AMMENDED 4/11/12 RESULTS FOR ASSISTIVE TECHNOLOGY:

AAC SETT CHECKLIST (completed XXX by Mary Baumann-Spooner/AT Facilitator, XXXXX/Case Manager, XXXXX/Speech Clinician)

The AAC SETT Checklist is a process of questions given to teachers and support staff to identify the student's needs/strengths, look at the student's environment and to review the tasks required for the student to complete. Once this information is collect it is analyzed to determine what features in tools may benefit the student. This process focused on augmentative/alternative communication systems for XXXX.

STUDENT:

1.Current Means of Communicating: Uses real objects, photographs, gestures and speech. XXXX is approximately XXX intelligible for familiar listeners and XXXX intelligible for unfamiliar listens.

2.Student’s ability to meet communication needs in the school environment:

 -XXXX is able to make his wants/needs know XXXXX of the time

 -Kyle receptive language are as follows:

 -Follow schedule- XXXXX

 - Identifies vocabulary-XXXX

 - Answers questions- XXXX

 - Follows one-step directions- XXXXX

3. Student’s Profile of Communicative Competence

- Intentionality: XXXXX communication is intentional in nature. He is aware that his behavior has an affect on communication partner and demonstrates this by shifting eye gaze back and forth. Intentional behaviors are spontaneous, imitated by student, and occur across context.

-Communicative Complexity: XXXXX is at the Simple Combinations Level. He combines 2 words or a word and a sign to produce a simple message.

-Turn Taking: XXXX exhibits Emerging Reciprocity skills. He is able to engage in 2-turn communicative exchanges.

-Initiating: XXXX conversations are Student Initiated. he initiates communication with a partner, without a specific purpose/need (e.g. vocalizes to gain attention but does not follow-up with more specific communication).

ENVIRONMENT/ TASKS:

1. What environments are present in the school day with whom the student is communicating: XXX is in special education classes most of his day, communicating with teachers, paraprofessionals and students.

2. Within those environments, what are the main tasks that require communications?

1st Hour:

2nd Hour: Adapted Physical Education with Paraprofessional support. Kyle could lead the exercises in class, respond with good sportsmanship comments to classmates and indicate his feels or the need for a bathroom break at this time.

3rd Hour: Reading- Kyle will be expected to answer questions of the reading material and indicate how he feels.

4th Hour: Lunch with Paraprofessional support. Kyle sits typically with 2 other peers. He could make his lunch choice and them socialize with his peers during this time. Also, he could learn to politely refuse whom he does not want to talk to at lunch.

5th Hour: Grooming and Leisure Time: Kyle is allowed to use the computer or rest. There may not be a lot of communicating during this period.

5th Hour/Second Half: Complete Math lesson. Kyle would have the opportunity to ask for help, indicate when he is done, or request to continue with a fun activity.

6th Hour: Work Box Tasks. Kyle could again ask for help, indicate when he is done, or request to continue with a fun activity.

OBSERVATIONS:

-Lunch time: Kyle greeted others, gained others attention, made one request and one comment and answered 3 questions. He did not reject, request information, ask for more, initiated conversations or repair breakdowns. It was noted that he repeated what others said 3 times. He did this through verbalizing and gesturing information.

-Class: Kyle greeted others, made one request, one comment and answered 4 questions. He did this through verbalizing, gestures and choosing objects.

TOOLS:

1. Vocabulary/Symbols Needed:

-Vocabulary Size- Kyle needs a device with layouts of 16-99 symbols to meet his current communication functions.

-Different Environments Vocabulary Need in: Hours 1st through 6th with the exception of 1/2 of 5th hour.

-Symbol Set: Kyle needs photos, line drawings and text in his communication system

-Symbol Size- Kyle can point to symbols 1 inch by 1 inch in size

2. Access Method: Kyle is able to use a direct select method by pointing to symbols

3. Visual Display- Kyle can use a fixed (paper) board system and Dynamic Electronic (boards change). After reviewing the possible times he could communication he will need a system with 9 separate topic boards. Also, he has some core vocabulary that he will need to express throughout the day (i.e. his feelings, using the bathroom) that need to be easily accessible.

3. Output- manual board systems have been tried with Kyle in the past with little success. Trialing systems with digitized (recorded) speech versus synthesized (computer voice) will need to be completed to see if he has a preference.

4. Message Composition Features: Preprogrammed phrases (symbol of drink = "I want drink" will be helpful as Kyle has some functional verbal communication.

5. Other features: the device needs to be portable, lightweight and durable.

6. Device Trial: Kyle needs to try a voice output device with at least 9 levels with 16-99 symbols and an ability to put core vocabulary in one spot. The device needs to be lightweight, durable and easily portable. Also, messages should be programmed at the phrase level until Kyle learns to create sentences by combining symbols. Trials of AAC devices with these features is warranted at this time.