Augmentative Communication Evaluation Summary

Student:_____ Date of Birth: _____ Age: _____
Date(s) of Evaluation:_____ System:_____

Access Evaluation
Informal measures were utilized to evaluate the student's access skills. The following is a summary of his/her performance:

Direct Selection:
☐ Student could utilize direct selection to access targets (i.e., toys, familiar objects, manipulatives, etc.) placed within easy reach using
- ☐ Hand ☐ left ☐ right ☐ both
- ☐ Finger - Specify: _____ ☐ left ☐ right ☐ both
- ☐ Other – Specify: _____
- ☐ Eyegaze response - Describe eyegaze response including optimal symbol size, placement, etc._____

When using direct selection, the student:

Consistently accessed targets	☐ No	☐ Yes
Crossed midline to access targets	☐ No	☐ Yes
Required significant response time	☐ No	☐ Yes - Specify: _____
Required a large target area	☐ No	☐ Yes - Specify: _____
Accessed symbols in all locations	☐ No	☐ Yes - If No, explain: _____

(If student is able to utilize direct selection, skip remainder of access section and move to Symbol Evaluation)

Adapted Direct Selection:
☐ Student could utilize adapted equipment to access targets using
- ☐ Splint ☐ Head pointer ☐ Keyguard/grid
- ☐ Mouthstick ☐ Adapted pointer – Describe_____

☐ Student could utilize computer based adapted direct selection using:
- ☐ Mouse ☐ Trackpad ☐ Trackball ☐ Joystick ☐keyguard/grid
- ☐ Keyboard ☐ Head pointing system ☐ Mouse Mover

(Complete Computer Access Evaluation for more information, if needed)

Using the devices listed above, the student:
- ☐ Required use of Accessibility Features in Windows operating system – Specify: _____
- ☐ Moved the mouse in designated direction: ☐ right ☐ left ☐ up ☐ down ☐ diagonally
- ☐ Visually tracked mouse arrow or highlight
- ☐ Navigated to desired locations on communication device
- ☐ Executed a single click to activate location
- ☐ Executed a double click to open an application
- ☐ Maintained a steady position long enough to execute a dwell function activation
- ☐ Consistently accessed targets
- ☐ Crossed midline to access targets
- ☐ Required significant response time If Yes - Specify: _____
- ☐ Required a large target area If Yes - Specify: _____
- ☐ Accessed symbols in all locations
- ☐ Other – Specify _____

Comments: _____

Switch Access:
Student could not use direct or adapted direct selection to access symbols. The following alternative input method was assessed during this evaluation: (use a variety of tools, such as toys, computer software, power control units, etc.)

The following switches were used during this evaluation:

Switch	Activation Site	Location/ Mount	Activate	Hold/ Maintain	Release	Reactivate
ex: Big Red	right hand	laptray/right side	yes	maintain for 2/3 seconds	unable to release without cues	needs verbal cues

Switch responses were: ☐ Spontaneous ☐ Verbally cued ☐ Visually cued
☐ Partial Physical Assistance ☐ Full Physical Assistance

Switch access used by the student:
☐ Remote switch access
# of switches _____
Switch type _____
# of switches _____
Switch type _____
☐ Scanning switch access
Scan Mode
☐ Visual scanning
☐ Auditory scanning
Scan Method
☐ Automatic scanning
☐ Directed (step) scanning
☐ Inverse scanning
☐ Other – Specify: _____
Scan Pattern
☐ Linear
☐ Row/Column
☐ Block/Row/Column
☐ Customized – Specify: _____
☐ Morse Code access
# of switches _____
Switch type _____

Symbol Evaluation
Informal measures were utilized to evaluate the student's symbolic skills. The following is a summary of his/her performance:
Symbol Identification:

☐ Student was unable to participate in a formal symbol evaluation due to _____
Symbol usage was assessed during device evaluation.

☐ Student was able to complete a formal symbol evaluation. The following symbols were used:

Referent	Object Specify Type	Photograph	Realistic Picture	Line Drawing Size:	Printed Text Size:

Using the symbols evaluated above, the student:
☐ Could not use symbolic representation due to _____
☐ Identified object/tactile/tangible representation system – Specify _____
☐ Identified photographic representation system
☐ Identified realistic picture representation system
☐ Identified line drawing representation system (PCS, DynaSyms, etc.)
☐ Identified text based symbols – Specify: ☐ letter ☐ word

Using the representation system listed above, the student:
☐ Could identify symbols by (check all that apply):
☐ label/name ☐ function ☐ action ☐ size
☐ color ☐ category ☐ association

☐ Student was able to view and utilize up to _____ symbols in a: ☐ linear ☐ row/column arrangement

Symbol Accommodations for Vision Needs: (Consult with Vision Specialist if student diagnosed with vision impairment)
☐ Student required symbol adaptations to accommodate visual needs:
☐ large symbol size – Specify: _____ ☐ high contrast
☐ spacing between symbols ☐ grid separating symbols
☐ textured symbol system ☐ tangible symbol system

Symbol/Vocabulary Usage: Using the symbols introduced in the Symbol Identification Evaluation, the student's ability to use symbols as a means of communication and expressive language was assessed through informal measures.
☐ Student used symbols with communicative intent for the following purposes:
☐ gain attention ☐ express wants and needs ☐ request assistance
☐ request recurrence ☐ indicate finished ☐ express choices
☐ make comments ☐ express greetings and farewells ☐ respond to questions
☐ reject
Student did so with the following level of support:
☐ spontaneous ☐ model ☐ verbal prompt ☐ visual prompt
☐ gesture ☐ hand/hand facilitation (student directed) ☐ partial physical assistance
☐ full physical assistance (adult directed)

☐ Student sequenced vocabulary to generate phrases/sentences – Specify number of symbols ____
☐ Student required prompts to sequence vocabulary
Level of prompting required: ☐ model ☐ visual ☐ verbal ☐ physical

Augmentative Devices Evaluated

Based on information obtained in the accessing and symbol evaluation areas, communication systems with the following features were presented:

Non-voice output systems:	
System(s) utilized:	
☐ Object board/box	Describe:
☐ Eyegaze board	Describe:
☐ Picture exchange system	Describe:
☐ Picture book/board	Describe:
☐ Picture wallet	Describe:
☐ Word board	Describe:
☐ Letter board	Describe:
☐ Visual schedule	Describe:

Activity Utilized	☐ classroom activity ☐ game ☐ toys ☐ social routine ☐ other – specify: _____	
Access:	☐ Direct selection ☐ hand ☐ left ☐ right ☐ finger ☐ left ☐ right ☐ Adapted direct selection ☐ adapted pointer ☐ head pointer	Scanning access: ☐ Live voice/Partner assisted scanning ☐ Partnered visual scanning
Symbol System:	Symbol type: ☐ object/tangible/tactile ☐ photograph ☐ realistic picture ☐ line drawing ☐ text based ☐ spoken prompt/cue	Symbol arrangement: ☐linear ☐row/column
	Number of symbols utilized: Initial _____ Final _____	Symbol recognized by: ☐ label/name ☐ function ☐ action ☐ size ☐ color ☐ category ☐ association
Vocabulary Usage:	Communicative intent: ☐ gain attention ☐ express wants and needs ☐ request assistance ☐ request recurrence ☐ indicate finished ☐ express choices ☐ make comments ☐ express greetings and farewells ☐ respond to questions ☐ reject	Vocabulary sequencing: Number of symbols sequenced: ☐ independently _____ ☐ with prompts _____ Level of prompting: ☐ model ☐ visual ☐ verbal ☐ physical
Vocabulary Organization:	☐single message ☐ phrase based ☐ single word ☐ combination – Specify: _____	
Comments:		

Single level static display systems:		
Device(s) utilized:		
Activity Utilized	☐ classroom activity ☐ game ☐ toys ☐ social routine ☐ other – specify: _____	
Access:	☐ Direct selection ☐ hand ☐ left ☐ right ☐ finger ☐ left ☐ right ☐ Adapted direct selection ☐ adapted pointer ☐ head pointer	Switch access: ☐ remote switch # of switches _____ switch type _____
Access:	☐ Direct selection ☐ hand ☐ left ☐ right ☐ finger ☐ left ☐ right	☐ Adapted direct selection ☐ adapted pointer ☐ head pointer
Symbol System:	Symbol type: ☐ object/tangible/tactile ☐ photograph ☐ realistic picture ☐ line drawing ☐ text based	Symbol arrangement: ☐linear ☐row/column
	Number of symbols utilized: Initial _____ Final _____	Symbol recognized by: ☐ label/name ☐ function ☐ action ☐ size ☐ color ☐ category ☐ association
Vocabulary Usage:	Communicative intent: ☐ gain attention ☐ express wants and needs ☐ request assistance ☐ request recurrence ☐ indicate finished ☐ express choices ☐ make comments ☐ express greetings and farewells ☐ respond to questions ☐ reject	Vocabulary sequencing: Number of symbols sequenced: ☐ independently _____ ☐ with prompts _____ Level of prompting: ☐ model ☐ visual ☐ verbal ☐ physical
Vocabulary Organization:	☐single message ☐ phrase based ☐ single word ☐ combination – specify: _____ ☐ Fitzgerald Key Arrangement	☐ Activity Based ☐ Minspeak
Comments:		

Multiple level static display systems:		
Device(s) utilized:		
Activity Utilized	☐ classroom activity ☐ game ☐ toys ☐ social routine ☐ other – specify: _____	
Access:	☐ Direct selection ☐ hand ☐ left ☐ right ☐ finger ☐ left ☐ right ☐ Adapted direct selection ☐ adapted pointer ☐ head pointer ☐ joystick	☐ Switch Access ☐ Scanning access Scan mode: ☐ Visual scanning ☐ Auditory scanning Scan method: ☐ Automatic scanning ☐ Directed (step) scanning ☐ Inverse scanning Other – Specify _____ Scanning pattern: ☐Linear ☐Row/Column ☐Block/Row/Column ☐Custom – Specify: ___ ☐ Morse Code # of switches _____ switch type _____
Symbol System:	Symbol type: ☐ object/tangible/tactile ☐ photograph ☐ realistic picture ☐ line drawing ☐ text based	Symbol arrangement: ☐linear ☐row/column
	Number of symbols utilized: Initial _____ Final _____	Symbol recognized by: ☐ label/name ☐ function ☐ action ☐ size ☐ color ☐ category ☐ association
Vocabulary Usage:	Communicative Intent: ☐ gain attention ☐ express wants and needs ☐ request assistance ☐ request recurrence ☐ indicate finished ☐ express choices ☐ make comments ☐ express greetings and farewells ☐ respond to questions ☐ reject	Vocabulary sequencing: Number of symbols sequenced: ☐ independently _____ ☐ with prompts _____ Level of prompting: ☐ model ☐ visual ☐ verbal ☐ physical
Vocabulary Organization:	☐single message ☐ phrase based ☐ single word ☐ combination – specify: _____ ☐ Fitzgerald Key Arrangement	☐ Activity Based ☐ Minspeak
Related Skills: ☐ Student could independently/physically change overlays ☐ Student could utilize multiple levels ☐ Student could change levels on the device ☐ Student could match appropriate overlay to level ☐ Student could select appropriate overlay for activity ☐ Student could utilize volume control on device		
Comments:		

Dynamic display systems: ☐ dedicated ☐ integrated		
Device(s)/software utilized:		
Type of Speech Output: ☐ Digitized ☐ Synthesized		
Activity Utilized	☐ classroom activity ☐ game ☐ toys ☐ social routine ☐ other – specify: _____	
Access:	☐ Direct Selection ☐ hand ☐ left ☐ right ☐ finger ☐ left ☐ right ☐ Adapted direct selection ☐ adapted pointer ☐ head stick ☐ Computer based adapted direct selection ☐ mouse ☐ trackpad ☐ trackball ☐ joystick ☐ keyboard ☐ head pointing system ☐ mouse mover	☐ Switch Access ☐ Scanning access Scan mode: ☐ Visual scanning ☐ Auditory scanning Scan method: ☐ Automatic scanning ☐ Directed (step) scanning ☐ Inverse scanning Other – Specify _____ Scanning pattern: ☐ Linear ☐ Row/Column ☐ Block/Row/Column ☐ Custom – Specify: ___ ☐ Morse Code # of switches _____ switch type _____
Symbol System:	Symbol type: ☐ photograph ☐ realistic picture ☐ line drawing ☐ text based	Symbol arrangement: ☐ linear ☐ row/column
	Number of symbols utilized: Initial _____ Final _____	Symbol recognized by: ☐ label/name ☐ function ☐ action ☐ size ☐ color ☐ category ☐ association
Vocabulary Usage	Communicative Intent: ☐ gain attention ☐ express wants and needs ☐ request assistance ☐ request recurrence ☐ indicate finished ☐ express choices ☐ make comments ☐ express greetings and farewells ☐ respond to questions ☐ reject	Vocabulary sequencing: Number of symbols sequenced: ☐ independently _____ ☐ with prompts _____ Level of prompting: ☐ model ☐ visual ☐ verbal ☐ physical
Vocabulary Organization:	☐ single message ☐ phrase based ☐ single word ☐ combination – specify: _____ ☐ Fitzgerald Key Arrangement	☐ Activity Based ☐ Minspeak
Related Skills:: ☐ Student could demonstrate categorization skills in number of topic areas ☐ Student could use recall memory to locate vocabulary not displayed on current screen ☐ Student could remember navigational pathways ☐ Student could correct errors in navigation ☐ Student could generate a single message utilizing multiple pages ☐ Student could see communication device display with ease		
Advanced Features ☐ Student could utilize text to speech function to generate novel messages ☐ Student could utilize word prediction to assist with spelling/rate enhancement ☐ Student could utilize large vocabulary pool to generate novel messages ☐ Student could use preprogrammed vocabulary software - Specify: _____		
Comments:		

Minspeak based systems:

Device(s) utilized:

Type of Speech Output: ☐ Digitized ☐ Synthesized

Activity Utilized

☐ classroom activity ☐ game ☐ toys
☐ social routine ☐ other – specify: _____

Access:

☐ Direct Selection
- ☐ hand ☐ left ☐ right
- ☐ finger ☐ left ☐ right

☐ Adapted direct selection
- ☐ adapted pointer
- ☐ head stick

☐ Computer based adapted direct selection
- ☐ mouse
- ☐ trackpad
- ☐ trackball
- ☐ joystick
- ☐ keyboard
- ☐ head pointing system

☐ Switch Access
- ☐ Scanning access
  - Scan mode:
    - ☐ Visual scanning
    - ☐ Auditory scanning
  - Scan method:
    - ☐ Automatic scanning
    - ☐ Directed (step) scanning
    - ☐ Inverse scanning
    - Other – Specify _____
  - Scanning pattern:
    - ☐ Linear
    - ☐ Row/Column
    - ☐ Block/Row/Column
    - ☐ Custom – Specify: ___
- ☐ Morse Code
  - # of switches _____
  - switch type _____

Symbol System:

Symbol type:
- ☐ photograph
- ☐ realistic picture
- ☐ line drawing
- ☐ text based

Symbol arrangement:
- ☐ linear
- ☐ row/column

Number of symbols utilized:
- Initial _____
- Final _____

Symbol recognized by:
- ☐ label/name ☐ function
- ☐ action ☐ size
- ☐ color ☐ category
- ☐ association

Vocabulary Usage:

Communicative Intent:
- ☐ gain attention
- ☐ express wants and needs
- ☐ request assistance
- ☐ request recurrence
- ☐ indicate finished
- ☐ express choices
- ☐ make comments
- ☐ express greetings and farewells
- ☐ respond to questions
- ☐ reject

Vocabulary sequencing:
Number of symbols sequenced:
- ☐ independently _____
- ☐ with prompts _____

Level of prompting:
- ☐ model
- ☐ visual
- ☐ verbal
- ☐ physical

Vocabulary Organization:

- ☐ single message
- ☐ phrase based
- ☐ single word
- ☐ combination – specify: _____

- ☐ Activity Based
- ☐ Minspeak

Related Skills::
- ☐ Student could demonstrate categorization skills in number of topic areas
- ☐ Student could use recall memory to locate vocabulary not displayed on current screen
- ☐ Student could sequence symbols to retrieve vocabulary – specify: _____
- ☐ Student could remember navigational pathways
- ☐ Student could correct errors in navigation
- ☐ Student could generate a single message utilizing multiple pages
- ☐ Student could see communication device display with ease

Advanced Features
- ☐ Student could utilize text to speech function to generate novel messages
- ☐ Student could utilize large vocabulary pool to generate novel messages
- ☐ Student could use preprogrammed vocabulary software Specify**:** _____

Comments:

Dedicated Letter based systems:		
Device(s) utilized:		
Activity Utilized	☐ classroom activity ☐ game ☐ toys ☐ social routine ☐ other – specify: _____	
Access:	☐ Direct Selection ☐ hand ☐ left ☐ right ☐ finger ☐ left ☐ right ☐ Adapted direct selection ☐ adapted pointer ☐ head stick ☐ Computer based adapted direct selection ☐ joystick ☐ keyboard	☐ Switch Access ☐ Scanning access Scan mode: ☐ Visual scanning ☐ Auditory scanning Scan method: ☐ Automatic scanning ☐ Directed (step) scanning ☐ Inverse scanning Other – Specify _____ Scanning pattern: ☐ Linear ☐ Row/Column ☐ Block/Row/Column ☐ Custom – Specify: ___ ☐ Morse Code # of switches _____ switch type _____
Spelling Accuracy:	☐ Spelling sufficient to be recognized by text to speech engine: ☐ Word prediction is utilized to assist spelling/rate enhancement	
Vocabulary Usage:	☐ Student could generate sufficient words through spelling to convey thoughts ☐ Student could formulate a complete thought or sentence ☐ Student could use appropriate grammar when formulating sentences	
Related Skills ☐ Student could remember navigational pathways ☐ Student could correct errors in navigation ☐ Student could see communication device display with ease		
Advanced Features ☐ Student could utilize text to speech function to generate novel messages ☐ Student could utilize large vocabulary pool to generate novel messages ☐ Student could use word prediction feature to enhance rate		
Comments:		

Recommendations

Based on the results of this evaluation, the following recommendations are made for this student:

System Recommendations:

☐ At this time, student does not require an augmentative/alternative communication system.
If checked, specify why: _____

☐ The student would benefit from a non-voice output communication system to supplement device use or to serve as a beginning means of communication. The following device(s) are suggested:

- ☐ Object board/box
- ☐ Picture exchange system
- ☐ Picture wallet
- ☐ Letter board
- ☐ Partnered visual scanning
- ☐ Visual Schedule box - Describe: _____
- ☐ Other _____
- ☐ Eyegaze board
- ☐ Picture book/board
- ☐ Word board
- ☐ Live voice/Partner assisted scanning

☐ The student would benefit from a voice output augmentative communication device to supplement his/her existing communication skills. The following device features are recommended at this time:

Voice Output:

- ☐ Digitized voice output
- ☐ Synthesized voice output

Access:

- ☐ Direct selection access
- ☐ Computer based access
- ☐ Single switch access
- ☐ Visual scanning access
- ☐ Adapted direct selection
- ☐ Remote switch access
- ☐ Dual switch access
- ☐ Auditory scanning access

Physical Features:

- ☐ Large target area
- ☐ Single level
- ☐ Static display
- ☐ Printed output
- ☐ Keyguard/grid
- ☐ Lightweight
- ☐ Shoulder Straps/Carry Case
- ☐ Accommodates object symbol
- ☐ Multiple levels
- ☐ Dynamic display
- ☐ Text to speech capability (spelling)
- ☐ Portable
- ☐ Wheelchair mount*
- ☐ Button Covers (Tech Caps, Snap Switch Caps, etc.)

Vocabulary Features:

- ☐ Activity based
- ☐ Letter/word/text based
- ☐ Commercially Available Vocabulary Software Packages _____
- ☐ Other-Specify: _____
- ☐ Minspeak based
- ☐ Large vocabulary capacity

The following system(s) contain(s) the above suggested features and is/are felt to be appropriate for the student's use at this time. Trial periods should be conducted with each system listed prior to a final determination.

Name of Device: _____ Vendor: _____
*Consultation with Physical Therapist, device manufacturer and wheelchair vendor is suggested for mounting of communication system utilized by non-ambulatory student

Name of Device: _____ Vendor: _____
*Consultation with Physical Therapist, device manufacturer and wheelchair vendor is suggested for mounting of communication system utilized by non-ambulatory student

Name of Device: _____ Vendor: _____
*Consultation with Physical Therapist, device manufacturer and wheelchair vendor is suggested for mounting of communication system utilized by non-ambulatory student

Access Method

The student should access symbols on the communication device/display through:

☐ Direct selection:
- ☐ Hand ☐ left ☐ right ☐ both
- ☐ Finger-Specify: _____ ☐ left ☐ right ☐ both
- ☐ Eyegaze response - Describe eyegaze response including optimal symbol size, placement, etc._____

☐ Adapted direct selection:
- ☐ Splint ☐ Head pointer ☐ keyguard/grid
- ☐ Optical Head pointer ☐ Mouthstick
- ☐ Adapted pointer – Describe_____

☐ Computer based adapted direct selection:
- ☐ Mouse ☐ Trackpad ☐ Trackball
- ☐ Joystick ☐ Keyboard ☐ Head pointing system
- ☐ Mouse Mover

The following adaptations are required to enhance student access when using the above access methods:
- ☐ large symbol size – Specify: _____ ☐ high contrast
- ☐ grid separating symbols ☐ textured symbol system
- ☐ tangible symbol system
- ☐ Spaces between symbols - Specify: _____
- ☐ Other adaptations - Specify: _____

Switch access used by the student:
- ☐ Remote switch access
  - # of switches _____ # of switches _____
  - Switch type _____ Switch type _____
- ☐ Scanning switch access
  - Scan Mode
    - ☐ Visual scanning
    - ☐ Auditory scanning
  - Scan Method
    - ☐ Automatic scanning
    - ☐ Directed (step) scanning
    - ☐ Inverse scanning
    - ☐ Other – Specify: _____
  - Scan Pattern
    - ☐ Linear
    - ☐ Row/Column
    - ☐ Block/Row/Column
    - ☐ Customized – Specify: _____

☐ Morse Code access
# of switches _____
Switch type _____

Symbol System
The following symbols are recommended to represent selected vocabulary:
☐ Tangible/Tactile symbols
☐ Whole/Real objects (the actual object)
☐ Miniature objects (doll-sized representations or magnets)
☐ Parts of objects (wheel from a car, button from shirt)
☐ Associated Objects (clock for time, straw for drink)
☐ Textures or shapes (triangle for eat, circle for drink, sandpaper for places, etc.)
☐ Photographs
☐ Realistic picture representation system – Specify: _____
☐ Line drawing representation system – Specify: _____
☐ Text /Printed words – Specify: ☐ letter ☐ word

In order to enhance access, the most appropriate symbol size is _____

The initial symbol set should not exceed _____ symbols per display. As the student becomes more proficient in identifying and accessing symbols, additional symbols may be added to the display.

Additional Comments/Recommendations: _____
_____
_____

Vocabulary/Symbol Use
Vocabulary should be selected to promote participation across communication environments. The following selection method(s) are suggested to assist in selecting appropriate vocabulary for the student:

☐ Ecological/environmental inventory ☐ Activity based inventory
☐ Social inventory (i.e., social language) ☐ Peer observation
☐ Student observation ☐ Teacher/family/student interview

Vocabulary should also be selected to permit expression of a range of language functions including the following:
☐ gain attention ☐ express wants and needs
☐ request assistance ☐ request recurrence
☐ indicate finished ☐ express choices
☐ make comments ☐ express greetings and farewells
☐ respond to questions ☐ reject

☐ Student should sequence symbols to generate phrases/sentences ☐ Yes ☐ No
If yes, the student should begin sequencing _____ symbols

☐ Student requires prompts to sequence symbols ☐ Yes ☐ No
If yes, level of prompting required: ☐ model ☐ visual
☐ verbal ☐ physical

Vocabulary Organization
Selected vocabulary should be programmed using the following language organization method:
☐ Single message ☐ Activity Based (single level)
☐ Activity based (static multiple levels) ☐ Activity Based (dynamic display)
☐ Minspeak based (single level with activity row) ☐ Minspeak based (dynamic display)

Using the language organization method designated above, vocabulary should be organized utilizing the following language level(s):

- ☐ Complete messages (i.e., 1 message/1 hit)
- ☐ Combine short phrases (i.e., carrier phrases, noun phrases, verb phrase filler items, etc.)
- ☐ Single Words (i.e., 1 word/1 hit)
  organized by:
  - ☐ activities
  - ☐ categories
  - ☐ grammar
  - ☐ Fitzgerald Key Arrangement (syntactical format)
  - ☐ Color coding to assist word group recognition

Additional Comments/Recommendations: _____

_____

_____

_____

Strategies to Enhance Device Use

When integrating the student's communication system into the classroom environment, the following strategies should be considered:

☐ Visual Strategies and Cueing

- ☐ The classroom environment should be engineered for successful communication.
- ☐ Use visual supports to enhance communication, behavior, and learning.
- ☐ Use picture-based task analysis to promote independence in task completion.
- ☐ Use a classroom/individual daily picture-based schedule to support transition.
- ☐ Use Super Symbols (behavior cue symbols) to address inappropriate behavior.

☐ Integration

- ☐ The selected communication system should be available to the student throughout the school day.
- ☐ The communication system should be used in a variety of settings and activities with appropriate vocabulary.
- ☐ Integrate student's communication system into behavior modification plan to address behavioral concerns.

☐ Teaching Strategies

- ☐ Customize AAC displays to include personal vocabulary.
- ☐ Interact with students using AAC in natural situations using natural cues and consequences.
- ☐ Develop a consistent method of cueing/prompting.
- ☐ Model the use of the AAC system by pointing to the appropriate symbol as you speak.
- ☐ The student's system should be used as a method to develop receptive language as well as expressive language.
- ☐ Provide immediate and consistent feedback to a student's communication attempts.
- ☐ Create communication opportunities throughout the school day.
- ☐ Provide access to a continuum of AAC supports (communication device, communication boards, communication rings, etc.)
- ☐ Provide multiple modality immersion (signs, pictures, spoken language, gestures, etc.)
- ☐ Develop a method for backing up student's vocabulary system/device.
- ☐ Consider the use of a flashlight for a supplement or an alternative or to finger pointing.
- ☐ Utilize a preferred/less preferred or nothing/preferred strategy when teaching choice-making.

☐ Staff Supports

- ☐ All school staff working with the student should receive training in the programming and use of the selected communication device.
- ☐ Consult with a physical therapist, occupational therapist and/or wheelchair vendor regarding mounting issues.

☐Student Progress

- ☐ Data should be collected to verify student's use of his/her system.
- ☐ The student's use of the device should be carefully monitored and changes in programming should be made as needed.
- ☐ Trial use of communication system should be implemented to determine appropriateness.

Additional Comments/Recommendations: _____

_____

_____

_____

_____

_____

Augmentative Communication Evaluation Conducted by:

Name	Position	Date
Name	Position	Date