individual student so that you are getting information on their knowledge & skills, *not confounded by disability-related issues* like fatigue, inattention, or difficulties with seating/positioning

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Veronica: The Challenge

How can we assess her single word vocabulary knowledge when we know that fatigue & attention are likely to depress her scores?

Form A
Standard administration

Completed 18 items before she reached the ceiling

Form B
Administered over several sessions

Completed 83 items before she reached the ceiling

Image Credit: Pearson Clinical

Guiding Questions for FTPs (Proctor & Zangari, 2009)

1. What preparation does the student need in order to participate in the assessment so that we are more likely to be testing knowledge & skills as opposed to the disability?
2. Can anyone test this student or are there specific skills and characteristics that the evaluator should possess?
3. How can we ensure that the student understands the expectations and requirements of the test?
4. How will the student answer forced-choice questions, such as true/false or multiple choice questions?
5. How will the student answer open-ended questions, such as fill-in-the-blank or short essays?
6. How long can the student work before the results reflect fatigue more than knowledge and skills?

Guiding Questions (Proctor & Zangari, 2009)

7. Test materials
   a. What materials are needed? (e.g., slant board, sticky notes, marker, AAC device)
   b. Who will prepare those materials?
   c. What vocabulary is needed on the student's AAC device?
   d. Who will make sure that it is programmed correctly?
8. Does the student need to be oriented to new vocabulary on the AAC device prior to testing?
9. What prompts and cues are allowed and beneficial?

Guiding Questions (Proctor & Zangari, 2009)

10. What feedback and reinforcement is allowed and beneficial?
11. How will the student indicate that a break is needed?
12. How will adaptations to standard protocols be documented?
13. How can we ensure that FTPs are implemented as designed?

8-Part Series on AAC Fair Testing Practices
https://bit.ly/2ZfJF2Z

Challenges Commonly Faced in Testing Situations

- Linguistic response
- Motor responses
- Long or complex instructions
- Limited test-taking skills
- Managing the expectations of testing situations & dealing with anxiety

Manipulating Objects

- Can they physically show you in some other way?
  - E.g., pointing or eye gazing to a location rather than moving an object
- Can we do the manipulating and ask them to signal right/wrong?
  - E.g., "Tell me with a thumbs up/down if this is right or wrong?"

Challenges Commonly Faced in Testing Situations

- Linguistic response
- Motor responses
- Long or complex instructions
- Limited test-taking skills
- Managing the expectations of testing situations & dealing with anxiety

Testing makes most people anxious.

Helping people understand the expectations of the assessment can reduce anxiety and promote understanding.

Both of these lead to better assessment experiences and outcomes.

I Am Working For

Tablet

Talk with Dr. Z | Do the Yellow Book | Do the White Book | Take a Break | Do the Green Book | Clean Up | Play

Sample FTP

"When assessments require a change in routine, use Samuel's First/Then process to help him select an enjoyable/relaxing activity to follow the testing. Create a visual support using his preferred format and implement the established First/Then procedures."

First   Then

- Visual supports alone are not enough.
- Teach the process.

Work with Dr. Z | Play an iPad Game

Social narratives can also be helpful.

Have family or classroom read it 1-2 times day for the preceding week.
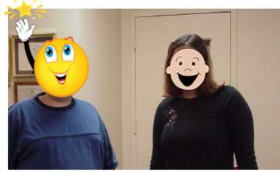
My name is ⬛ . Sometimes I go to speech. I might see Robin, Jennifer, and other people at speech. I do many different things when I go to speech.

Advocacy

- Build these FTPs collaboratively.
- Include the AAC user whenever possible.
- Develop a formal plan & document it.
- Review it periodically.
- Check in with the team and the AAC user/family to be sure things are being implemented as designed.
  - Do an extra check-in prior to any high-stakes testing
- Help students advocate for themselves, when possible.
- Monitoring is important. Don't assume that everyone will do the right thing.

DOING THIS AS A SOLE PROVIDER IS A GOOD FIRST STEP.

Advocating for other team members to do develop & use Fair Testing Practices is *even better*.

Let's talk about formal testing.

Knowledge of morphological endings

Single word vocabulary

Narrative Comprehension

Comprehension of syntactic structures

Understanding of figurative lang.

Tests can't tell us everything but what they CAN tell us is invaluable.

Tests of Receptive Language Abilities (US examples)

- Single word vocabulary measures
  - Receptive One Word Picture Vocabulary Test (ROWPVT-4)
  - Peabody Picture Vocabulary Test (PPVT-4)
  - Test of Word Knowledge (TOWK)
  - Boehm Test of Basic Concepts (Boehm-3 & Boehm-3 Preschool)
- Tests & subtests for comprehension of connected speech
  - Clinical Evaluation of Language Fundamentals (CELF 5; Sentence comprehension, linguistic concepts)
  - Oral Passage Understanding Scales (OPUS)
  - Preschool Language Scale (PLS-5)
  - Test of Auditory Comprehension of Language (TACL-4)

Image Credits: Sacred Heart University; CELF 5

Tests of Receptive Language Abilities (US examples)

- Tests & subtests for specific receptive language skills
  - Assessment of Children's Language Comprehension (ACLC; span & sequence)
  - Clinical Evaluation of Language Fundamentals (CELF 5; Word classes, following directions of increasing length & complexity, understanding spoken narratives)
  - The Listening Comprehension Test-2 (main idea, details, concepts, reasoning)
  - Kaufman Test of Educational Achievement (TKEA-3; Literal & inferential)
  - Token Test for Children (TTFC-2, Relational & prepositional concepts)

Trial The Surprise

Andy liked to visit his grandfather who lived on a farm in the country. The last time Andy saw his grandfather, he had promised to send Andy a surprise. Andy was excited because his mom said the surprise would come today. After breakfast, Andy's dad brought a big basket into the kitchen. Andy heard a "meow" and saw a long furry tail coming from inside the basket.

1. Why was Andy excited?
   Correct: because the surprise would arrive today

2. What happened after breakfast?
   Correct: Andy's father brought a basket/cat into the kitchen

3. What did Andy hear coming from the basket?

Image: CELF 5 Subtest - Understanding Spoken Paragraphs

Tests of Expressive Language Abilities (US examples)

- Clinical Evaluation of Language Fundamentals (CELF 5)
- Comprehensive Assessment of Spoken Language (CASL-2)
- Expressive One Word Picture Vocabulary Test (EOWPVT)
- Montgomery Assessment of Vocabulary Acquisition (MAVA)
- Patterned Elicitation Syntax Test
- Preschool Language Scale (PLS-5)

- Structured Photographic Expressive Language Test (SPELT-3)
- Test for Examining Expressive Morphology (TEEM)
- Test of Narrative Language (TNL-2)
- Test of Adolescent and Adult Language (TOAL-4)
- Test of Language Development (TOLD-P5 & I5)
- The Word Test (Elementary-3 & Adolescent-2)

CELF-5 Selected Subtests

Formulated Sentences:

Formulate complete, semantically & grammatically correct spoken sentences of increasing length & complexity using given words, & contextual constraints imposed by illustrations.

Sentence Assembly:

Formulate grammatically acceptable & semantically meaningful sentences by manipulating given words & groups

| is | | on the chair | | the kitten |

Image: Pearson Clinical   48

CASL-2: Selected Subtests

- Syntax construction (Grammatically correct oral expression of phrases/sentences)
- Grammaticality judgment (Judgment of & ability to correct sentence grammar)
- Sentence comprehension (Given syntactically different sentences, recognition of same or different meanings)
- Meaning from context (Derivation of the meaning of words from their linguistic context)

49

Sentence Comprehension

Item #	Say	
43	A	The girl was chased by the angry cat. The girl that chased the cat was angry.
	B	The girl was chased by the angry cat. The cat that chased the girl was angry.
44	A	When the boy gave her a rose, she was happy. When she got the rose from the boy, she was happy.
	B	When the boy gave her a rose, she was happy. The boy was happy to give the girl a rose.
45	A	The tall boy is John's brother. John's brother is the tall boy.
	B	The tall boy is John's brother. The tall boy, John, is his brother.
46	A	One of the pictures on the dresser is of my dog. On the dresser are pictures of my dog.
	B	One of the pictures on the dresser is of my dog. My dog's picture is one of the pictures on my dresser.

Doing the assessment over time is often best.

- It's a process. Plod, don't sprint.
- Assess over time. Answer different questions at different times.
- Prioritize: What do you **most need to know** to best serve this individual?

"I want to give an assessment but the student can't respond in the standard way.
What can I do?"

Substitute another test	Modify the test in ways that allow the student to respond	Don't use the test

Modifying Formal Assessments

What's your purpose in using this assessment tool?

What do you want to know?

Clarify that so you can make intelligent & appropriate decisions about the modifications

Spontaneous Language

1. At first I was confused about what to do with my device it was new technology.
2. I heard you came by my school yesterday and you didn't say anything to me.
3. Yesterday I had this experience I wanted to go to the Junior section in Macy's.
4. She is Autistic maybe I should have explained it better.
5. In my IEP it says I need extra time why would you put the due date on Tuesday.

Conjunctions: Missing or Incorrect

1. At first I was confused about what to do with my device BECAUSE it was new technology.
2. I heard you came by my school yesterday ~~and~~ BUT you didn't say anything to me.
3. Yesterday I had this experience WHEN I wanted to go to the Junior section in Macy's.
4. SINCE she is Autistic maybe I should have explained it better.
5. In my IEP it says I need extra time SO why would you put the due date on Tuesday?

Adapting Formal Tests

Any change to testing procedures invalidates the use of normative data.

We cannot compare results from individuals who take the test in an adapted fashion to those who took the test in the standard way.

Common Adaptations

Crediting Multimodal Responses

Repeating Directions & Instructions

Additional Practice Items

Additional Time for Responding

Advance Preparation for the Test

Modifying Formal Assessments

Some modifications change *the entire nature* of the test.

- Example: Changing sentence completion to a multiple choice response.

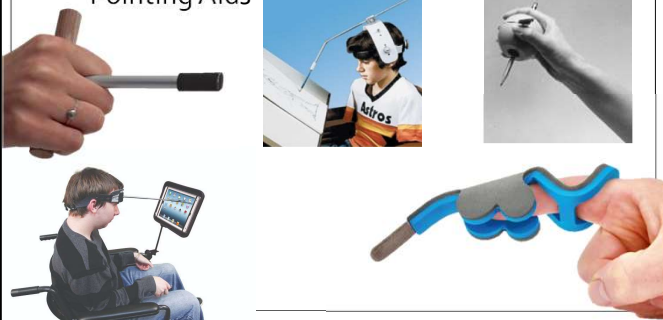 Instead of always being inside, Mrs. Sosa also likes to be_____.

| Out/outside | Digging | Seeds | Alone | Helpful |

Pointing Aids

Eye Gaze

60

Scanning Arrays

Put one light next to each item on the test plate.

User scans through each test plate item.

61

Repurpose Low Tech AAC

| 1 | 2 | 3 | 4 |

62

Putting Response Options on the Device

63
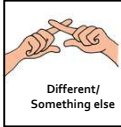
"The boy is sleeping. Yesterday, he…"

'sleeped'   'sleeper'   'slept'   'sleeping'

A B C D E

1 2 3 4 5

Different/ Something else

Explain it to me. Tell me again.

Not sure/ Don't know

True False / True False

Yes/ Agree

No/ Disagree
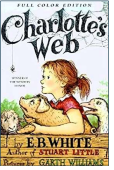
I need a break

"Why did Mr. Arable need to sell Wilbur?"

A. Fern was afraid of him.
B. He ate too much food.
C. Wilbur was mean to the other animals.
D. There was not enough room for him in the barn.

Charlotte's Web — FULL COLOR EDITION — by E.B.WHITE, Author of STUART LITTLE

| A | B | C | D |

---

1. The goose was a good influence on Wilbur.   **T   F**

2. Lurvy & Uncle Homer caught Wilbur with a net.   **T   F**

3. Avery wanted to catch Charlotte.   **T   F**

4. Templeton was eager to help Charlotte.   **T   F**

Charlotte's Web — FULL COLOR EDITION — by E.B.WHITE, Author of STUART LITTLE

TRUE   FALSE

" Describe Mr. Zuckerman's reaction when he first saw Charlotte's web."

Sad	Surprised	Nervous	Excited
Curious	Terrified	Frustrated	Annoyed
Angry	Worried	Proud	Calm

Charlotte's Web — FULL COLOR EDITION — by E.B.WHITE, Author of STUART LITTLE

Slide 1

"How did Wilbur stay warm at night?"

- He followed Fern into the house.
- He slept near the fireplace.
- He dug a tunnel in the straw.
- He stole a blanket from Mrs. Arable.

Something else

Slide 2

Partner-Directed Scanning

"Stop me when I get to the answer you want."

"Is it this one?... This one?... This one?..." etc.
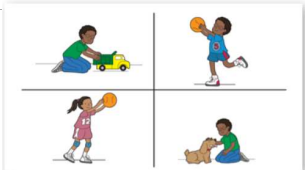
Image Credit: Pearson Clinical

70

Slide 3

Using Core Vocabulary

For SOME testing, we can change the wording so that the student can answer using core words .

<u>Examples</u>
- Ms. Jones got fired from her job. Now she is ____ [unemployed]
- What does unemployment mean? {not work; no have job}

- What is the 2 called in this fraction: 2/3 [numerator]
- In this fraction, where does the numerator go? {on top}

Slide 4

Considerations in Using Core Vocabulary

- The individual must have command over core words in the AAC system for this to be appropriate.
  - Is the word or feature (e.g., word ending) in the AAC device?
  - Do they know how to find/retrieve and use it?
    - If not, we are testing their knowledge of the AAC device, *not the linguistic or academic concept* that the test was designed for.

Guidelines for Modifying Assessments

- Simple is best.
  - Make as few modifications as are needed
- Understand that normative data cannot be used.
- Document
  - Explain the modifications in detail on test form & report
  - Describe:
    - The purpose for adaptations,
    - What adaptations were made, and,
    - The student's response

  (But we still can't use the normative data)

Observational Assessments

A Case for Observational Assessments

- Helps us to understand how the individual is communicating in real-world situations
  - Helpful in painting a picture of their present level of performance
- Can be used to capture information about the environment & communication partners, as well as the AAC user
- Purpose-driven
- Opportunity for gathering quantitative data
- May yield richer, more comprehensive data (Sutton, Soto, & Blockberger, 2002)

COMMUNICATION PROFILE

Name: _____ Observer: _____
Setting: _____ Date: _____
Time Start: _____ Time Stop: _____
Activities Observed: _____

PART 1: COMMUNICATION MODALITIES

SITUATION	COMMUNICATIVE MODALITY								
	SPEECH/WD APPROX	SIGN/SIGN APPROX	GEST	PIX	SGD W/ PIX/TO	VOC	BODY MVMT	CHALL BEHAV	OTHER

SUMMARY

TOTAL # OF COMMUNICATIVE ACTS: _____ # OF MINUTES OBSERVED: _____

TOTALS	COMMUNICATIVE MODALITY								
	SPEECH/WD APPROX	SIGN/SIGN APPROX	GEST	PIX	SGD W/ PIX/TO	VOC	BODY MVMT	CHALL BEHAV	OTHER
TOTAL #									
PERCENT									

TOTALS	COMMUNICATIVE INTENT								
	REQUEST				Y/N	PRO/REJ	GREET	COMMENT	LABEL
	OBJ/CHOICE	ACTION	ASSIST	RECURR					
TOTAL #									
PERCENT									

COMMENTS:

COMMUNICATIVE MODALITY SUMMARY

Name: _____ Date: _____

TOTAL NUMBER OF UTTERANCES: _____

COMMUNICATION MODE

1. SPEECH/WORDS: _____ OUT OF _____; _____%
2. SPEECH/WORD APPROXIMATION: _____ OUT OF _____; _____%
3. SPEECH/OTHER SOUNDS: _____ OUT OF _____; _____%
4. TOTAL SPEECH: _____ OUT OF _____; _____%
5. SPEECH GENERATING DEVICE. _____ OUT OF _____; _____%
6. NO TECH AAC: _____ OUT OF _____; _____%
7. MANUAL SIGN: _____ OUT OF _____; _____%
8. GESTURE: _____ OUT OF _____; _____%
9. PHYSICAL MANIPULATION: _____ OUT OF _____; _____%
10. OTHER: _____ OUT OF _____; _____%
11. OTHER: _____ OUT OF _____; _____%

Communication Forms and Functions Worksheet

Student:
Form completed by:
Date completed:

Communication **forms** are the behaviors we use to communicate. (the "how")
Communication **functions** are the reasons we communicate. (the "why")
Communication **partners** are the people we communicate with. (the "who")
Communication **contexts** are the places where we communicate. (the "where")
Communication **opportunities** are the times when we have the chance to communicate. (the "when")
Communication **messages** are the meanings in what people communicate. (the "what")

Comm Function	Examples	What student says/does: Please include information about partners, forms, contexts, messages, and opportunities.	What student says/does IN WALKER or OTHER POSITIONING DEVICES, if different
Protest	Needs to participate in activity & doesn't want to, doesn't want offered item		
Refuse, Reject	Offer him something he doesn't like		

Adapted from the work of Amy Weatherby (1995) and Kathleen Quill (1995) by the Bridge School.

Intentionality Log

The Bridge School
Log of Intentional Communicative Behaviors Observed
(Differentiates between Matrix Levels II & III)

Student_____ Dates of Observation Period _____

Indicator	Date/Context/Partner	How/Form	Why/function
Is there **alternating gaze** between an object and the partner?			
Is there **body orientation** to indicate that the signal (communication behavior) is being directed toward the communication partner?			
When a signal (communication behavior) is produced, is there a **pause before signal is repeated** that might indicate the student is awaiting a response from the communication partner?			
When a signal (communication behavior) is produced and the partner responds, **does the signal (communication behavior) terminate?**			
When a signal (communication behavior) is produced and the **partner responds, does the student persist** by repeating or changing the signal?			
When a signal (communication behavior) is produced and the **partner fails to respond, does the student persist** by repeating or changing the signal?			
Is the signal (communication behavior ritualized (i.e., the same every time) or **does signal have a conventional form** (pointing, shaking head)?			

Adapted from Brekelman & Mirenda, 2005. Sources: Siegel & Cress, 2002; Carter & Iacono, 2002.

Image Credit: Bridge School

Functions of Communication Checklist

Communicative Function	Gesture	Pointing	Showing	Eye Gaze	One-Word Symbol/verbal	Multi-Word Symbol/verbal	Comments
Shared Referent/Shared Attention							
Shared Interaction/turn taking							
Calling attention							
Requesting repetition/more							
Labeling as a comment							
Labeling as a request							
Denying or protesting							
Requesting object, action or event							
Making choices/indicating preferences							
Using social greetings and partings							
Initiating communication with a question or comment							
Directing action of another person							
Social comments, exclamations in appropriate contexts							
Comments on appearance & disappearance of objects or people							
Using I, me or mine							

Oakland Schools, Cummings, 2015

AAC Communication Opportunity Scale

While communicating using AAC...it's all about the **opportunities** and the **words**

This tool is designed for the purpose of observing and collecting data on how many and what type of communicative opportunities are available in the communication environment. This data can then be used to inform instruction and design implementation supports and strategies.

Task/Activity What are we doing?	Place Where are we doing it?	AAC Tools How: what AAC tools are available for the partner and the student to communicate with?	Core words & phrases Which words are being communicated by the partner and the student?		Functions Which functions are being demonstrated by the partner and the student?		Opportunities to communicate How many chanced did I have to communicate?	Observations/Conclusions
			Words heard & seen by student	Words spoken, shown or demonstrated by student	Functions heard & seen by student	Functions spoken, shown or demonstrated by student		

Oakland Schools, Cummings, 2015

Profiles, Inventories, & Checklists

- The Pragmatics Profile of Everyday Communication in Children/Adults
- Communication Matrix
- Early Functional Communication Profile Set
- Participation Inventory (Blackstien-Adler)
- Functional Communication Profile Revised (FCP-R; Kleimain)
- Checklist of Communicative Functions and Means (Wetherby)

Profiles, Inventories, & Checklists

- Every Move Counts (Korsten)
- Augmentative & Alternative Communication Profile A Continuum of Learning (Kovach)
- Social Networks Inventory (Blackstone)
- McArthur-Bates Communicative Development Inventory (Fenson, Thal, Reznick, Marchman, Dale, & Bates)
- Communicative Function Assessment Checklist (Quill)

Image Credit: McArthur-Bates CDI

AAC Skills Assessment
(Clarke)
http://bit.ly/2bBFPFv

Informal Assessment Probes

Developed to answer specific clinical or educational questions

Example: "Which core vocabulary words does this student already know?"

- Logged data & language sample tell us what words the student is using, but that's likely to be incomplete.
- Informal assessment can be straightforward or game-like to get this information.

What did the student learn from the vocabulary instruction that we did?

A lot of effort

Little or no effort

- SLP & student browse through the magazine
- Discuss photos
- Student determines which sticker to use
- SLP explores students' reasoning & determines if the response was correct or incorrect

---

Little or no effort

Little or no effort. That's interesting. Tell me about that.

I love swim.

Me, too! But I want to know WHY you say that swimming takes little or no effort.

Easy. I do it. Me. Mom not help.

90

"How will I know if they REALLY get it?"

Look at the preponderance of evidence, not a single indicator.

91

STEP 3

Interpret Assessment Results with Caution

DOCUMENTATION & REPORTING

Documentation

- How should we document the changes to assessment measures?
  - Explain the modifications in detail
  - Describe it on test the actual form & report
  - Include things like:
    - The purpose for the changes,
    - What adaptations were made (show/share visual supports, when appropriate),
    - The individual's response, &
    - Anything else that would help someone replicate these procedures.

Final Thoughts

- Always use varied means of collecting data
  - Direct assessment, targeted observation, stakeholder interviews & checklists
  - Assess over time
- Standardize your process(es).
- Make it meaningful.
  - What will help you plan for this individual?
    - Making or selecting tools
    - Developing therapy plan

Final Thoughts

- Get feedback from the person who uses AAC & other stakeholders
- Use what you know to help other service providers plan their assessments
- Consider including Fair Testing Practices in the individual's IEP or other documents

THANK YOU!

You can reach me at:

zangaric@nova.edu

www.PrAACticalAAC.org