

AAC SETT WORKSHEET

Student Name: _____ Date: _____

Speech-Language Pathologist completing form: _____

School: _____ Grade: _____ Disability: _____

ID Number: _____ DOB: _____ Language spoken at home: _____

Team Members Present: _____

Reason for completing worksheet (please check):

- ☐ Evaluation (initial or re-evaluation)
- ☐ IEP meeting
- ☐ Parent requested/initiated interest in AAC device
- ☐ SLP or IEP team requested/initiated interested in AAC device

Please note, most of the above options require additional data (e.g., present levels of performance, data on use of AAC systems, etc.)

Helpful hints when completing each section of the AAC SETT	
Student	<ul style="list-style-type: none"> What are the student's current communication abilities?
Environment	<ul style="list-style-type: none"> What are the physical arrangements of the student's classrooms? What are the instructional expectations/styles? (e.g., lecture, group activities, etc.) What AAC equipment/materials are already available in the room? What existing supports are available to help the student communicate? (e.g., an SEA, regular ed peers, etc.)
Task	<ul style="list-style-type: none"> What communication activities does the student have to do in the classroom that relate to IEP goals? How might activities be modified to allow progress and participation? Think about what everyone else doing in class.
Tools	<ul style="list-style-type: none"> Think no-tech, low-tech, mid-tech, to high-tech. What are the features of a system that will help develop communication skills targeted on the IEP?

*****IF YOU NEED ASSISTANCE COMPLETING THIS FORM PLEASE CONTACT ATC*****
 Amy Marquez, Megan Mahowald or Katie Taylor @ 668-2121

The AAC SETT is adapted from the SETT process developed by Joy Zabala (Zabala, J. S., SETT Framework: Information, Forms and Resources. Available at <http://www.joyzabala.com>)

STUDENT

Current means of communicating – describe any way the student is able to communication (please check and add notes if needed)	
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<input type="checkbox"/> Student uses and discriminates symbols (indicate what level)	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Real Objects <input type="checkbox"/> Photographs <input type="checkbox"/> Product Logos <input type="checkbox"/> Line Drawn Pictures </div> <div style="width: 48%;"> <input type="checkbox"/> Tactile symbols <input type="checkbox"/> Sign <input type="checkbox"/> Other: _____ </div> </div>
	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Gestures <input type="checkbox"/> Word approximations <input type="checkbox"/> Speech: intelligible to familiar listener _____% unfamiliar listener _____% </div> <div style="width: 48%;"> <input type="checkbox"/> Other: _____ </div> </div>
Describe current communication system:	

Student's ability to meet communication needs in school environment

What modifications are needed to increase communicative performance?

<u>Able to make wants/needs known:</u> <input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Unable to make wants/needs known	<u>Describe student's receptive language:</u> <input type="checkbox"/> Follows schedule E M NO <input type="checkbox"/> Identifies vocabulary E M NO <input type="checkbox"/> Answers questions E M NO <input type="checkbox"/> Follows one-step directions E M NO	E =Emerging M = Mastered NO = Not Observed	<input type="checkbox"/> Pausing/waiting for response <input type="checkbox"/> Repeating instructions <input type="checkbox"/> Visually aiding language input <input type="checkbox"/> Other: _____
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STUDENT PROFILE (adapted from Mar & Sall, 1999)

CIRCLE THE DESCRIPTION UNDER EACH CATEGORY THAT BEST DESCRIBES THE STUDENT:

Communicative Competence	Intentionality	Communicative Complexity	Turn Taking	Initiating
	<i>Preintentional</i> - Behaviors (crying, babbling, smiling, etc.) must be interpreted by the communication partner. Student is not aware of his signal's affect on the partner (e.g., cries when hungry but doesn't locate teacher first, stands by door and pounds on it to leave room).	<i>Nonsymbolic</i> – Reflexive behavior (e.g., smiles in response to music, moves arms when preferred object shown, cries when hungry).	<i>Full Prompt-</i> Student's response is always prompted.	<i>Adult Initiate</i> – Adult initiates communication and child responds in some way (e.g., crying, vocalizing, gesturing, etc.).
	<i>Early intentional</i> – Students behaviors are a physical and direct action upon /towards objects or persons in an attempt to satisfy wants, needs, or interests. Specific behavior occurs in <u>one or two situations</u> --and is context dependent (e.g., pushes button on toy to make it light up, takes adult's hand and moves it towards bottle, reaches towards bottle).	<i>Presymbolic</i> – Direct behaviors are used to express needs or desires (e.g., points to or reaches for desired object, vocalizations, eye gaze, shows object).	<i>Single Turn</i> - Student responds to communication bid (e.g., hands symbol of drink to adult after being asked what he wants to drink).	<i>Student Initiated (Non-Specific)-</i> Student initiates communication with partner, without a specific purpose/need (e.g., vocalizes to gain attention but does not follow up with more specific communication act, takes partner's hand and leads him to an area, but does not follow up with more specific information re: his/her desire).
	<i>Intentional-</i> Student engages in specific behaviors to gain and establish communication. Student is aware that his/her behavior has an affect on communication partner and demonstrates this by shifting gaze back and forth. Intentional behaviors are spontaneous, initiated by student, and occur across context (e.g., vocalizes and alternates eye gaze between partner and desired object, holds out object in a "show" gesture while establishing mutual eye gaze, reaches towards bottle and looks at caregiver, gains partner's attention prior to intentional gesture).	<i>Basic Symbols</i> – Single symbol, word, sign, or gesture used to represent an object, person, or activity (e.g., says "cookie", signs "eat", points to symbol/photo of preferred object).	<i>Emerging Reciprocity</i> – Student able to engage in a 2-turn communicative exchange (e.g., hands symbol of drink to adult and then indicates what kind of juice he wants after being asked, signs more and then when asked "More what?" signs/ or points to a cookie).	<i>Student Initiated(Specific)-</i> Student initiates communication with partner, indicating a specific purpose/need (e.g., touches partner's hand and gives him the bottle he wants opened, takes partner's hand, leads them to an area, and reaches/points towards the item/activity he/she wants).
		<i>Simple Combinations</i> – Combines 2 symbols, words or signs to produce a simple message (e.g., points to object and signs "more", combines two symbols or words – "dolly sleep").	<i>Brief Social Exchange</i> – Student able to engage in a 3+ turn communicative exchange on single topic (e.g., asks/answers questions, comments, with conversational partner).	
		<i>Extended Symbol Combinations</i> – Combines 3 to 5 symbols, words or signs to communicate a basic or abstract message.	<i>Complex Conversational Exchange-</i> Student able to engage multi-turn, communicative exchange, while maintaining and changing topics appropriately (e.g., student and conversational partner discuss topic, by asking/answering questions, and commenting, topic may change as conversation progresses).	
<i>Elaborate Use of Symbols / Formal Language</i> – Combines 5 or more symbols, words or signs to make unique and complete sentences				

ENVIRONMENT / TASKS					
What environments are present in the school day and with whom is the child communicating?					
<input type="checkbox"/> Regular education: _____		<input type="checkbox"/> Community outings: _____		<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Special education: _____		<input type="checkbox"/> Work site: _____			
Within those environments, what are the main tasks that require communication?					
<input type="checkbox"/> Group participation activities		<input type="checkbox"/> Independent work		<input type="checkbox"/> Community outings	
<input type="checkbox"/> Meal time		<input type="checkbox"/> Mainstream class		<input type="checkbox"/> Work site	
OBSERVATIONS:					
Directions: Observe 2-3 different activities. Collect data on communication functions that are both available and ones that are demonstrated by the student. Data can be collected by either checking a box each time it is observed (<input checked="" type="checkbox"/>) or by writing an <i>I</i> for independent or <i>P</i> for prompted in the box.					
Activity/Task #1 (please name): _____					
<i>What communicative functions were observed to be AVAILABLE to student (i.e., opportunities scripted into activity)?</i>		<i>What communicative functions did the student ENGAGE in during the activity?</i>		<i>Describe communication tools used during observation (e.g., voice output switch, symbols)</i>	<i>Ideas for classroom /school resources to increase communication</i>
Greet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Gain attention <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Greet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Gain attention <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Request <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Comment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Request <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Comment <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
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ENVIRONMENT / TASKS: OBSERVATIONS (Continued)					
Activity/Task #2 (please name): _____					
Communicative functions AVAILABLE		Communicative functions ENGAGED IN		Communication Tools Used	IDEAS
Greet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Gain attention <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Greet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Gain attention <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
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Activity/Task #3 (please name): _____					
Communicative functions AVAILABLE		Communicative functions ENGAGED IN		Communication Tools Used	IDEAS
Greet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Gain attention <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Greet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Gain attention <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
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	DECISION POINT: Are communication goals and needs being met for this student given the CURRENT system of communication? (please circle)	YES! Current system is working. Student is making progress. <u>Describe current system:</u>	YES! (with modification) Current system is working but needs adjustments. <u>Describe adjustments:</u>	NO! Current system is not working for this student. <u>Continue to Tools Section</u>

TOOLS: Feature Match

GLOSSARY:

Alternative Mode – Access method, other than direct select or scanning, which allows the user to choose symbols on an AAC system.

Dynamic Display Electronic- Symbols organized categorically. Display screen changes based upon what symbol is chosen (e.g., choose the “school” symbol and the screen will change to display school vocabulary.)

Dynamic Display Non-Electronic – Multiple pages are available with symbols organized categorically. Pages are usually kept in a book or binder. User must flip through pages manually to find the desired page.

Word Prediction – A dynamic retrieval process in which word options are offered to the user based on what has already been typed into the device (e.g., student types in: mo. Word choices offered may be: mom, more, Monday, etc.)

VOCABULARY/SYMBOLS NEEDED

- ☐ **Vocabulary Size** (needed to participate in school communication opportunities)
 - ☐ <15 (e.g., CheapTalk, Partner 4, Communication board, Big Macs, etc.)
 - ☐ 16-99 (e.g., TechTalk with levels, TechSpeak with levels, PECS book, Communication book, etc.)
 - ☐ 100-249 (e.g., TechSpeak with levels)
 - ☐ >250 (e.g., DynaVox, Vanguard, etc.)
- ☐ **Vocabulary needed for different environments? How many:** _____
- ☐ **Symbol Set** (*add brief explanation as to how the team chose the symbol set*)
 - ☐ Real Objects
 - ☐ Tactile symbols (textured symbols or parts of real object symbols)
 - ☐ Photos
 - ☐ Line Drawn Symbols
 - ☐ Mayer-Johnson (Boardmaker)
 - ☐ Dynasyms
 - ☐ Minspeak
 - ☐ Other: _____
 - ☐ Text
 - ☐ Scene/Context-based (e.g., drawing of a classroom or a digital picture of classroom)
- ☐ **Symbol Size** (can be for nonelectronic or electronic system)
Please list size (e.g., 1 inch, 2 inch, etc.): _____
How was the size determined? _____

ACCESS METHOD (Choose method(s))

- ☐ **Direct Select** (e.g., point, reach, grab, point with adapted “stick”, etc.)
 - ☐ Keyguard is needed
 - ☐ Eye gaze
- ☐ **Scanning** (e.g., symbol choices are presented to the user one at a time. The user chooses the symbol, or group of symbols, wanted by signaling at the appropriate time)
 - ☐ **Auditory** (symbol choices menued auditorally with a verbal label of symbol)
 - ☐ **Visual** (symbol choices are menued visually by highlighting or darkening the symbol)
- ☐ **Alternative Mode**
 - ☐ Head Mouse
 - ☐ Joystick
 - ☐ Other: _____

VISUAL DISPLAY (Indicate which type(s) are needed)

- ☐ **Static/Fixed** (Symbols don’t change. Ex: Communication books or paper boards)
- ☐ **Dynamic Electronic**
- ☐ **Dynamic Non-Electronic**
- ☐ **Written word(s)**

OUTPUT (Indicate which type(s) are needed)

- ☐ **AAC system does not need voice output**
- ☐ **Digitized speech** (i.e. recorded speech)
- ☐ **Synthesized speech** (i.e., “computer voice” – DEC Talk, Text to Speech)

TOOLS cont.

MESSAGE COMPOSITION FEATURES (Choose all that apply)

- ☐ **Message Options**
 - ☐ Preprogrammed phrases (symbol of drink = “I want a drink”)
 - ☐ Can combine words to build sentences (I + want + drink)
 - ☐ Word prediction
 - ☐ Able to spell

OTHER FEATURES

- ☐ **Does communication system need to be PORTABLE?**
 - ☐ YES
 - ☐ NO
- ☐ **If YES, what is the appropriate weight?**
 - ☐ <5 lbs
 - ☐ 5-10 lbs
 - ☐ 10+ lbs
- ☐ **If NO, does device need to be mounted?**
 - ☐ YES (circle one)
 - On Wheelchair
 - Other (mount system for ambulatory student)
 - ☐ NO

- ☐ **Durability:** *Please list any special considerations below.*

- ☐ **Access:** *Can/Should the student have access or be denied access to controls? (e.g. volume, on/off, editing, etc.)*
 - ☐ Yes
 - ☐ No
 - ☐ Please Explain :

NEXT STEPS:

FIRST:

- Review the TOOLS section to see what features of an AAC system is educationally necessary for your student.

THEN:

- Create/modify an AAC system using resources at your school (e.g., use a big Mac, make symbols, etc.).

OR

- Call ATC to see how we can help you find/create a system that meets your student’s educational/IEP-driven needs.

- A low-tech/mid-tech system can be checked out for an indefinite period of time.
- A high-tech system (i.e., dynamic display) can be checked out for a trial period. Trial periods may last anywhere from two weeks to one month, depending on availability.

FINALLY:

- Take data on AAC use. Does the data show that the tool is helping the student make progress on their communication goal and objectives?