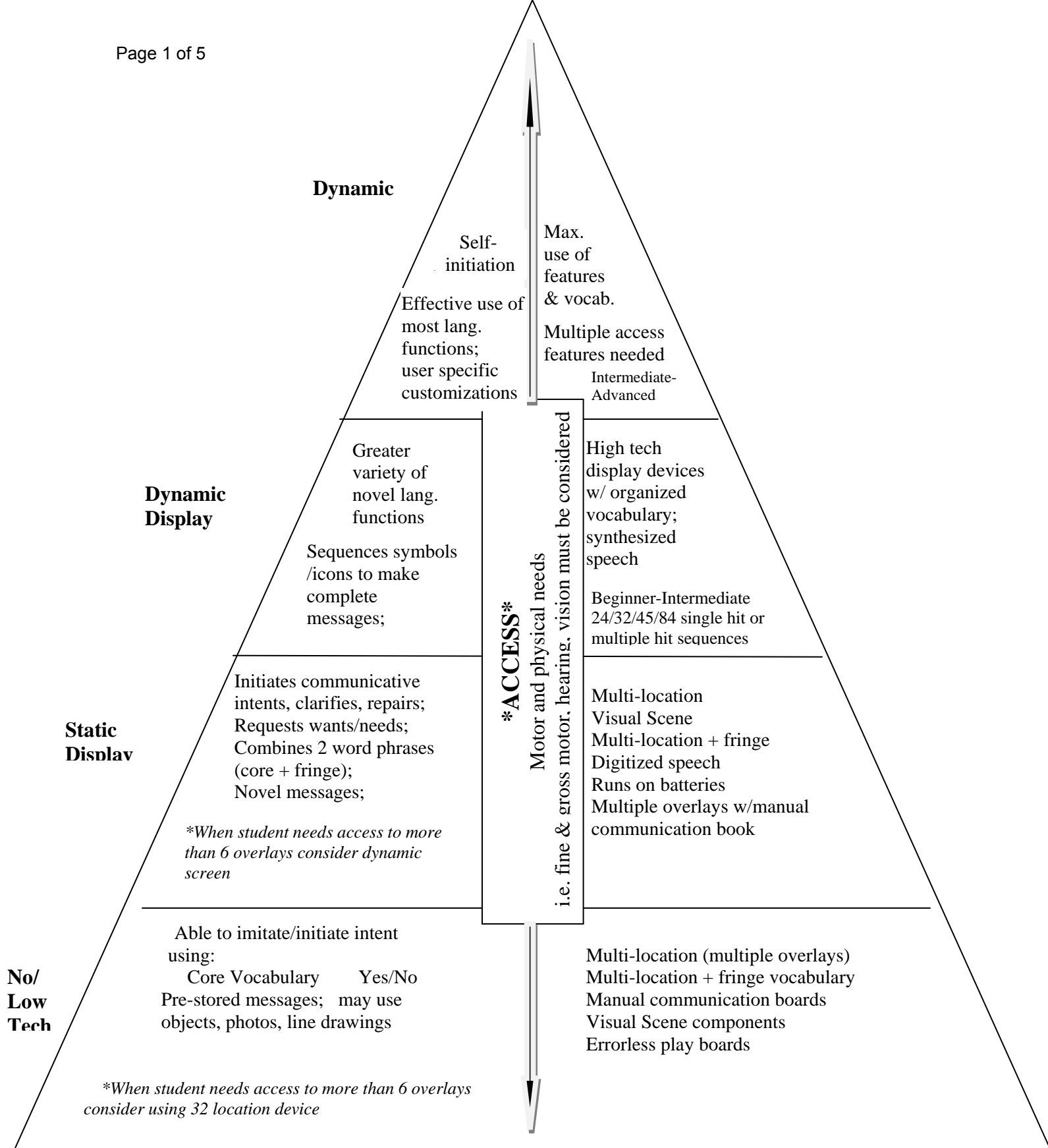


AAC Evaluation



Process and Guiding Questions

Central Texas Assistive Technology Coalition
Region XIII Education Service Center
June 2009



Limited Verbal/Language Abilities
Classroom Components (visuals, 1 message, sequenced messages, 8 location VOD, Activity boards)
Partner Assisted Scanning

AAC Evaluation Guiding Questions

Access/Motor Issues:

How does my student access their environment?

How does my student access their symbols?

Symbolic Level:

What symbol set/system is meaningful to the student?

Can my student sequence more than one symbol to form a message?

If so, how many symbols in a sequence?

Equipment Management(Operational):

Can my student manipulate the pages of their communication system?

(Manual communication board and/or dynamic display screen)

Can my student manage the maintenance of the device?

(ie. keeping it charged, directing someone to charge it)

Can my student manage the vocabulary system, programming and back-up?

Linguistic Skills:

What language functions does my student exhibit?

What grammatical structures does my student use?

What syntactical structures does my student use?

What vocabulary classes does my student use?

(nouns, verbs, adjectives, adverbs, prepositions, etc.)

Social/Pragmatic Skills:

Who does my student communicate with?

Where does my student communicate?

What does my student communicate about?

Why does my student communicate?

Does my student take turns?

Does my student initiate?

Strategic Skills:

Can my student clarify their message?

Can my student repair a failed communication attempt?

Can my student seek assistance?

Previous AAC experience:

Describe device and outcome; other details that are relevant;

Language Skills	Access Considerations	AAC Tools
<p>Student is able to imitate and initiate communicative intents. 1 word, 2 choices, 1 message, sequenced messages.</p>	<p>Student can direct select icons / devices Icons and devices can be enlarged for visual needs</p>	<p>No Tech - Low Tech - Manual Boards, Big Mac, Step by Step, Flip & Talk</p>
<p>Student is able to imitate and initiate communicative intents. 1 word, core vocabulary, requesting, errorless play boards. Note: When student needs access to more than 6 overlays consider using 32 location device.</p>	<p>Student is able to direct select 2" icons (may need a grid). Student can visually see 2" icons Student is able to see small LCD lights on device for scanning if direct physical access is limited.</p>	<p>Partner Assisted Scanning Static Display Device - 8 locations Tech Talk, Go Talk, Tech Smart, LEO (add fringe vocabulary to device with a picture activity strip or a Flip & Talk), visual scenes</p>
<p>Student initiates communicative intents. Combine 2 word phrases, core vocabulary, vocabulary needed to participate in a variety of language functions. (requesting, commenting, rejecting/denial, affirmation, directing, etc.) Note: When student needs access to more than 6 overlays consider using Dynamic Screen Beginner Device.</p>	<p>Student is able to direct select 1" icons (may need grid). Student can visually see 1" icons. Student is able to see small LCD lights on device for scanning if direct physical access is limited.</p>	<p>Partner Assisted Scanning Static Display Device - 32 locations Tech Speak, Go Talk, LEO, (add fringe vocabulary to device with a picture activity strip or a Flip & Talk) Visual scenes</p>
		<p>Partner Assisted Scanning</p>

<p>Student imitates and initiates communicative intents. Student requires visual scenes to access vocabulary. Combine 2 or more word phrases, vocabulary needed to participate in a variety of language functions. (requesting, commenting, rejecting/denial, affirmation, directing, etc.) Note: When student needs access to more than 15 locations consider using Gateway or Unity</p>	<p>Student is able to direct select icons on device ranging from 6" - 1" (may need grid) Student requires visual contrast of icons. Student requires scanning due to physical limitations. Student requires large icons for scanning.</p>	<p>Dynamic Display Device (Beginner) 2-15 locations M3, Tango, Springboard Lite, ChatPC (Visual Scenes, Vocabulary is organized by categories, core vocabulary available)</p>
		<p>Partner Assisted Scanning</p>
<p>Student initiates communicative intents. Student needs access to core vocabulary + vocabulary organized by category page sets for a variety of language functions (requesting, commenting, rejecting/denial, affirmation, directing, etc.) Students needs access to vocabulary to generate written assignments. Student is able to clear message window and navigate to desired category icons and back to main page. Student is able to repeat navigation of icons demonstrated by</p>	<p>Student is able to direct select icons on device ranging from 1" - 1/2" (may need grid) Student requires visual contrast of icons. Student requires scanning due to physical limitations. Student requires large icons for scanning.</p>	<p>Dynamic Display Device (Intermediate - Advanced) 20 or more locations V or Vmax w/Interact; C8/C12 w/SONO; WordPower</p>
		<p>Partner Assisted Scanning</p>

<p>Student initiates communicative intents. Student needs access to core vocabulary and words to generate novel messages for a variety of language functions (requesting, commenting, rejecting/denial, affirmation, directing, etc.) Student is a visual learner and/or can use motor patterns to access icon sequences. Student is able to clear message window and navigate to desired icon sequences and back to core vocabulary page.</p>	<p>Student is able to direct select icons on device ranging from 1" - 1/2" (may need grid) Student requires visual contrast of icons. Student requires scanning due to physical limitations.</p>	<p>Dynamic Display Device - Semantic Compaction (Beginner) SpringBoard Lite; Vantage Lite</p>
		<p>Partner Assisted Scanning</p>
<p>Student initiates communicative intents. Student needs access to core vocabulary + words to generate novel messages for a variety of language functions (requesting, commenting, rejecting/denial, affirmation, directing, etc.). Student is a visual learner and/or can use motor patterns to access icon sequences. Student needs access to vocabulary to generate written assignments. Student is able to clear message window and navigate to desired icon sequences and back to core vocabulary page.</p>	<p>Student is able to direct select icons on device ranging from 1" - 1/2" (may need grid) Student requires visual contrast of icons. Student requires scanning due to physical limitations.</p>	<p>Dynamic Display Device - Semantic Compaction (Intermediate - Advanced) Vantage Lite, ECO</p>