

Name: _____

Date: _____

Access Method	Direct Selection	Keyguard Visual supports	Touchguide Touch settings (dwell, delay, release)	stylus
	Mouse	Head mouse Joystick Trackball	light pointer trackpad alternative	
	Scanning	Method *1-switch, 2 -switch, auto) Feedback (outline, magnify, invert colors, auditory, combo) Pattern (linear, row/column, block, flow, combo) Switch type (button, proximity, voice, grip, other)		
	Head Tracking	With head mouse With facial recognition		
	Eye Tracking	Interaction settings (calibration/camera settings) Activation signal (dwell, blink, switch) Feedback (color, cursor, style, outline, highlight)		
Primary Message Formulation	Sentence based Single/Core Words	Phrase Based Spelling		
Size	_____ inch screen			
Durability	Yes	No		
Portability	handle	carrying strap	carrying case	
Positioning	kickstand	table mount	wheelchair mount	
Integration	Environmental controls Internal computer access			
	External computer access			
	MP3 player	Calculator		
Dedicated	Dedicated device		App-based	
Funding Source	Private insurance _____			
	MA/Medicare _____			
	Out-of-pocket			
Features to Prioritize:				
Notes:				

Trial Options

Device 1	Device Name:	
	Vocabulary Set:	
	Accessories Needed:	
	Rep contact info:	
Device 2	Device Name:	
	Vocabulary File:	
	Accessories Needed:	
	Rep contact info:	
Device 3	Device Name:	
	Vocabulary File:	
	Accessories Needed:	
	Rep contact info:	

The Assessment of Learning Process (ALP) for AAC™

STAGE	PHASE	Activity & Movement with AAC Device	Understanding of AAC device use	Attention	Social interaction	Expressions/emotions
Explore Performance <i>Extrovert - Focus on body, tool/s, environment & occupation</i>	8 Expert "I'm not thinking about how to use this - I just do it."	Uses tool for <i>multiple activities in various settings</i> . Effortless tool-use for interaction & communication. Movements automatic, fluid, precise.	<i>Integrated tool use</i> Tool use is sub-conscious/ automatic. Consciousness is focused on interaction and communication in the actual situation and occupation.	<i>Attention regulation</i> is well established/ sustained	Consistently/simultaneously interacts with tool, environment and social partners	Depends on the occupation involving interaction/ communication
	7 Proficient "I'm in control and use it fluently."	<i>Controlled, smooth tool use</i> for interaction and communication. Refinement of movement fluency. Uses full scope of communication device.	Complete awareness of tool use; Refines choices and correcting mistakes	<i>Shares attention</i> on multiple items Generally focused	Open to multiple interactions at once; Uses tool to facilitate social interaction	Happiness Satisfaction
	6 Competent "I can use this to communicate."	Uses tool in a <i>goal-directed</i> way for interaction and conveying messages. Movements are purposeful, but coarse and unrefined.	<i>Competent tool use</i> ; Conscious of how to respond to interaction and create own messages. May ignore mistakes	<i>Focus on goal</i> ; Can focus on many items, but easily disrupted	Consecutive interactions one after the other; tool use interrupts social interaction	Serious Contented Laugh Excited
Explore Sequencing <i>Difficult transition - Focus on body, tool/s & environment</i>	5 Sophisticated Beginner "I know its use and try to master it."	<i>Puts chains of acts/effects together (sequencing)</i> Knows the message, focuses on how to say it. Repeated, varied, eager movements when experimenting to find best pattern. May appear to be stuck/ plateauing.	Aware of the AAC device's expanded use for communication & language; Searches patterns for linking effects into meaningful expressions. May be reluctant/ unwilling to follow directives.	<i>Active concentration</i> ; Two channeled shared attention	Engages partner in interaction, communication on object, or other person.	Eager Smile Serious Frustration
	4 Advanced Beginner "I find out more ways to use it."	<i>Builds chains of acts/effects (early sequencing)</i> Explores more effects & ways to approach the tools for choosing output. Able to find and select targets. Intentional, cautious movements.	Conscious that the tool can be used to interact with the environment/ communicate. Aware of variations and choice of effect/output.	<i>Attentive</i> ; Spontaneously shifts between two foci (e.g., environment and task) for attention	Involves others in interaction; May indicate need for help	Serious Smile Sometimes laugh
Explore Functions <i>Introvert- Focus on body & tool/s</i>	3 Beginner "I'm making that happen."	<i>Acts to get anticipated effect with intent</i> Activates tool/s; Distinct targeted movements; Able to find a target, and may select	<i>Basic tool use</i> Conscious of cause-effect relationships. Anticipates a specific effect/output	<i>Alert</i> . One focus for attention but able to shift att'n when prompted.	Initiates interaction Keeps and responds to eye-contact Facial signaling	Serious Contented Smile
	2 Curious Novice "Something is happening, but not sure how or why."	<i>Attempts approximate activation</i> ; Explores all parts of the tool/s without clear purpose or intent; Diffuse vague multi-directed movements; May try various body parts to get effect	<i>Awareness</i> that something happens at activation but not conscious of where, when and how	<i>Increased alertness</i> ; One focus for attention	Responds to interaction; Some eye-contact; Behavioral mirroring	Contented Curious Anxious Angry
	1 Novice "This is all new to me."	Excited interest – look, touch; or Non-act; or Rejecting behaviors	<i>No or vague idea</i> of how to use the AAC device for interaction and communication	Alert/ curious; or Non-focused/ passive; or Distractible	Limited interaction with others	Open Indifferent Anxious

NOTE- "AAC Device" could be replaced with any type of low or high tech AAC solution, or another computer interface being used. 2 - "Tool" refers to a combination of the access method (e.g., finger/ switch/ eyes/ head) and device (e.g., AAC device, low tech board, computer interface, etc.).3 - This is meant to be a qualitative assessment based on what is observed during a specific activity.

AAC Prompt Hierarchy



Guiding Principles

- **The Goal is Communication** – if the individual communicates (via voice, sign, gesture, etc.) acknowledge the communication and model the target word, but don't require the individual to "say it with his/her device."
- **The Goal is Independent Communication** – many individuals become prompt dependent because people over-prompt. It's important to pause and give the individual time to process the language and respond. It's important to fade the prompts as soon as possible.
- **Modeling** (Aided Language Stimulation) is often the best way to promote independent communication. Model without expecting a response.
- **Communication should be FUN** – make sure you are teaching with fun activities. Individuals should 'want' to engage, not be 'required' to participate.
- **Physical Prompting** should not be used to force children to communicate with the device or board, but rather for children who need assistance learning the motor plan for a new word.
- **Physical Prompting** should be used with caution and quickly faded so individuals don't become prompt dependent.

5 Things to Consider about Prompts in AAC – (From PrAACticalAAC Sept. 13, 2013) By Carol Zangari

1. Sometimes, actually MANY times, a 'perfect pause' is all that's needed.
2. It's important to consider both the type of prompt (e.g., gestural, verbal, physical) and how much information that prompt provides to the learner.
3. Prompt hierarchies are essential elements of any clinical toolkit.
4. Not sure where to start with prompt hierarchies? In general,
 - Most-to-least for a new skill, device, or page set
 - Least-to-most for an emerging skill that is inconsistent
5. In the hands of a skillful clinician, prompts can speed up the learning process. But, as soon as we begin using them, we should develop a plan to fade them so that the AAC learner becomes progressively more independent.

<http://practicalaac.org/practical/5-things-to-consider-about-prompts-in-teaching-aac/>



Pause – allow plenty of time for student responses
(From Miami-Dade County Public Schools)

Some children that use augmentative communication need extra processing time when they are asked to respond or participate in an activity. Some of the things they need to process are:

- The language/message being presented by the adult
- The fact that they are expected to respond
- What the response will be
- How that response is represented on their communication system
- What muscles to move to indicate their response

<http://prekese.dadeschools.net/AdaptationStation/aac.html>

AAC System and Vocabulary File Used:	
Skill to Target During AAC Trial:	

Date	Communication Partner/Setting	Message Produced/Buttons Pressed	Initiation or Response	Level of Support

Level of Support Key:

- I- Independent EP- Expectant Pause NVP- Non-verbal prompt EC- Environmental cue ViP- Visual Prompt VeP- Verbal Prompt (Question/Choice)
M- Modeled response PPP- Partial Physical Prompt PP- Physical Prompt