TEACHING AAC STRATEGIES CHECKLIST:

☐ Touch symbols/icons on the system as you talk (aided language input)

☐ Model/Respond on the device

☐ Use parallel talk (describe what the student is doing or could be thinking on the device)

☐ Use appropriate wait time

☐ Choose activities that are fun and motivating.

☐ Support use of the device for many pragmatic functions.

☐ Use a prompting hierarchy

☐ Opportunity to explore the vocabulary within the device

☐ Increase opportunities including the device in the following identified activities _____

☐ Utilize errorless learning activities

☐ Sabotage activities for increased communication opportunities (pause during routines, provide partial materials, keep items out of reach, etc.)

☐ Increase communication (pragmatic) function opportunities:

      Greetings/closings in conversation

      Asking questions

      Commenting

      Protesting

      Requesting

      Directing Activities

      Providing information/answering question

      Gaining Attention

      Other: _____

☐ Use low tech overlays/visual representation supports throughout environment

☐ Allow for quick access to device (3 second rule)

☐ Use targeted core vocabulary for consistency across activities

☐ Use language strategies of extension/recasting

☐ Use backward/forward chaining

☐ Build in choice-making

Observation Feedback Form
AAC User Name:
Communication Partner(s):
Date:

1. Modeling (yes/no)
    a. What_____
    b. When_____
    c. Where_____
    d. How_____
2. Is the student showing joint attention towards device and communication partner during modeling/prompting (yes/no)
3. Prompting (yes/no)
    a. What_____
    b. When__ _____
    c. Where___ _____
    d. How____ _____
4. Does the AAC user exhibit any behavioral difficulties towards device or communication partner?(yes/no) Describe____ _____
5. Does device have appropriate vocabulary?_____
6. Is the environment engineered to entice/support vocabulary on the device?
    _____
7. What functions were used on the device
- Labeling_____
- Request_____
- Greeting_____
- Closing_____
- Asking Questions_____
- Answering Questions_____
- Commenting_____
- Protesting_____
- Gaining Attention_____
8. Does the user use other communication modalities?
    a. Sign
    b. Gestures
    c. Vocalizations
    d. Verbalizations (no,)
    e. Facial Expression
    f. Other_____
9. Did the device have any technical issues? _____
10. Did the student have any access difficulties? _____
11. Is the device being used across settings and partners?_____

Summary:

Created by Laura Hayes, MS, CCC-SLP
Special School District-Saint Louis
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Student Name: _____

Student Communication Plan

Activity	Target words/phrases for student	Words partner should model	Target IEP goal	AT tools utilized throughout the activity?
1. Morning Greeting/Sharing about home	"hi", "I'm feeling great"	"hi", "how are you", "good"	Student will initiate greetings with communication partner in conversation with minimal verbal prompts in 80% of opportunities presented in 3 of 4 data days.	AAC Device/voice output switch
2. Literacy				
3. Calendar				
4. Mealtime				
5. Journal/End of day				

	Verbal	Visual	Tactile
Natural Cue	"I'm listening"	Eye contact Body language	Have device within student's reach Position device within student and yourself/communication partner
Indirect Prompt	"Use your words" "Talk to me" "Looks like you have something to say"	Tap or touch device	Support at elbow Helping student turn or look at the device
Direct Prompt	Give a choice Describe the icon or the column/row	Point to an area or target	Support at the wrist/hand/ isolating finger
Maximum Prompt	Touch the "picture"	Point to the picture	Hand under hand to hit target

Created by: Laura Hayes, MS, CCC-SLP
Special School District
Saint, Louis, MO