



## 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.



## Augmentative Devices Evaluated

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

<b>Non-voice output systems:</b>		
<b>System(s) utilized:</b>		
<input type="checkbox"/> Object board/box	Describe:	
<input type="checkbox"/> Eyegaze board	Describe:	
<input type="checkbox"/> Picture exchange system	Describe:	
<input type="checkbox"/> Picture book/board	Describe:	
<input type="checkbox"/> Picture wallet	Describe:	
<input type="checkbox"/> Word board	Describe:	
<input type="checkbox"/> Letter board	Describe:	
<input type="checkbox"/> Visual schedule	Describe:	
Activity Utilized	<input type="checkbox"/> classroom activity <input type="checkbox"/> game <input type="checkbox"/> toys <input type="checkbox"/> social routine <input type="checkbox"/> other – specify: _____	
Access:	<input type="checkbox"/> Direct selection <input type="checkbox"/> hand <input type="checkbox"/> left <input type="checkbox"/> right <input type="checkbox"/> finger <input type="checkbox"/> left <input type="checkbox"/> right <input type="checkbox"/> Adapted direct selection <input type="checkbox"/> adapted pointer <input type="checkbox"/> head pointer	Scanning access: <input type="checkbox"/> Live voice/Partner assisted scanning <input type="checkbox"/> Partnered visual scanning
Symbol System:	Symbol type: <input type="checkbox"/> object/tangible/tactile <input type="checkbox"/> photograph <input type="checkbox"/> realistic picture <input type="checkbox"/> line drawing <input type="checkbox"/> text based <input type="checkbox"/> spoken prompt/cue	Symbol arrangement: <input type="checkbox"/> linear <input type="checkbox"/> row/column
	Number of symbols utilized: Initial _____ Final _____	Symbol recognized by: <input type="checkbox"/> label/name <input type="checkbox"/> function <input type="checkbox"/> action <input type="checkbox"/> size <input type="checkbox"/> color <input type="checkbox"/> category <input type="checkbox"/> association
Vocabulary Usage:	Communicative intent: <input type="checkbox"/> gain attention <input type="checkbox"/> express wants and needs <input type="checkbox"/> request assistance <input type="checkbox"/> request recurrence <input type="checkbox"/> indicate finished <input type="checkbox"/> express choices <input type="checkbox"/> make comments <input type="checkbox"/> express greetings and farewells <input type="checkbox"/> respond to questions <input type="checkbox"/> reject	Vocabulary sequencing: Number of symbols sequenced: <input type="checkbox"/> independently _____ <input type="checkbox"/> with prompts _____ Level of prompting: <input type="checkbox"/> model <input type="checkbox"/> visual <input type="checkbox"/> verbal <input type="checkbox"/> physical
Vocabulary Organization:	<input type="checkbox"/> single message <input type="checkbox"/> phrase based <input type="checkbox"/> single word <input type="checkbox"/> combination – Specify: _____	
Comments:		

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

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

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

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



Dedicated Letter based systems:			
Device(s) utilized:			
Activity Utilized	<input type="checkbox"/> classroom activity <input type="checkbox"/> game <input type="checkbox"/> toys <input type="checkbox"/> social routine <input type="checkbox"/> other – specify: _____		
Access:	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct Selection              <input type="checkbox"/> hand   <input type="checkbox"/> left   <input type="checkbox"/> right              <input type="checkbox"/> finger   <input type="checkbox"/> left   <input type="checkbox"/> right  <input type="checkbox"/> Adapted direct selection              <input type="checkbox"/> adapted pointer              <input type="checkbox"/> head stick  <input type="checkbox"/> Computer based adapted direct selection              <input type="checkbox"/> joystick              <input type="checkbox"/> keyboard           </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Switch Access  <input type="checkbox"/> Scanning access              Scan mode:                <input type="checkbox"/> Visual scanning                <input type="checkbox"/> Auditory scanning              Scan method:                <input type="checkbox"/> Automatic scanning                <input type="checkbox"/> Directed (step) scanning                <input type="checkbox"/> Inverse scanning                Other – Specify _____              Scanning pattern:                <input type="checkbox"/> Linear                <input type="checkbox"/> Row/Column                <input type="checkbox"/> Block/Row/Column                <input type="checkbox"/> Custom – Specify: ____  <input type="checkbox"/> Morse Code              # of switches _____              switch type _____           </td> </tr> </table>	<input type="checkbox"/> Direct Selection <input type="checkbox"/> hand <input type="checkbox"/> left <input type="checkbox"/> right <input type="checkbox"/> finger <input type="checkbox"/> left <input type="checkbox"/> right <input type="checkbox"/> Adapted direct selection <input type="checkbox"/> adapted pointer <input type="checkbox"/> head stick <input type="checkbox"/> Computer based adapted direct selection <input type="checkbox"/> joystick <input type="checkbox"/> keyboard	<input type="checkbox"/> Switch Access <input type="checkbox"/> Scanning access Scan mode: <input type="checkbox"/> Visual scanning <input type="checkbox"/> Auditory scanning Scan method: <input type="checkbox"/> Automatic scanning <input type="checkbox"/> Directed (step) scanning <input type="checkbox"/> Inverse scanning Other – Specify _____ Scanning pattern: <input type="checkbox"/> Linear <input type="checkbox"/> Row/Column <input type="checkbox"/> Block/Row/Column <input type="checkbox"/> Custom – Specify: ____ <input type="checkbox"/> Morse Code # of switches _____ switch type _____
<input type="checkbox"/> Direct Selection <input type="checkbox"/> hand <input type="checkbox"/> left <input type="checkbox"/> right <input type="checkbox"/> finger <input type="checkbox"/> left <input type="checkbox"/> right <input type="checkbox"/> Adapted direct selection <input type="checkbox"/> adapted pointer <input type="checkbox"/> head stick <input type="checkbox"/> Computer based adapted direct selection <input type="checkbox"/> joystick <input type="checkbox"/> keyboard	<input type="checkbox"/> Switch Access <input type="checkbox"/> Scanning access Scan mode: <input type="checkbox"/> Visual scanning <input type="checkbox"/> Auditory scanning Scan method: <input type="checkbox"/> Automatic scanning <input type="checkbox"/> Directed (step) scanning <input type="checkbox"/> Inverse scanning Other – Specify _____ Scanning pattern: <input type="checkbox"/> Linear <input type="checkbox"/> Row/Column <input type="checkbox"/> Block/Row/Column <input type="checkbox"/> Custom – Specify: ____ <input type="checkbox"/> Morse Code # of switches _____ switch type _____		
Spelling Accuracy:	<input type="checkbox"/> Speller sufficient to be recognized by text to speech engine: <input type="checkbox"/> Word prediction is utilized to assist spelling/rate enhancement		
Vocabulary Usage:	<input type="checkbox"/> Student could generate sufficient words through spelling to convey thoughts <input type="checkbox"/> Student could formulate a complete thought or sentence <input type="checkbox"/> Student could use appropriate grammar when formulating sentences		
Related Skills			
<input type="checkbox"/> Student could remember navigational pathways <input type="checkbox"/> Student could correct errors in navigation <input type="checkbox"/> Student could see communication device display with ease			
Advanced Features			
<input type="checkbox"/> Student could utilize text to speech function to generate novel messages <input type="checkbox"/> Student could utilize large vocabulary pool to generate novel messages <input type="checkbox"/> 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:

- |  |   |
|--|---|
| <input type="checkbox"/> Object board/box                      | <input type="checkbox"/> Eyegaze board                        |
| <input type="checkbox"/> Picture exchange system               | <input type="checkbox"/> Picture book/board                   |
| <input type="checkbox"/> Picture wallet                        | <input type="checkbox"/> Word board                           |
| <input type="checkbox"/> Letter board                          | <input type="checkbox"/> Live voice/Partner assisted scanning |
| <input type="checkbox"/> Partnered visual scanning             |   |
| <input type="checkbox"/> Visual Schedule box - Describe: _____ |   |
| <input type="checkbox"/> Other _____                           |   |

- 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:

- |  |   |
|--|---|
| <input type="checkbox"/> Direct selection access | <input type="checkbox"/> Adapted direct selection |
| <input type="checkbox"/> Computer based access   | <input type="checkbox"/> Remote switch access     |
| <input type="checkbox"/> Single switch access    | <input type="checkbox"/> Dual switch access       |
| <input type="checkbox"/> Visual scanning access  | <input type="checkbox"/> Auditory scanning access |

Physical Features:

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

Vocabulary Features:

- |  |  |
|--|--|
| <input type="checkbox"/> Activity based  | <input type="checkbox"/> Minspeak based            |
| <input type="checkbox"/> Letter/word/text based                                    | <input type="checkbox"/> Large vocabulary capacity |
| <input type="checkbox"/> Commercially Available Vocabulary Software Packages _____ |  |
| <input type="checkbox"/> Other-Specify: _____                                      |  |

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
 

<ul style="list-style-type: none"> <li>Scan Mode</li> <li><input type="checkbox"/> Visual scanning</li> <li><input type="checkbox"/> Auditory scanning</li> <li>Scan Pattern</li> <li><input type="checkbox"/> Linear</li> <li><input type="checkbox"/> Row/Column</li> <li><input type="checkbox"/> Block/Row/Column</li> <li><input type="checkbox"/> Customized – Specify: _____</li> </ul>	<ul style="list-style-type: none"> <li>Scan Method</li> <li><input type="checkbox"/> Automatic scanning</li> <li><input type="checkbox"/> Directed (step) scanning</li> <li><input type="checkbox"/> Inverse scanning</li> <li><input type="checkbox"/> Other – Specify: _____</li> </ul>
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- 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: \_\_\_\_\_

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### 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: \_\_\_\_\_  
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Augmentative Communication Evaluation Conducted by:

_____	_____	_____
Name	Position	Date

_____	_____	_____
Name	Position	Date