

Assessment Tools to Use



Provided by the
Illinois State Board
of Education
and
Infinitec



What do we know, need to know?

Speech Skills
Sensory Skills
(Vision & hearing)
Motor Skills
Communication Skills
Language and Literacy Skills
Cognition

Speech skills-

What can I use?

- ▶ Meaningful Use of Speech Scale- developed for children with hearing impairment (by Kent, Miolo & Bloedel, 1994)
- ▶ Index of Augmented Speech Comprehensibility In Children (I-ASCC) (by Dowden, 1997)
 - ▶ Download from <http://www.talcaac.com/IASCC%20Share.zip>
- ▶ Articulation tests
- ▶ Quick Screener for Intelligibility
 - ▶ Download from https://speech-language-therapy.com/index.php?option=com_content&view=article&id=46
- ▶ Informal measures using materials that are familiar to the individual.

Sensory/Perceptual- vision

What can I use?

Speech Skills
Sensory Skills
(Vision & hearing)
Motor Skills
Communication Skills
Language and Literacy Skills
Cognition

Formal or Informal assessment materials may be:

- ▶ TASP (Test of Aided-Communication Symbol Performance by Joan Bruno)
- ▶ AAC Eval Genie App
- ▶ Created boards/electronic displays with differing symbol sizes and placements (eye gaze and direct selection)
 - ▶ Boardmaker share site (<https://www.boardmakeronline.com/Activities/Search>)
 - ▶ SymbolStix (<https://www.n2y.com/products/symbolstix/>)
- ▶ Speech Generating Device Page sets/tasks from Tobii DynaVox, Prentke Romich Company, Saltillo, etc.

What did you find out about.....

Speech Skills
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Sensory/Perceptual Skills- Hearing

Feature Match Goal is to determine sound tolerance, voice output type and volume needs, simultaneous 'activation' signaling.

- ▶ Hearing (Any standard assessment information and/or informal notations by team members)
 - ▶ Amplification
 - ▶ Sound in field issues

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Other sensory systems (tactile, olfactory, vestibular, gustatory)

What can I use?

- If these are the targets for more in-depth investigation, use of Every Move Counts, Clicks and Chats is recommended as the assessment tool. Information from that tool can then be brought to the Feature Match outline for further determination.
- Assists with Interest Inventories for motivation to drive communication.

Image from www.everymovecounts.net



Fine motor skills- access options

What can I use?

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Cognition

Formal or Informal testing materials may be:

- ▶ TASP (Test of Aided-Communication Symbol Performance by Joan Bruno)
- ▶ Created boards/electronic displays with differing symbol sizes and placements (eye gaze and direct selection, scanning)
- ▶ Boardmaker share site (<https://www.boardmakeronline.com/Activities/Search>)
- ▶ SymbolStix (<https://www.n2y.com/products/symbolstix/>)
- ▶ LessonPix (<http://lessonpix.com/>)
- ▶ Speech Generating Device Page sets/tasks from Tobii-DynaVox, Prentke Romich Company, Saltillo, etc.
- ▶ iPad app websites- Coughdrop, Assistiveware (Proloquo2go), etc.

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Communication Skills

What can I use?

► *Communication skills-*

- Informal interview and observation
- Tracking Early Communication Behavior Log
<http://praacticalaac.org/praactical/tracking-early-communication-a-praactical-resource/>
- Communication Matrix
(www.communicationmatrix.org)
- Functional Communication Profile
- AAC Profile by Tracy Kovach
<http://www.linguisystems.com/products/product/display?itemid=10547>
- SCERTS Model Assessment Forms
- Social Networks (by Blackstone and Hunt Berg, 2009)

Communication Skills, cont'd

What can I use?

- ▶ Test of Early Communication and Emerging Language (TECEL- formerly the Nonspeech Test)
https://www.superduperinc.com/products/view.aspx?stid=604&s=tecel#.W_HhxehKiUk
- ▶ Every Move Counts-Clicks & Chats,
- ▶ Created boards/electronic displays with differing symbol sizes and placements
- ▶ Video an interaction opportunity, take a language sample!
- ▶ Use interview and observation inventories, noting skills as compared to milestones in language development.

Language Skills

What can I use?

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▶ *Expressive Language assessment-*

- ▶ Use word lists (MacArthur-Bates Communicative Development Inventories- Words & Gestures).
- ▶ Use observation and interview surveys.
- ▶ Use formal tests such as: Expressive One Word Picture Vocabulary Test; Test of Early Communication and Language; portions of the Preschool Language Scale or Test of Language Development or other tests (note that scores may not be valid, use for qualitative information).
- ▶ Video an interaction opportunity- take a language sample if speech is present! If no clear speech, note communicative intent, functions, behaviors and frequency/success
 - ▶ Communication Sampling and Analysis (CSA) <http://csa.acts-at.com/>
 - ▶ Tool for Analysis of Language and Communication <http://www.talcaac.com/>

Language Skills, cont'd.

What can I use?

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Cognition

- ▶ Formal or informal tests and inventories
- ▶ TASP (Test of Aided-Communication Symbol Performance by Joan Bruno)
- ▶ Created boards/electronic displays with differing symbol sizes and placements
- ▶ AAC Eval Genie
- ▶ Use formal or informal assessments regarding literacy levels, sight words, etc.

Notice any common tools to use in determining features needed in an AAC system?

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YES!

- ▶ Formal or informal tests and inventories
- ▶ TASP (Test of Aided-Communication Symbol Performance by Joan Bruno)
- ▶ Created boards/electronic displays with differing symbol sizes and placements
- ▶ AAC Eval Genie

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Language- literacy

What can I use?

- ▶ Obtain information on literacy skills from teachers and specialists (as appropriate).
 - ▶ Phonemic skills
 - ▶ Phonics
 - ▶ Early spelling
 - ▶ Sight word recognition
- ▶ AAC Eval Genie (word prediction subtest)
- ▶ Spell a Word by RJ Cooper (app)
- ▶ Montessori CrossWords (app)
- ▶ First Words (app)

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Cognitive Skills

Feature Match Goal is to identify skills that may influence ability to utilize augmentative & alternative communication supports.

- ▶ Awareness
- ▶ Communicative intent
- ▶ World knowledge
- ▶ Memory
- ▶ Symbolic representation
- ▶ Metacognition

Rowland and Schweigert, 2003

Cognition

What can I use?

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Formal or Informal testing materials may be:

- ▶ Communication Matrix (www.communicationmatrix.org)
- ▶ Every Move Counts-Clicks & Chats
- ▶ Communication and Symbolic Behavior Scales by Wetherby and Prizant,
- ▶ TASP (Test of Aided-Communication Symbol Performance by Joan Bruno)
- ▶ Created boards/electronic displays with differing symbol sizes and placements
- ▶ AAC Eval Genie
- ▶ School Inventory of Problem Solving Skills (SIPPSP), Rowland & Schweigert, 2002
- ▶ Other formal or informal tests and inventories

What do we know, need to know?

Participation-Environments
Communication places?
Communication partners?

Participation/Environment/Partners

What can I use?

- ▶ Complete SETT framework data gathering (Student/Environment/Task)
- ▶ Conduct a Participation Inventory ASSESSING-PARTICIPATION-IN-STUDENTS-WHO-USE-AAC (<http://praacticalaac.org/strategy/strategy-of-the-month-building-participation/>)
 - ▶ Note participation patterns of peers versus child referred for an AAC assessment.
- ▶ Social Networks Framework (by Blackstone and Hunt Berg, 2009)
- ▶ Informal interview

Social Networks

Participation-Environments
Communication places?
Communication partners?

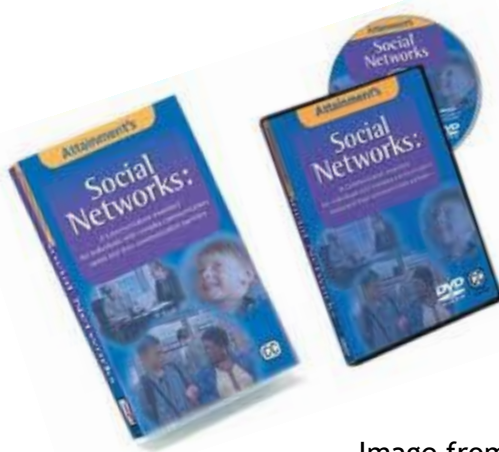
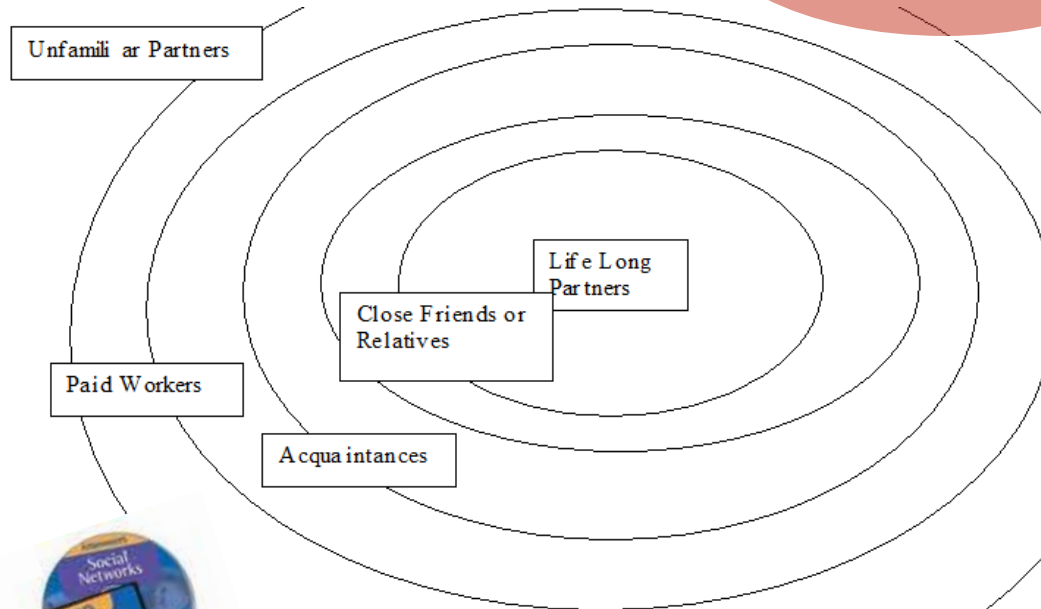


Image from: http://www.augcominc.com/index.cfm/social_networks.htm

Questions?

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Thank you!