Augmentative And Alternative Communication (AAC) Skills and Strategies

Appendix A

Rating scales for each unit.

 Use these scales to document student skills at the beginning of the course, and student achievement during the course.

Record of Achievement:
Unit 1: Initiating and Responding

Student name:

Date:

Source of information
      O = observed
      R = reported
      SE = student self-evaluation

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
LINGUISTIC COMPETENCIES: It is expected that the student will: • communicate information about preferences and interests using patterned phrases (e.g. I want..., I like..., I am...)					
• communicate requests for school or personal objects (e.g. I need my walker. I need a drink).					
• ask and answer basic questions, largely based on memorized/ pre-stored repertoire. (e.g. My name is Sarah. What is your name? I went to the movies. What did you do on the weekend?)					

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
SOCIAL COMPETENCIES: It is expected that the student will: • communicate with familiar partners, with extensive support (e.g. a facilitator such as a teacher or educational assistant may say "He has something to tell you on his device" or may suggest to the student what to say in a situation)					
• communicate in familiar/routine contexts with support (e.g. says good morning to teacher every morning; takes attendance to office and says a pre-stored message - "Here's the attendance" on a regular basis)					
• demonstrate appropriate use of communication instead of inappropriate behaviour (e.g. "I need a break" instead of hitting, "I'm finished" instead of pushing work off desk, "I don't like this" instead of spitting out food).					
• demonstrate initiation of interactions with others (e.g. uses a pre-stored message such as "Hi, how are you?",or, "What's up?" or "Can I have a turn?")					

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
STRATEGIC COMPETENCIES: It is expected that the student will: • demonstrate an introduction strategy with an unfamiliar communication partner with support (e.g.: "I use this device to talk.")					
• communicate a request for or independently obtain communication system when appropriate.					
• recognize the need to obtain the communication partner's attention before initiating message (e.g. student makes a sound or gesture to get the partner's attention first; or student uses a phrase such as "guess what", or "I know that one!")					
OPERATIONAL COMPETENCIES: It is expected that the student will: • demonstrate the ability to turn the system on and off when appropriate					
• demonstrate the ability to adjust volume and/or turn speech on and off as needed					

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
• demonstrate the ability to locate high frequency and high interest vocabulary on the device (e.g. can find his best friend's name, favourite activities, favourite snack food)					

Record of Achievement:
Unit 2: Communicating with Familiar Partners and in Familiar Environments

Student name:

Date:

Source of information
      O = observed
      R = reported
      SE = student self-evaluation

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
LINGUISTIC COMPETENCIES: It is expected that the student will: • communicate information using simple generative sentences (e.g. student says "I'm+ hungry", "Dad + like(s) + pizza")					
• communicate requests and comments using simple generative sentences ("I + want + book", "I + like + movie)					

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
• communicate a variety of pre-stored questions ("what's that?", "What's your name?" "Do you have any pets?", "What did you do on the weekend?) and answer these types of questions appropriately					
• construct simple grammatical sentences using present and past tense					
• demonstrate the use of descriptive language (e.g.: funny, big-little, happy-sad; fast-slow)					
• demonstrate the ability to participate in selected familiar, real-life situations using appropriate language patterns (e.g. ordering food in a restaurant, participating in a circle routine in school, playing a card game)					

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
SOCIAL COMPETENCIES: It is expected that the student will: • communicate with strangers with extensive support, and with familiar partners with moderate support (e.g. with unfamiliar partner, a facilitator may cue by saying: "Mr. Smith didn't understand you. Say it again." Or with a familiar, partner, "Johnny didn't understand you, what can you do?")					
• communicate with unfamiliar partners in familiar context (e.g. able to successfully play a familiar game with a new partner.)					
• communicate with familiar partners in an unfamiliar context (e.g. request a break while on a field trip)					
• demonstrate a non-obligatory turn that maintains the conversation using body language and/ or device independently (e.g.: head nod or smile; interjection like: "cool", "yuck", "me too")					
• ask partner-focused questions (e.g. "How about you?")					

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
STRATEGIC COMPETENCIES: It is expected that the student will: • demonstrate the ability to adjust volume to fit the setting					
• demonstrate the ability to engage communication partner(s) visually during communication, monitoring their attention and understanding					
• recognize if their message was not received as intended, and, with support, utilize strategies to repair communication breakdowns (e.g. repeats, rephrases, draws attention to message display, provides additional information, uses gestures or body language or facial expression to get the message across, first letter cuing)					
• demonstrate the ability to proactively inform unfamiliar communication partners about strategies to interact effectively (e.g. Instructs partners to make guesses, where to position self or device, explains the meaning of body language or non-verbal behaviors such as how they signal yes and no).					

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
• demonstrate the ability to independently use an introduction strategy with unfamiliar communication partner					
• demonstrate the ability to use appropriate phrasing and pauses to maximize intelligibility (e.g. Student produces an utterance - phrase or one or two sentences - then pauses to ensure that the communication partner has understood, repeating if necessary).					
• select a mode of communication appropriate to the listener and situation (e.g.: communicates by signs only with people who understand that mode but uses the AAC device with those who don't)					
OPERATIONAL COMPETENCIES: It is expected that the student will: • ask for help if equipment requires adjustment (e.g. Student uses eye gaze to direct partner's attention to an unplugged switch; student uses a gesture to indicate that the screen's backlighting needs to be adjusted)					

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
• locate most of the pre-stored vocabulary according to the architecture in their specific system.					

Record of Achievement:
Unit 3: Communicating with Unfamiliar Partners and in Unfamiliar Environments

Student name:

Date:

Source of information
>   **O = observed**
>   **R = reported**
>   **SE = student self-evaluation**

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
LINGUISTIC COMPETENCIES: It is expected that the student will: • construct grammatical sentences using future tense					
• construct complex and compound sentences (e.g. "I was late <u>because</u> the bus broke down" or "I need the book <u>that</u> we used last year.")					
• demonstrate the ability to participate in selected familiar, real-life situations using generative language (e.g. participate in a discussion about vacation plans by combining words rather than using pre-stored phrases)					

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
SOCIAL COMPETENCIES: It is expected that the student will: • communicate with minimal support in most environments					
• communicate with unfamiliar partners					
• communicate in an unfamiliar contexts					
• select topics of mutual interest to self and communication partner					
• offer non-obligatory comments and/or questions related to the conversational topic (e.g. someone is talking about a vacation destination, and the student makes a comment related to this topic).					
STRATEGIC COMPETENCIES: It is expected that the student will: • demonstrate the ability to intend to contribute to a conversation by using a gesture, pre-stored phrase or word (E.g.the student says "Question…" or "I have a question about that" or "I have something to say.")					

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
• demonstrate the ability to plan ahead to contribute effectively in a conversation (E.g. the student will compose some questions to ask the doctor before a medical appointment)					
• independently utilize several strategies to repair communication breakdowns.					
OPERATIONAL COMPETENCIES: It is expected that the student will: • adjust screen parameters / positioning for best visibility and access					
• demonstrate the ability to add pre-stored vocabulary with support, based on the architecture of their specific system (e.g. new "vehicle" words need to be stored in the same manner as current "vehicle" words).					
• demonstrate the ability to charge and care for the device					

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments

Record of Achievement:
Unit 4: Communicate for Learning / Independence / Employment

Student name:

Date:

Source of information
    O = observed
    R = reported
    SE = student self-evaluation

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
LINGUISTIC COMPETENCIES: It is expected that the student will: • complete written and oral components of grade level assignments independently (e.g. student is able to write an essay or give a presentation)					
• independently participate in class using AAC system (e.g. answer a question in class, participate in small group discussion)					

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
• demonstrate the ability to identify linguistic forms and structures, and discuss how this relates to their communication system (e.g. understands the concept of a verb, and knows that if a new verb is added to their system, past and future tense forms for that verb may also need to be added)					
SOCIAL COMPETENCIES: It is expected that the student will: • independently communicate effectively with anyone					
• demonstrate the ability to initiate, maintain, extend and terminate conversations appropriately					
STRATEGIC COMPETENCIES: It is expected that the student will: • demonstrate the ability to compensate for all barriers imposed by an AAC system					
• demonstrate the ability to creatively use the device features to communicate effectively and efficiently (e.g. student uses different "voice" settings to speak their lines in drama class)					

Learning outcome	Not yet meets	Minimally meets	Fully meets	Exceeds	Comments
• analyze what is going wrong in a communication interaction and devise a strategy to address it (e.g. the student turns on the "selection beep" function so that the device makes a noise when composing a voice mail message, thus preventing the voice mail system from disconnecting)					
OPERATIONAL COMPETENCIES: It is expected that the student will: • demonstrate the ability to research and arrange equipment upgrades, troubleshoot common glitches, and initiate repair procedures					
• demonstrate the ability to independently add pre-stored vocabulary based on the architecture of the specific system					
• analyze when to use soft and hard resets					