

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
- | | | | |
|--|-------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Hand | <input type="checkbox"/> left | <input type="checkbox"/> right | <input type="checkbox"/> both |
| <input type="checkbox"/> Finger - Specify: _____ | <input type="checkbox"/> left | <input type="checkbox"/> right | <input type="checkbox"/> both |
| <input type="checkbox"/> Other - Specify: _____ | | | |
| <input type="checkbox"/> Eyegaze response - Describe eyegaze response including optimal symbol size, placement, etc. _____ | | | |

When using direct selection, the student:

- | | | |
|------------------------------------|-----------------------------|--|
| Consistently accessed targets | <input type="checkbox"/> No | <input type="checkbox"/> Yes |
| Crossed midline to access targets | <input type="checkbox"/> No | <input type="checkbox"/> Yes |
| Required significant response time | <input type="checkbox"/> No | <input type="checkbox"/> Yes - Specify: _____ |
| Required a large target area | <input type="checkbox"/> No | <input type="checkbox"/> Yes - Specify: _____ |
| Accessed symbols in all locations | <input type="checkbox"/> No | <input type="checkbox"/> 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
- | | | |
|-------------------------------------|---|--|
| <input type="checkbox"/> Splint | <input type="checkbox"/> Head pointer | <input type="checkbox"/> Keyguard/grid |
| <input type="checkbox"/> Mouthstick | <input type="checkbox"/> Adapted pointer - Describe _____ | |

- Student could utilize computer based adapted direct selection using:

- | | | | | |
|-----------------------------------|---|--------------------------------------|-----------------------------------|--|
| <input type="checkbox"/> Mouse | <input type="checkbox"/> Trackpad | <input type="checkbox"/> Trackball | <input type="checkbox"/> Joystick | <input type="checkbox"/> keyguard/grid |
| <input type="checkbox"/> Keyboard | <input type="checkbox"/> Head pointing system | <input type="checkbox"/> 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:		
<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:		

Single 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	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
Related Skills: <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:	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> Direct Selection <ul style="list-style-type: none"> <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 <ul style="list-style-type: none"> <input type="checkbox"/> adapted pointer <input type="checkbox"/> head stick <input type="checkbox"/> Computer based adapted direct selection <ul style="list-style-type: none"> <input type="checkbox"/> joystick <input type="checkbox"/> keyboard </div> <div style="width: 35%;"> <input type="checkbox"/> Switch Access <ul style="list-style-type: none"> <input type="checkbox"/> Scanning access <ul style="list-style-type: none"> Scan mode: <ul style="list-style-type: none"> <input type="checkbox"/> Visual scanning <input type="checkbox"/> Auditory scanning Scan method: <ul style="list-style-type: none"> <input type="checkbox"/> Automatic scanning <input type="checkbox"/> Directed (step) scanning <input type="checkbox"/> Inverse scanning Other – Specify: _____ Scanning pattern: <ul style="list-style-type: none"> <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 <ul style="list-style-type: none"> # of switches: _____ switch type: _____ </div> </div>
Spelling Accuracy:	<input type="checkbox"/> Spelling 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:

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