A PrAACtical Packet of AAC Resources
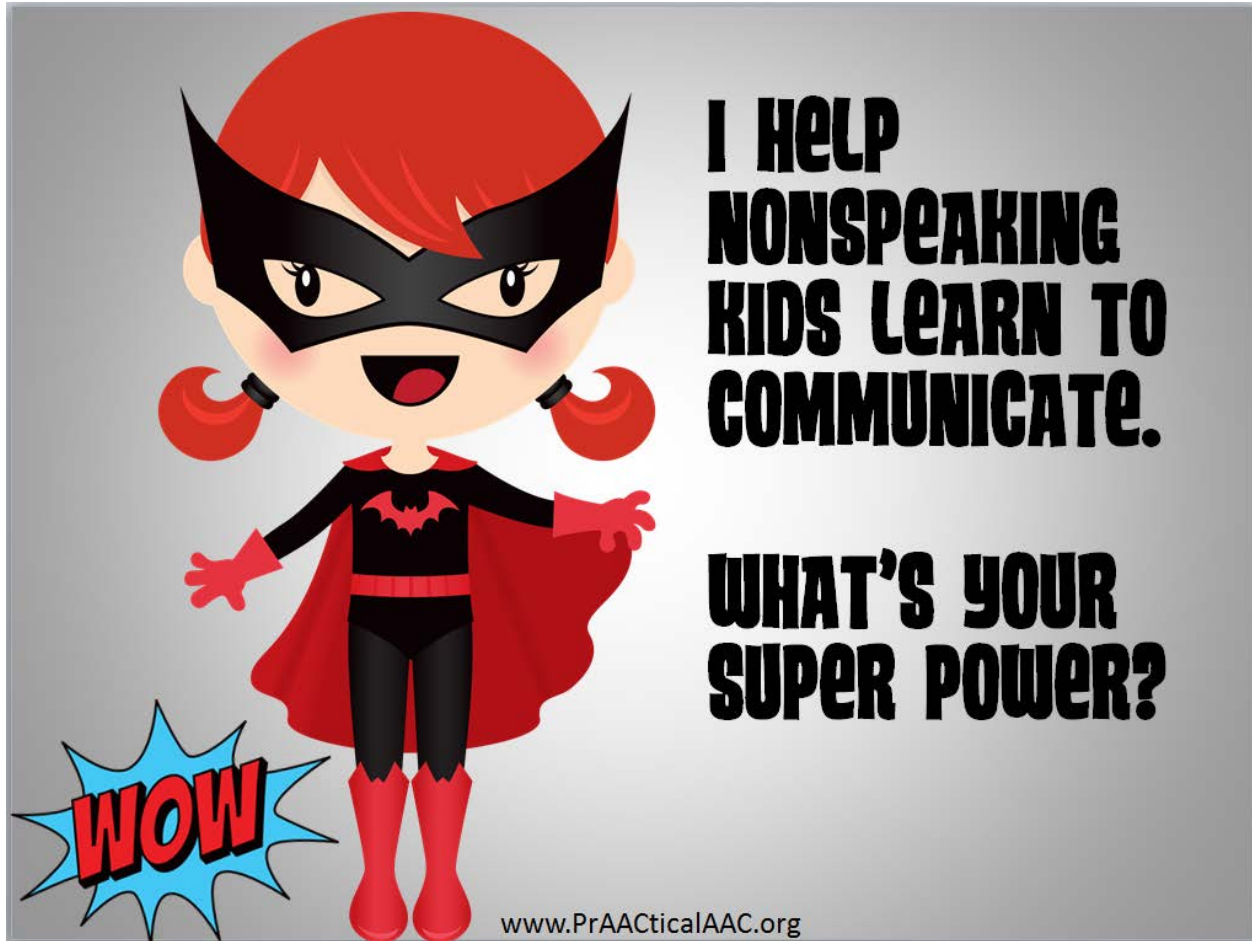
Activity-Objective Matrix

AAC learners need a great deal of practice and planned opportunities for use of their AAC systems. Until they become more fluent in using their communication aids, it is helpful to plan out specific times during the day when AAC use is expected and supported. This document contains a form that can be useful in documenting that plan and in facilitating implementation. There are various versions of it, (simple, more complex; classroom, therapy session), that can be used. Adapt as needed.

How to Use:

1. Along one axis, write the schedule of activities for the day or session. Add rows/columns as needed.
2. List the AAC learner's communication goals along the other axis. Informal goals and goals for maintaining existing skills can be included along with formal goals for learning new communication and literacy skills.
3. As a team, determine the best times during the day to focus on each goal.
   a. If you are using the simpler form, make an X in the cells where each goal will be targeted.
   b. In the more complex form, mark the cells with a P for the **primary** activities in which teaching/practice of each skill will occur. Mark a G for activities in which practice of that skill will be **generalized**.
4. Print and share with all team members. Use it to encourage implementation of the plan, monitor compliance, and/or record data.

Tips

1. Check to ensure that there is enough teaching and practice for each skill.
2. Be realistic. Set up plans that you and the team can follow in an average day/session. Don't overload any one activity with too many goals.
3. Consider keeping the form on a clipboard so it can be taken to the various activities.

Sample Activity-Objective Matrix

(Primary + Generalization)

Name: Neicy   Date: Jan 14

Goals	Activities								
	Arrival	Morning Mtg	Centers	Lang Arts	Specials	Lunch	Reading	Math	Centers
Greet w/ SGD	P	G			G	G			
Ask partner-focused question	G		G			P			
3-5 word sentences			P	G	G			G	
Answer story-related questions				G			P		
Identify meaning of Tier 2 words				P					G
Use 'not'		G	P	G		G			
Stay on topic	G						G		P

P: Primary time for teaching/practice; G: Planned opportunity for generalization practice

Sample Activity-Objective Matrix

Name: Mason   Date:

Goals	Activities								
	Arrival	Morning Mtg	Centers	Lang Arts	Specials	Lunch	Reading	Math	Centers
Greet	X				X	X			
Make choices to set schedule	X		X						X
Request objects/actions		X		X	X	X			
Request help					X		X	X	
Comment		X		X				X	X
Give directions		X	X	X		X			
Answer peer questions	X				X			X	
Turn-taking w/ peer			X				X		X
Sequence personal narrative		X					X		
Use core words to answer WH question				X			X		X

Sample Activity-Objective Matrix: Therapy Session

Name: Paola   Date:

Goals	Activities								
	Check-In	Books	Songs/Music	Toy Basket	Parachute Play	Snack	iPad	Review/Goodbye	Check-out
Expressive									
Greeting	X								X
Request				X		X	X		
Comment			X					X	
2-wd sentence		X	X	X	X	X	X	X	
Receptive									
Answer 'what' question		X	X	X	X	X		X	
Follow task schedule			X				X		
Follow 1 step command	X		X	X	X			X	
Literacy									
Sign name	X								X
Answer story-related questions		X							

Activity-Objective Matrix

Name: Date:

Goals	Activities								

Activity-Objective Matrix: Therapy Session

Name: Date:

Goals	Activities								
Expressive									
Receptive									
Literacy									

PrAACtical AAC: Goals That Matter

There are two sections in this document: **Qualifiers** (for information applying to all goals) and **Goal Areas** (for actual goals). Please add any goals you would like to see added to the list in Section 2. If you would like to be credited as a collaborator on this document, please add your name at the end. If you would prefer, you can also email your suggestions for goals to carole@prAACticalAAC.org or robin@prAACticalAAC.org. This is not meant to be a comprehensive list. Instead, it is meant to be used as a starting point for a collaborative document. We hope to get contributions from a wide variety of speech-language professionals.

SECTION 1: QUALIFIERS

1. Each goal can be prefaced with a description of the communicator's AAC system or the elements of that system can be named.
2. Terms used in this document
   a. <u>Prestored Message</u>: An utterance that was pre-assembled by *someone other than the communicator*; Can be on a voice-output device or no-tech communication aid. For example, a single button or cell that says "Hi, how are you?'" or "I want" or "I pledge allegiance to the flag of the...."
   b. <u>Sentence</u>: An utterance *assembled by the communicator* that has at least 2 words For example, a sentence put together by the communicator with these single words: "I" + "want" + "more" + "music."
   c. <u>Contextually-appropriate</u>: Conceptually related to the activity or topic at hand
   d. <u>Meaningful context</u>: Event, exchange, or activity in which the communicator sees relevance, value, or meaning
   e. <u>Linguistically-based AAC/communication aid</u>: A no-tech, low-tech, or high-tech communication tool which has the following characteristics: a) more single word buttons/cells that longer message buttons/cells; b) rich pool of core words; c)ability to modify word forms; d) organized in a fashion that allows for further language growth.
3. If independence is not the target level of performance, specify the level of assistance (e.g., partial prompts; full assistance).
4. Specify the context to ensure appropriate implementation (e.g., in meaningful contexts; in daily living routines; in regular classroom activities).
5. Specify the level, such as in structured tasks, in unstructured activities, or natural conversation.
6. Specify the frequency to ensure adequate implementation (e.g., at least once per activity; 8-10 times/day; in every class period)
7. Criterion can be specified based on assessment or baseline data.
8. Consider some goals that focus on generalizing skills that the learner uses in structured situations (such as a defined therapy task) to a variety of more functional activities throughout the day.

SECTION 2: GOAL AREAS

Expressive Language

Using Prestored Messages (i.e., multiple words/sentences on one cell/button; E.g., a button with "I want music")

1. Request a turn using prestored messages (e.g., "Hey, don't forget me! I want a turn.")
2. Request desired objects/actions using prestored messages (e.g., "Turn the page, please" or "I want more")
3. Protest (or reject) undesired objects/actions/activities using prestored messages (e.g., "No, thank you. I don't like that.")
4. Gain attention using prestored messages (e.g., "Excuse me. I need you for a minute." "Look at this!")
5. Express a repeated line in a book, chant, or song (e.g., "All around the town!" "Clean up, clean up, everybody, everywhere")
6. Use greetings appropriate to the context (e.g., "Hello" "See you later")
7. Show off (e.g., "Look at me!" "I made it.")
8. Make a contextually-appropriate comment (e.g., "That's just crazy!")
9. Tell about a prior or planned event (e.g., "We played Hungry Hippos in speech today!" "Jenna's class is having a pizza party on Friday.")
10. Tell a personal narrative (Note: this can be prestored in one cell/button or distributed across several)
11. Retell a story/event (Note: Can be prestored in 1 cell/button or distributed across several)
12. Ask a question (e.g., "What's that?" "What do you think?")
13. Express agreement or disagreement (e.g., "That's right." "I don't think so.")
14. Give directions (e.g., "Red Group, line up" "Put it in my backpack, please.")
15. Use interjections (e.g., "Awesome job!" "No way!" "Wow! That's crazy!"
16. Use introductory messages (e.g., "Hi. How are you?" "Good to see you")
17. Use continuers (e.g., "I see." "Hmm. That's interesting." "Okay")
18. Use termination messages (e.g. "Okay, see you later." "I gotta run.")
19. Ask partner-focused questions (e.g., "What do you think?" "Did anything like that ever happen to you?")
20. Contribute to group discussions by expressing agreement, disagreement, encouragement, or new information (e.g., "I'm not sure about that." "You have a point there." "That sounds good to me.")
21. Invite a peer to play, hang out, or participate
22. Ask to hold or share something
23. Welcome guests or visitors (e.g., "Thanks for visiting Room 113. I'm Jenna, the Class Ambassador. Can you sign our Visitor's Sheet, please? It's on the clipboard by the door.")

24. Provide partner instructions (e.g., "It's going to take me a minute. Please hang with me." "Say each word as I point to it. If you're wrong, I'll shake my head and show you the right one." "Ask me yes/no questions.")
25. Provide reminders (e.g., "Our Word of the Day is _____ and it means ___." "Don't forget to make the font big and bold.")

Using Single Words That Can be Combined into Sentences (i.e., 1 word per cell/button; e.g. I+want+music="I want music")

20. Given an array of preferred activities/objects/people, request a desired activity/object
21. Given a field of ___ to ___ options (some preferred, some non-preferred), choose a preferred object/activity/person
22. Request recurrence with single words (e.g., "more," "again") or short sentences (e.g., "more tickle," "Read it again.")
23. Use short sentences to request preferred objects, actions/activities, or people
24. Use short sentences to request help or attention
25. Use short sentences to protest or reject undesired objects, actions/activities, or people
26. Use contextually-appropriate action + object sentences (or agent + action + object sentences)
27. Use contextually-appropriate agent + action sentences
28. Use contextually-appropriate action + modifier sentences
29. Use contextually-appropriate descriptors/modifiers/attributes in sentences
30. Use contextually-appropriate prepositions and locatives in sentences
31. Use subject pronouns correctly (e.g., (I, you, we, it)
32. Use object pronouns correctly (e.g., me, her, us, them)
33. Use indefinite pronouns correctly (e.g., all, another, someone, anybody)
34. Use time-related words(e.g., 'yesterday', 'now', 'soon', 'later')
35. Ask relevant 'What' questions or 'What doing' questions
36. Ask relevant 'Where' questions
37. Ask relevant 'When' questions
38. Ask relevant 'Why' questions
39. Ask relevant 'How' questions
40. Request clarification (e.g., "Can you explain?" "Huh?" "What did you say?")
41. Ask relevant partner-focused questions (e.g., "What do you think?" "How was your weekend?" "What's new?")
42. Use adjectives correctly to modify nouns based on color, size, amount, shape, and temperature (e.g., warm, tiny, bright, round)
43. Use adjectives and adverbs correctly to modify nouns based/verbs on distance and time (e.g., far, sometimes, early, never, short, always, immediately)
44. Respond to 'What' and 'What doing' questions with appropriate answers
45. Respond to 'Where' questions with appropriate answers
46. Respond to 'When' questions with appropriate answers
47. Respond to 'Why' questions with appropriate answers
48. Respond to 'How' questions with appropriate answers
49. Respond to 'yes/no' questions to denote choice

50. Respond to 'yes/no' questions to provide information
51. Tell or retell a story with _____ number of critical elements
52. Tell or retell a story in the proper sequence
53. Ask specific questions
54. Take several turns in a conversation
55. Construct utterances about future events
56. Construct utterances about current events
57. Construct utterances about past events
58. Use non-literal language (idioms, figurative language) appropriately
59. Request an explanation or elaboration
60. Use existing vocabulary to describe new word/concept
61. Use at least __ new words per week
62. Use correct word forms and morphological endings for verb conjugations and tenses (e.g., I am, you are; I am, I was; walks, walked)
63. Use modal and auxiliary verbs (e.g., could, would, may, might) correctly
64. Use words to indicate spatial locations (e.g., in, on, over, above) correctly
65. Use words to indicated spatial relationships (e.g., with, next to, between, among) correctly
66. Use temporal terms correctly (e.g., now, later, then, soon)
67. Use coordinating conjunctions (e.g., and, for, but, or) correctly
68. Use subordinating conjunctions (e.g., because, while, though, since, after, although)correctly
69. Initiate interaction
70. Respond appropriately to partner-initiated communication
71. Maintain conversations with acknowledgements ('Cool," "So interesting")
72. Maintain conversations by providing new information about the topic
73. Re-direct the topic of conversation using cohesive messages (e.g., "That reminds me of…" "I forgot to tell you about…" "I remember…" "Another thing that…")
74. Use topic setters to alert partner of the topic/subject
75. Terminate conversation using socially-appropriate language
76. Complain or vent about a situation
77. Use polite social forms (i.e., "please", "thank you")
78. Compliment others about concrete attributes (e.g., "I like your hair." "Nice dress") or abstract characteristics (e.g., "You're so nice!" "That was a smart thing to ask.")
79. Respond to requests for clarification by rephrasing misunderstood messages
80. Respond to requests for clarification by repeating misunderstood messages
81. Tell appropriate jokes or humorous anecdotes in social interactions
82. Vary the message tone to match the situation (e.g., formal, informal)
83. Convey information with sufficient detail
84. Provide relevant reasons and rationales
85. Convince or persuade with logical reasoning
86. Use Tier 2 vocabulary
87. Acknowledge criticism appropriately
88. Express appreciation
89. Express concerns appropriately
90. Offer suggestions appropriately

Operational & Strategic Competence

91. Transport the aid/device when transitioning between activities or locations
92. Use word prediction effectively
93. Turn device on and off
94. Get the aid/device when needed
95. Charge device at the end of the day
96. Ask for help when device does not work
97. Adjust volume of device based on context
98. Adjust rate of speech depending upon context
99. Change voice depending upon listener and/or context
100. Select or activate the desired message with fewer than _____ miss-hits
101. Self-correct miss-hit OR Self-correct errors in targeting a message
102. Navigate between main page and at least one other page
103. Navigate between multiple pages
104. Use function keys/buttons (e.g., speak all, clear) appropriately
105. Suggest words to be added to fringe vocabulary page or add words to pages
106. Use the most efficient communication strategy (e.g., single word buttons rather than spelling; word prediction rather than spelling the whole message)
107. Use a communication method appropriate for the audience and message (e.g., communicating via sign to signers and using voice output for non-signers)
108. Store files, presentations, or pre-programmed sequences
109. Send messages to word processor or other programs
110. Use SGD to access external devices (phone, email, text) for communication

Receptive Communication

111. Follow visual schedules in transitioning from one activity to another
112. Follow visual schedules to complete an activity or task
113. Participate in selecting choices to create a personal schedule
114. Use visual supports for self-calming
115. Use visual cues to guide behavior (e.g., "Wait." "Stand up")

ASSESSING PARTICIPATION IN STUDENTS WHO USE AAC

(Based on Blackstien-Adler, 2003)

Name: Date: Completed by:

Activity: Setting:

Target Student: Peer:

ACTIVITY STEPS	LEVEL OF INDEPENDENCE				Did Not Participate	Discrepancy?	BARRIERS
Essential steps in the activity	Indep.	Indep. w/ Set-up	Needs Verbal Assist	Needs Physical Assist			What Seemed to Cause the Discrepancy?
	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Yes o No	
	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Yes o No	
	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Yes o No	
	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Yes o No	
	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Yes o No	
	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Yes o No	
	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Yes o No	
	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Yes o No	
	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Yes o No	
	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Peer o Target	o Yes o No	

Observational Communication Sample: MODALITY

Name: Date:

Time Start: Time Stop:

COMMUNICATIVE ACT	MODALITY						
	SPEECH	SGD	NO-TECH AAC	SIGN	GESTURE	PHYSICAL MANIP	OTHER
1.	o **Word(s)** o **Wd approx** o **Other sound**						
2.	o **Word(s)** o **Wd approx** o **Other sound**						
3.	o **Word(s)** o **Wd approx** o **Other sound**						
4.	o **Word(s)** o **Wd approx** o **Other sound**						
5.	o **Word(s)** o **Wd approx** o **Other sound**						
6.	o **Word(s)** o **Wd approx** o **Other sound**						

Observational Communication Sample: MODALITY   Zangari, 2005

COMMUNICATIVE ACT	FUNCTION						
	SPEECH	SGD	NO-TECH AAC	SIGN	GESTURE	PHYSICAL MANIP	OTHER
7.	o Word(s) o Wd approx o Other sound						
8.	o Word(s) o Wd approx o Other sound						
9.	o Word(s) o Wd approx o Other sound						
10.	o Word(s) o Wd approx o Other sound						
11.	o Word(s) o Wd approx o Other sound						
12.	o Word(s) o Wd approx o Other sound						
13.	o Word(s) o Wd approx o Other sound						
14.	o Word(s) o Wd approx o Other sound						
15.	o Word(s) o Wd approx o Other snd						

COMMUNICATIVE ACT	FUNCTION						
	SPEECH	SGD	NO-TECH AAC	SIGN	GESTURE	PHYSICAL MANIP	OTHER
16.	o **Word(s)** o **Wd approx** o **Other sound**						
17.	o **Word(s)** o **Wd approx** o **Other sound**						
18.	o **Word(s)** o **Wd approx** o **Other sound**						
19.	o **Word(s)** o **Wd approx** o **Other sound**						
20.	o **Word(s)** o **Wd approx** o **Other sound**						
21.	o **Word(s)** o **Wd approx** o **Other sound**						
22.	o **Word(s)** o **Wd approx** o **Other sound**						
23.	o **Word(s)** o **Wd approx** o **Other sound**						
24.	o **Word(s)** o **Wd approx** o **Other snd**						

COMMUNICATIVE ACT	FUNCTION						
	SPEECH	SGD	NO-TECH AAC	SIGN	GESTURE	PHYSICAL MANIP	OTHER
25.	o Word(s) o Wd approx o Other sound						
26.	o Word(s) o Wd approx o Other sound						
27.	o Word(s) o Wd approx o Other sound						
28.	o Word(s) o Wd approx o Other sound						
29.	o Word(s) o Wd approx o Other sound						
30.	o Word(s) o Wd approx o Other sound						
31.	o Word(s) o Wd approx o Other sound						
32.	o Word(s) o Wd approx o Other sound						
33.	o Word(s) o Wd approx o Other snd						

COMMUNICATIVE ACT	FUNCTION						
	SPEECH	SGD	NO-TECH AAC	SIGN	GESTURE	PHYSICAL MANIP	OTHER
34.	o **Word(s)** o **Wd approx** o **Other sound**						
35.	o **Word(s)** o **Wd approx** o **Other sound**						
36.	o **Word(s)** o **Wd approx** o **Other sound**						
37.	o **Word(s)** o **Wd approx** o **Other sound**						
38.	o **Word(s)** o **Wd approx** o **Other sound**						
39.	o **Word(s)** o **Wd approx** o **Other sound**						
40.	o **Word(s)** o **Wd approx** o **Other sound**						
41.	o **Word(s)** o **Wd approx** o **Other sound**						
42.	o **Word(s)** o **Wd approx** o **Other snd**						

COMMUNICATIVE ACT	FUNCTION						
	SPEECH	SGD	NO-TECH AAC	SIGN	GESTURE	PHYSICAL MANIP	OTHER
43.	o **Word(s)** o **Wd approx** o **Other sound**						
44.	o **Word(s)** o **Wd approx** o **Other sound**						
45.	o **Word(s)** o **Wd approx** o **Other sound**						
46.	o **Word(s)** o **Wd approx** o **Other sound**						
47.	o **Word(s)** o **Wd approx** o **Other sound**						
48.	o **Word(s)** o **Wd approx** o **Other sound**						
49.	o **Word(s)** o **Wd approx** o **Other sound**						
50.	o **Word(s)** o **Wd approx** o **Other sound**						
51.	o **Word(s)** o **Wd approx** o **Other snd**						

COMMUNICATIVE ACT	FUNCTION						
	SPEECH	SGD	NO-TECH AAC	SIGN	GESTURE	PHYSICAL MANIP	OTHER
52.	o **Word(s)** o **Wd approx** o **Other sound**						
53.	o **Word(s)** o **Wd approx** o **Other sound**						
54.	o **Word(s)** o **Wd approx** o **Other sound**						
55.	o **Word(s)** o **Wd approx** o **Other sound**						
56.	o **Word(s)** o **Wd approx** o **Other sound**						
57.	o **Word(s)** o **Wd approx** o **Other sound**						
58.	o **Word(s)** o **Wd approx** o **Other sound**						
59.	o **Word(s)** o **Wd approx** o **Other sound**						
60.	o **Word(s)** o **Wd approx** o **Other snd**						

COMMUNICATIVE MODALITY SUMMARY

Name: _____   Date: _____

TOTAL NUMBER OF UTTERANCES: _____

<u>COMMUNICATION MODE</u>

1. SPEECH/WORDS: _____ OUT OF _____; _____%

2. SPEECH/WORD APPROXIMATION: _____ OUT OF _____; _____%

3. SPEECH/OTHER SOUNDS: _____ OUT OF _____; _____%

4. TOTAL SPEECH: _____ OUT OF _____; _____%

5. SPEECH GENERATING DEVICE.   _____ OUT OF _____; _____%

6. NO TECH AAC: _____ OUT OF _____; _____%

7. MANUAL SIGN: _____ OUT OF _____; _____%

8. GESTURE: _____ OUT OF _____; _____%

9. PHYSICAL MANIPULATION: _____ OUT OF _____; _____%

10. OTHER: _____ OUT OF _____; _____%

11. OTHER: _____ OUT OF _____; _____%

12. OTHER: _____ OUT OF _____; _____%

Observational Communication Sample: FUNCTION

Name: Date:

Time Start: Time Stop:

COMMUNICATIVE ACT	FUNCTION						
	REQUEST	PROTEST/ REJECT	COMMENT	GREET	SHOW	ANSWER	OTHER
1.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
2.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
3.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
4.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
5.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						

COMMUNICATIVE ACT	FUNCTION						
	REQUEST	PROTEST/ REJECT	COMMENT	GREET	SHOW	ANSWER	OTHER
6.	○ **Object** ○ **Action** ○ **Att'n** ○ **Help** ○ **More** ○ **Other**						
7.	○ **Object** ○ **Action** ○ **Att'n** ○ **Help** ○ **More** ○ **Other**						
8.	○ **Object** ○ **Action** ○ **Att'n** ○ **Help** ○ **More** ○ **Other**						
9.	○ **Object** ○ **Action** ○ **Att'n** ○ **Help** ○ **More** ○ **Other**						
10.	○ **Object** ○ **Action** ○ **Att'n** ○ **Help** ○ **More** ○ **Other**						
11.	○ **Object** ○ **Action** ○ **Att'n** ○ **Help** ○ **More** ○ **Other**						

Observation Communication Sample FUNCTION

Zangari, 2005

COMMUNICATIVE ACT	FUNCTION						
	REQUEST	PROTEST/ REJECT	COMMENT	GREET	SHOW	ANSWER	OTHER
12.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
13.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
14.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
15.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
16.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
17.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						

Observation Communication Sample FUNCTION

COMMUNICATIVE ACT	FUNCTION						
	REQUEST	PROTEST/ REJECT	COMMENT	GREET	SHOW	ANSWER	OTHER
18.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
19.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
20.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
21.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
22.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
23.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						

Observation Communication Sample FUNCTION   Zangari, 2005

COMMUNICATIVE ACT	FUNCTION						
	REQUEST	PROTEST/ REJECT	COMMENT	GREET	SHOW	ANSWER	OTHER
24.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
25.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
26.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
27.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
28.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
29.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						

Observation Communication Sample FUNCTION

COMMUNICATIVE ACT	FUNCTION						
	REQUEST	PROTEST/ REJECT	COMMENT	GREET	SHOW	ANSWER	OTHER
30.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
31.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
32.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
33.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
34.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
35.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						

Observation Communication Sample FUNCTION

COMMUNICATIVE ACT	FUNCTION						
	REQUEST	PROTEST/ REJECT	COMMENT	GREET	SHOW	ANSWER	OTHER
36.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
37.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
38.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
39.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
40.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
41.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						

Observation Communication Sample FUNCTION

COMMUNICATIVE ACT	FUNCTION						
	REQUEST	PROTEST/ REJECT	COMMENT	GREET	SHOW	ANSWER	OTHER
42.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
43.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
44.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
45.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
46.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
47.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						

Observation Communication Sample FUNCTION   Zangari, 2005

COMMUNICATIVE ACT	FUNCTION						
	REQUEST	PROTEST/ REJECT	COMMENT	GREET	SHOW	ANSWER	OTHER
48.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
49.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
50.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
51.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
52.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						
53.	o **Object** o **Action** o **Att'n** o **Help** o **More** o **Other**						

Observation Communication Sample FUNCTION   Zangari, 2005

COMMUNICATIVE FUNCTION SUMMARY

Name: Date:

TOTAL NUMBER OF UTTERANCES: _____

<u>COMMUNICATIVE FUNCTION</u>

1. REQUEST OBJECT: _____ OUT OF _____; _____%

2. REQUEST ACTION: _____ OUT OF _____; _____%

3. REQUEST ATTENTION: _____ OUT OF _____; _____%

4. REQUEST HELP: _____ OUT OF _____; _____%

5. REQUEST MORE: _____ OUT OF _____; _____%

6. OTHER REQUEST: _____ OUT OF _____; _____%

7. TOTAL REQUESTS   _____ OUT OF _____; _____%

8. PROTEST/REJECT: _____ OUT OF _____; _____%

9. COMMENT: _____ OUT OF _____; _____%

10. GREET: _____ OUT OF _____; _____%

11. SHOW: _____ OUT OF _____; _____%

12. ANSWER: _____ OUT OF _____; _____%

13. OTHER: _____ OUT OF _____; _____%

Observation Communication Sample FUNCTION   Zangari, 2005

Classroom Observation for Communication Opportunities with AAC
(COCOA; Zangari, 2012)

Building communication opportunities for participation and language learning in the classroom takes time and planning. This tool can be used as part of a collaborative planning process and also for observation when teams are seeking to increase the frequency with which students who use AAC communicate in curricular activities. This handout provides an overview of the COCOA form, examples for beginning and advanced communicators, and a copy of the observation form. With appropriate citations, this form may be reproduced for use in educational and clinical settings.

Classroom Observation for Communication Opportunities with AAC (COCOA; Zangari, 2012)			
IEP Goal for AAC, Language, &/or Communication	Potential for Increased Opportunities		Suggested Improvements for Teacher (T) & Student (S)
	Whole Class or Large Group Activities	Small Group or Individual Activities	

EXAMPLE FOR BEGINNING COMMUNICATORS

Classroom Observation for Communication Opportunities with AAC (COCOA; Zangari, 2012)			
IEP Goal for AAC, Language, &/or Communication	Potential for Increased Opportunities		Suggested Improvements for Teacher (T) & Student (S)
	Whole Class or Large Group Activities	Small Group or Individual Activities	
Use prestored messages	Morning Meeting		T: Provide opportunity for student to lead class S: "It's time for the Pledge. Who wants to be Pledge Leader?" "Dismiss by groups. Red group, you're dismissed."
Request preferred activities, items, or people		Centers: Work with partner to complete alphabet book page	T: "Here are some pictures. Let's pick some for your book. 'Bubbles' or 'Box'?'" S: "That one" + point/reach
Use single word core vocabulary to answer 'WHAT' questions	Class discussion on science lesson (plants)		T: Ask WHAT questions that can be answered with a core word (e.g., WHAT do the roots do?) S: "Eat" T: "Yes, they eat and drink for the plant."

EXAMPLE FOR MORE ADVANCED COMMUNICATORS

Classroom Observation for Communication Opportunities with AAC (COCOA; Zangari, 2012)			
IEP Goal for AAC, Language, &/or Communication	Potential for Increased Opportunities		Suggested Improvements for Teacher (T) & Student (S)
	Whole Class or Large Group Activities	Small Group or Individual Activities	
Use prestored messages	Class discussion on story sequencing in Shared Reading Block		T: Ask agree/disagree questions S: "I agree with that." "I don't think that's true." "That sounds right." "I have a different idea." "Absolutely." "I disagree."
Use communication repair strategies		Group work to complete story map	S: "Can you explain that some more?" "That's not what I meant." "You didn't let me finish." "I have something to say." "I'm going to start over."
Use subordinating conjunctions (e.g., unless, because, since, until, while)	Class discussion on character trains in Shared Reading Block		T: Ask causal questions S: Respond using sentences with 'because'
Increase academic vocabulary	Class discussion on problem resolution in Shared Reading Block	Partner work for Main Idea worksheet	S: Use at least 3 Tier 2 words (e.g., character, event, setting)

COCOA (Zangari, 2012)

Classroom Observation for Communication Opportunities with AAC
(COCOA; Zangari, 2012)

Student Name: Date Observed:

Class/Activity: Participants:

Observer: Length of Observation:

Classroom Observation for Communication Opportunities with AAC (COCOA; Zangari, 2012)			
IEP Goal for AAC, Language, &/or Communication	Potential for Increased Opportunities		Suggested Improvements for Teacher (T) & Student (S)
	Whole Class or Large Group Activities	Small Group or Individual Activities	