

Beyond SGD Selection: Considerations for Meaningful Assessment of AAC Users

ISAAC Connect 2021

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People who use AAC are often subjected
to unfair testing practices.

They are required to do things like:

- Use an SGD or AAC app that they are still learning to answer test questions
- Use a new or exhausting motor pattern to produce a written product for grading

We also expect students without sufficient test-taking skills to demonstrate their knowledge on quizzes & exams.

Issues & Challenges in AAC Assessment

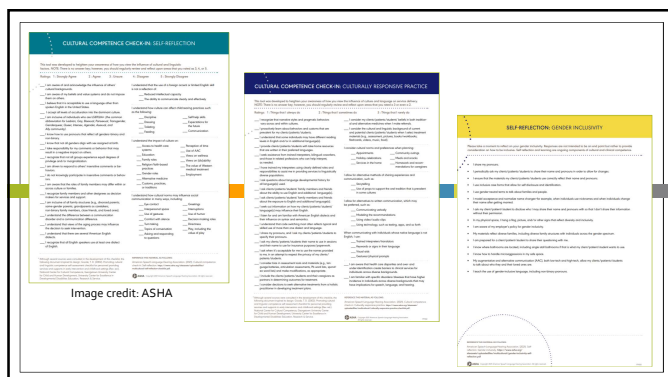
Content of the
Assessment

&

Assessment
Methods &
Processes

Culturally Responsive Practices

Are we testing what they know
OR
their ability to demonstrate their
knowledge using processes that
they still struggle with?



Problematic assessments
can have important
ramifications.

Placement
Decisions

School Grades

Program
Eligibility

Access to
Services

Intervention
Planning

Guardianship
Decisions

Legal
Proceedings

Self-
Determination

Where do we go from here?

How can we improve this situation so that AAC users are assessed in more appropriate ways?

Purpose is the engine that drives the assessment.



STEP 1

Understand & Acknowledge the Problem

THERAPISTS & EDUCATORS
INDIVIDUALS WHO USE AAC & THEIR FAMILIES
OTHER SERVICE PROVIDERS

Planning Assessments: Stakeholder Involvement

- What are the AAC users' goals?
 - Assess in areas that will prepare them to traverse barriers
 - Consider supports such as Talking Mats & rating scales
- Family
- Service providers
 - Educators
 - Therapists
- Input from close friends/peers

STEP 2

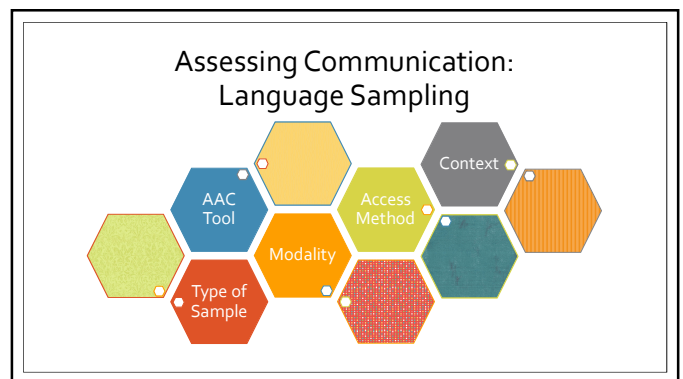
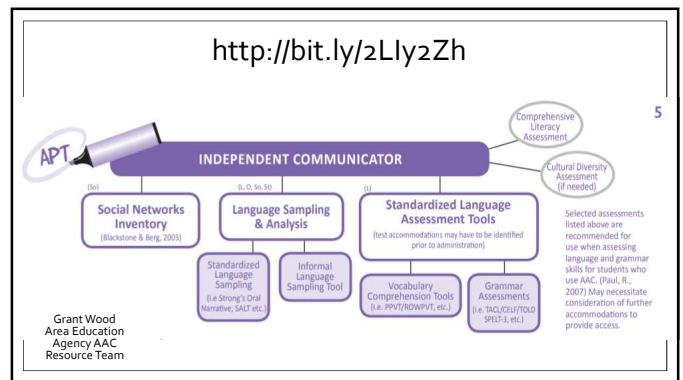
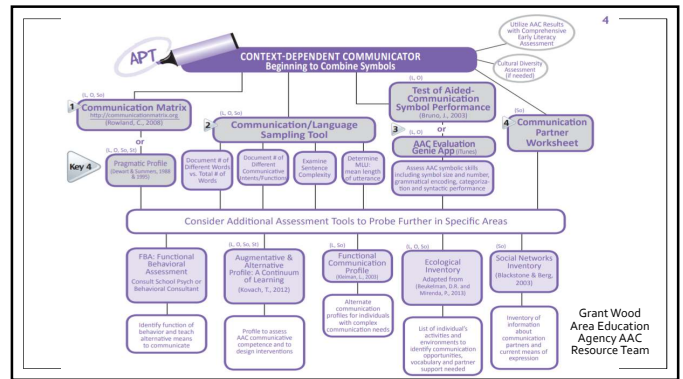
Develop Guidelines for Assessing Each Individual According to their Needs & Abilities

CONTENT
METHODS & PROCEDURES

Identifying the Goals & Priorities of People Who Use AAC

- Qualitative rating scales
- Talking Mats (Murphy & Cameron, 2008)
- Choice-making arrays
- Observing their responses & affect





Consider what type of sample to collect

- Traditional: SLP engages the learner in relevant activities designed to elicit language
 - Specific rules & guidelines for eliciting language samples
 - Minimum number of utterances
- Recording sample of spontaneous language in therapy sessions
 - Guidelines are looser and may be determined by the evaluator (e.g., do not record answers to direct questions)
- Written language samples
 - Generally have significant differences when compared to samples derived from interaction

QUAD[®] Profile

Checklists for Profiling Language Samples



Vocabulary Checklist

This is a list of early, high frequency words, excluding nouns. The reason for excluding nouns is that they are highly idiosyncratic and vary significantly between individuals.

Check off occurrences of words as you see them in your language samples. Some words exist only as NCOT forms (i.e. without any endings). Thus, if you sample includes the word 'leaving', check off the word as 'leave' but also note in the Morphology Checklist that the -ing form has been used.

Morphology Checklist

Check off any occurrences of the various words, word endings, or contractions that appear in your sample. You can mark by date, therefore keeping a record of change over time. Use in conjunction with the Vocabulary Checklist.

Sentence Types Checklist

Where your sample consists of sentences, or attempts at sentences, check off any occurrences of the basic sentence types. Use tally marks on the sheet if you want to see the frequency with which the different types are used.

Language Functions Checklist

For each sentence (or single-word 'sentence') check off the function that the utterance performs. There may be some ambiguity and a certain amount of interpretation needed.

R. Cross

© 2005, Russell T. Cross B.Sc.(Hons.), Reg.MRCSLP

Determine what analyses to conduct

- Total number of utterances
- Total number of words
- Number of words by category (e.g., part of speech, semantic)
- Number of different/unique words
- Measure of linguistic diversity
- Mean length of utterance in words and morphemes
- Communicative functions
- Morphological structures
- Sentence constituents & syntactic structures
- Use of repair strategies
- Pre-stored vocabulary
- Discourse skills (if appropriate)
- Narrative analysis (if appropriate)
- Etc.

Observation Guide: Conversational Styles

Student observed: _____ Dates of observations: _____

Take a few minutes over several days to observe the student interacting with various communication partners.

1. List the activities and conversational partners (teacher/peer/parent/caregiver/stranger) you are able to observe:

Activities	Conversational

2. Put a + (plus) next to the activities in conversational partners you noticed in the student communicating with the most:

3. What was the conversational style of the student(s) when you were observing?

Sociable _____ Reluctant _____ Own agenda _____ Passive _____

Sociable child: Frequently initiates and responds to others' initiations

Reluctant child: Seldom initiates but user responds to others' initiations

Own agenda child: May initiate, but rarely responds to others' initiations

Passive child: Hardly initiates or response to others' initiations

4. Jot down any other factors you think may have influenced the conversational style during the times you observed the student(s).

Image Credit:
Bridge School

Using Data Logs for Language Sample Analysis

When appropriate and with the client's informed consent, information collected through remote data recording can be useful in the assessment process.

When asking AAC users for their permission to collect language sample data, practitioners must provide specific information so that they can make informed decisions.

- E.g., When will the data collection start & stop? What is being collected & why? How will the information be used? Will the person who uses AAC be able to review the data prior to anyone else seeing it & strike anything they wish to remove? How can they be sure that there are no negative repercussions if they choose not to consent? What should the AAC user do if they change their mind & want to revoke their consent?

10:54:18 SEM "hi!"
10:54:30 ACT "FRIEND"
10:54:37 SEM "A"
10:54:52 SEM "AND"
10:55:29 SEM "I"
10:55:36 SEM "ARE"
10:55:37 SEM "AM"
10:55:57 SEM "I"
10:56:19 SPE "it"
10:56:30 SEM "S"
10:56:42 WPR "SPEAK"
10:56:50 SEM "S"
10:57:02 WPR "START"
10:57:17 DWP "STARTING"
10:57:28 SEM "A"
10:57:34 SEM "B"
10:58:12 SPE "P"
10:58:31 SEM "B"
10:58:44 SPE "U"
10:58:54 WPR "BUSINESS"
10:59:04 SEM "I"
10:59:30 SEM "I"
10:59:36 SEM "GO"
10:59:41 SEM "TO"
11:00:04 ACT "CHURCH"

Communication Partner-PRU/AAC Interaction Observation Checklist

Observe interaction with various communication partners. Note how the role of the communication partner influences the student's interaction. The chart includes a section for documenting the communication interaction behaviors of the communication partner as well as the communication interaction behaviors of the student. For each sample, note the name of the primary person interacting with the student and the date/time.

Communication Partner	Date/Time
Sample 1	
Sample 2	
Sample 3	
Sample 4	
Sample 5	

Interaction Variables	1				
	1	2	3	4	5
1. communication partner initiates interaction (e.g., greeting, color coding, engagement, transportation)					
2. communication partner responds to student's initiations (e.g., which target, language system, message system) (note: the AAC system is designed to respond to all and record them)					
3. communication partner provides student with physical access to AAC system					
4. communication partner provides student with auditory access to AAC system					
5. communication partner provides student with visual access to AAC system					
6. communication partner provides student with tactile access to AAC system					
7. communication partner provides student with olfactory access to AAC system					
8. communication partner provides student with gustatory access to AAC system					
9. communication partner provides student with other access to AAC system					
10. communication partner provides student with other access to AAC system					
11. communication partner provides student with other access to AAC system					
12. communication partner provides student with other access to AAC system					
13. communication partner provides student with other access to AAC system					
14. communication partner provides student with other access to AAC system					
15. communication partner provides student with other access to AAC system					
16. communication partner provides student with other access to AAC system					
17. communication partner provides student with other access to AAC system					
18. communication partner provides student with other access to AAC system					
19. communication partner provides student with other access to AAC system					
20. communication partner provides student with other access to AAC system					

G. Van Tatenhove

Copyright 2005

AAC Language Lab Stages Chart											
Developmental Order or Organization for Parts of Speech											
Part of Speech	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11
Adjectives											
Adverbs											
Conjunctions											
Interjections											
Nouns											
Pronouns											
Prepositions											
Verbs											
Other											

Guiding Questions for FTPs (Proctor & Zangari, 2009)

1. What preparation does the student need in order to participate in the assessment so that we are more likely to be testing knowledge & skills as opposed to the disability?
2. Can anyone test this student or are there specific skills and characteristics that the evaluator should possess?
3. How can we ensure that the student understands the expectations and requirements of the test?
4. How will the student answer forced-choice questions, such as true/false or multiple choice questions?
5. How will the student answer open-ended questions, such as fill-in-the-blank or short essays?
6. How long can the student work before the results reflect fatigue more than knowledge and skills?

AAC Fair Testing Practices

A set of guidelines on how to test an individual student so that you are getting information on their knowledge & skills, *not confounded by disability-related issues* like fatigue, inattention, or difficulties with seating/positioning

Guiding Questions (Proctor & Zangari, 2009)

7. Test materials
 - a. What materials are needed? (e.g., slant board, sticky notes, marker, AAC device)
 - b. Who will prepare those materials?
 - c. What vocabulary is needed on the student's AAC device?
 - d. Who will make sure that it is programmed correctly?
8. Does the student need to be oriented to new vocabulary on the AAC device prior to testing?
9. What prompts and cues are allowed and beneficial?

Veronica: The Challenge

How can we assess her single word vocabulary knowledge when we know that fatigue & attention are likely to depress her scores?

Form A Standard administration

Completed 18 items
before she reached
the ceiling

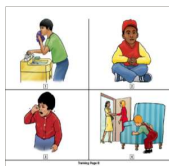


Image Credit: Pearson Clinical

Form B Administered over several sessions

Completed 83 items
before she reached
the ceiling

Guiding Questions (Proctor & Zangari, 2009)

10. What feedback and reinforcement is allowed and beneficial?
11. How will the student indicate that a break is needed?
12. How will adaptations to standard protocols be documented?
13. How can we ensure that FTPs are implemented as designed?

Challenges Commonly Faced in Testing Situations

- Linguistic response
- Motor responses
- Long or complex instructions
- Limited test-taking skills
- Managing the expectations of testing situations & dealing with anxiety



Testing makes most people anxious.

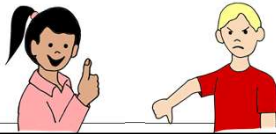
Helping people understand the expectations of the assessment can reduce anxiety and promote understanding.

Both of these lead to better assessment experiences and outcomes.



Manipulating Objects

- Can they physically show you in some other way?
 - E.g., pointing or eye gazing to a location rather than moving an object
- Can we do the manipulating and ask them to signal right/wrong?
 - E.g., "Tell me with a thumbs up/down if this is right or wrong?"



Sample FTP

"When assessments require a change in routine, use Samuel's First/Then process to help him select an enjoyable/relaxing activity to follow the testing. Create a visual support using his preferred format and implement the established First/Then procedures."



- Visual supports alone are not enough.
- Teach the process.

Challenges Commonly Faced in Testing Situations

- Linguistic response
- Motor responses
- Long or complex instructions
- Limited test-taking skills
- Managing the expectations of testing situations & dealing with anxiety



Social narratives can also be helpful.

Have family or classroom read it 1-2 times day for the preceding week.



My name is [redacted]. Sometimes I go to speech. I might see Robin, Jennifer, and other people at speech. I do many different things when I go to speech.

Advocacy

- Build these FTPs collaboratively.
- Include the AAC user whenever possible.
- Develop a formal plan & document it.
- Review it periodically.
- Check in with the team and the AAC user/family to be sure things are being implemented as designed.
 - Do an extra check-in prior to any high-stakes testing
- Help students advocate for themselves, when possible.
- Monitoring is important. Don't assume that everyone will do the right thing.



Tests of Receptive Language Abilities (US examples)

- Single word vocabulary measures
 - Receptive One Word Picture Vocabulary Test (ROWPVT-4)
 - Peabody Picture Vocabulary Test (PPVT-4)
 - Test of Word Knowledge (TOWK)
 - Boehm Test of Basic Concepts (Boehm-3 & Boehm-3 Preschool)
- Tests & subtests for comprehension of connected speech
 - Clinical Evaluation of Language Fundamentals (CELF 5; Sentence comprehension, linguistic concepts)
 - Oral Passage Understanding Scales (OPUS)
 - Preschool Language Scale (PLS-5)
 - Test of Auditory Comprehension of Language (TACL-4)

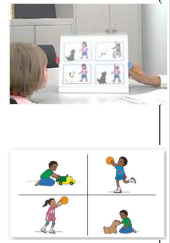


Image Credits: Sacred Heart University; CELF 5

DOING THIS AS A SOLE PROVIDER IS A GOOD FIRST STEP.

Advocating for other team members to do develop & use Fair Testing Practices is *even better*.

Tests of Receptive Language Abilities (US examples)

- Tests & subtests for specific receptive language skills
 - Assessment of Children's Language Comprehension (ACL; span & sequence)
 - Clinical Evaluation of Language Fundamentals (CELF 5; Word classes, following directions of increasing length & complexity, understanding spoken narratives)
 - The Listening Comprehension Test-2 (main idea, details, concepts, reasoning)
 - Kaufman Test of Educational Achievement (TKEA-3; Literal & inferential)
 - Token Test for Children (TTFC-2; Relational & prepositional concepts)

Total: The Surprise

Andy liked to visit his grandfather who lived on a farm in the country. The last time Andy saw his grandfather, he had promised to send Andy a surprise. Andy was excited because his mom said the surprise would come today. After breakfast, Andy's dad brought a big basket into the kitchen. Andy heard a "meow" and saw a long furry tail coming from inside the basket.

1. Why was Andy excited?

Correct because the surprise would arrive today

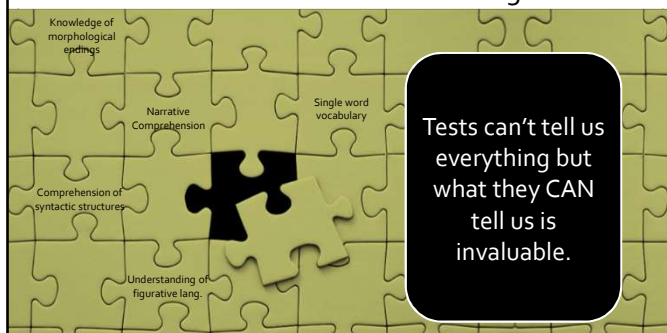
2. What happened after breakfast?

Correct: Andy's father brought a basket/cat into the kitchen

3. What did Andy hear coming from the basket?

Image: CELF 5 Subtest - Understanding Spoken Paragraphs

Let's talk about formal testing.



Tests of Expressive Language Abilities (US examples)

- Clinical Evaluation of Language Fundamentals (CELF 5)
- Comprehensive Assessment of Spoken Language (CASL-2)
- Expressive One Word Picture Vocabulary Test (EOWPVT)
- Montgomery Assessment of Vocabulary Acquisition (MAVA)
- Patterned Elicitation Syntax Test
- Preschool Language Scale (PLS-5)
- Structured Photographic Expressive Language Test (SPELT-3)
- Test for Examining Expressive Morphology (TEEM)
- Test of Narrative Language (TNL-2)
- Test of Adolescent and Adult Language (TOAL-4)
- Test of Language Development (TOLD-P5 & I5)
- The Word Test (Elementary-3 & Adolescent-2)

CELF-5 Selected Subtests

Formulated Sentences:

Formulate complete, semantically & grammatically correct spoken sentences of increasing length & complexity using given words, & contextual constraints imposed by illustrations.

Sentence Assembly:

Formulate grammatically acceptable & semantically meaningful sentences by manipulating given words & groups



is on the chair the kitten

Image: Pearson Clinical

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"I want to give an assessment but the student can't respond in the standard way.
What can I do?"

Substitute
another test

Modify the test in
ways that allow
the student to
respond

Don't use the test

CASL-2: Selected Subtests

- Syntax construction (Grammatically correct oral expression of phrases/sentences)
- Grammaticality judgment (Judgment of & ability to correct sentence grammar)
- Sentence comprehension (Given syntactically different sentences, recognition of same or different meanings)
- Meaning from context (Derivation of the meaning of words from their linguistic context)

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Modifying Formal Assessments

What's your purpose in using this assessment tool?

What do you want to know?

Clarify that so you can make intelligent & appropriate decisions about the modifications

Spontaneous Language

1. At first I was confused about what to do with my device it was new technology.
2. I heard you came by my school yesterday and you didn't say anything to me.
3. Yesterday I had this experience I wanted to go to the Junior section in Macy's.
4. She is Autistic maybe I should have explained it better.
5. In my IEP it says I need extra time why would you put the due date on Tuesday.

Doing the assessment over time is often best.

- It's a process. Plod, don't sprint.
- Assess over time. Answer different questions at different times.
- Prioritize: What do you **most need to know** to best serve this individual?

Conjunctions: Missing or Incorrect

1. At first I was confused about what to do with my device BECAUSE it was new technology.
2. I heard you came by my school yesterday ~~and~~ BUT you didn't say anything to me.
3. Yesterday I had this experience WHEN I wanted to go to the Junior section in Macy's.
4. SINCE she is Autistic maybe I should have explained it better.
5. In my IEP it says I need extra time SO why would you put the due date on Tuesday?

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Adapting Formal Tests

Modifying Formal Assessments

Some modifications change *the entire nature* of the test.

- Example: Changing sentence completion to a multiple choice response.



Instead of always being inside, Mrs. Sosa also likes to be ____.

Out/
outside

Digging

Seeds

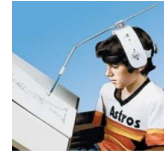
Alone

Helpful

Any change to testing procedures invalidates the use of normative data.

We cannot compare results from individuals who take the test in an adapted fashion to those who took the test in the standard way.

Pointing Aids



Common Adaptations

Crediting Multimodal Responses

Repeating Directions & Instructions

Additional Practice Items

Additional Time for Responding

Advance Preparation for the Test

Eye Gaze



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Scanning Arrays

Put one light next to each item on the test plate.



User scans through each test plate item.



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"The boy is sleeping. Yesterday, he..."



Repurpose Low Tech AAC



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Partner-Directed Scanning

"Stop me when I get to the answer you want."

"Is it this one?... This one?... This one?... etc."

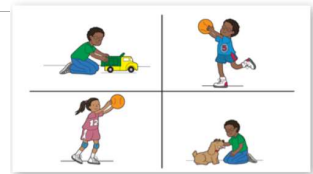


Image Credit: Pearson Clinical

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Putting Response Options on the Device



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Using Core Vocabulary

For SOME testing, we can change the wording so that the student can answer using core words.

Examples

- Ms. Jones got fired from her job. Now she is ____ [unemployed]
- What does unemployment mean? {not work; no have job}
- What is the 2 called in this fraction: $\frac{2}{3}$ [numerator]
- In this fraction, where does the numerator go? {on top}

A Case for Observational Assessments

- Helps us to understand how the individual is communicating in real-world situations
 - Helpful in painting a picture of their present level of performance
- Can be used to capture information about the environment & communication partners, as well as the AAC user
- Purpose-driven
- Opportunity for gathering quantitative data
- May yield richer, more comprehensive data (Sutton, Soto, & Blockberger, 2002)

Guidelines for Modifying Assessments

- Simple is best.
 - Make as few modifications as are needed
- Understand that normative data cannot be used.
- Document
 - Explain the modifications in detail on test form & report
 - Describe:
 - The purpose for adaptations,
 - What adaptations were made, and,
 - The student's response

(But we still can't use the normative data)

[illegible]

Observational Assessments

[illegible]

SUMMARY

TOTAL # OF COMMUNICATIVE ACTS: _____ # OF MINUTES OBSERVED: _____

TOTALS	COMMUNICATIVE MODALITY								
	SPEECH/WD APPROX	SIGN/SIGN APPROX	GEST	PIX	SGD W/ PIX/TO	VOC	BODY MGMT	CHALL BEHAV	OTHER
TOTAL #									
PERCENT									

TOTALS	COMMUNICATIVE INTENT							
	REQUEST OBJ./CHOICE	ACTION	ASSIST	RECURR	Y/N	PROJ/REJ	GREET	COMMENT LABEL
TOTAL #								
PERCENT								

COMMENTS: _____

Communication Forms and Functions Worksheet

Student: _____

Form completed by: _____

Date completed: _____

Communication **forms** are the behaviors we use to communicate, (the "how")
 Communication **functions** are the reasons we communicate, (the "why")
 Communication **partners** are the people we communicate with, (the "who")
 Communication **contexts** are the places where we communicate, (the "where")
 Communication **opportunities** are the times when we have the chance to communicate, (the "when")
 Communication **messages** are the meanings in what people communicate, (the "what")

Comm. Function	Examples	What student says/does: Please include information about partners, forms, contexts, messages, and opportunities.	What student says/does IN WALKER or OTHER POSITIONING DEVICES, if different
Protest	Needs to participate in activity & doesn't want to, doesn't want offered item		
Refuse/Reject	Offer him something he doesn't like		

Adapted from the work of Amy Weatherly (1995) and Kathleen Quill (1995) by the Bridge School.

Observational Communication Sample: MODALITY

Name: _____ Date: _____

Time Start: _____ Time Stop: _____

COMMUNICATIVE ACT	MODALITY						
	SPEECH	SGD	NO TECH AAC	SIGN	GESTURE	PHYSICAL MANIP	OTHER
1.	<input type="checkbox"/> W/PIEN <input type="checkbox"/> W/VE APPROX <input type="checkbox"/> Other						
2.	<input type="checkbox"/> W/PIEN <input type="checkbox"/> W/VE APPROX <input type="checkbox"/> Other						
3.	<input type="checkbox"/> W/PIEN <input type="checkbox"/> W/VE APPROX <input type="checkbox"/> Other						
4.	<input type="checkbox"/> W/PIEN <input type="checkbox"/> W/VE APPROX <input type="checkbox"/> Other						
5.	<input type="checkbox"/> W/PIEN <input type="checkbox"/> W/VE APPROX <input type="checkbox"/> Other						
6.	<input type="checkbox"/> W/PIEN <input type="checkbox"/> W/VE APPROX <input type="checkbox"/> Other						

1

Intentionality Log

**The Bridge School
Log of Intentional Communicative Behaviors Observed
(Distinctions between Marks Levels 1 & 2)**

Student: _____ Date of Observation Period: _____

Behavior	Direct/Context/Partner	How/From	Why/Function
Is there alternating gaze between an object and the partner?			
Is there body orientability to indicate that the signal communication behavior is being directed toward the communication partner?			
When a signal (communication behavior) is produced, is there a pause before signal is repeated that might indicate the subject is awaiting a response from the communication partner?			
When a signal (communication behavior) is produced and the partner responds, does the signal (communication behavior) terminate?			
When a signal (communication behavior) is produced and the partner responds, does the subject persist by repeating or changing the signal?			
When a signal (communication behavior) is produced and the partner fails to respond, does the subject persist by repeating or changing the signal?			
Is the signal (communication behavior) sustained (i.e., the same every time) or does signal have a personalized form (pointing, shaking head)?			

Adapted from Rodriguez & Mowday, 2005; Dunlap, Lige & Chen, 2005; Carter & Slevin, 2005.

Image Credit: Bridge School

COMMUNICATIVE MODALITY SUMMARY

Name: _____ Date: _____

TOTAL NUMBER OF UTTERANCES: _____

COMMUNICATION MODE

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 _____ %

Functions of Communication Checklist

Communicative Function	Gestures	Pointing	Showing	Eye & Gaze	One-Word	One-Word	Multi-Word	Comments
Shared Referent/Shared Attention								
Shared Interaction/turn taking								
Calling attention								
Requesting repetition/more								
Labeling as a comment								
Labeling as a request								
Denying or protesting								
Requesting object, action or event								
Making choice/informing preferences								
Using social greetings and partings								
Initiating communication with a question or comment								
Directing action of another person								
Social comments, exclamations in appropriate contexts								
Comments on appearance & disappearance of objects or people								
Using I me or mine								

Oakland Schools, Cummings, 2015

AAC Communication Opportunity Scale						
While communicating using AAC...it's all about the opportunities and the words						
This tool is designed for the purpose of observing and collecting data on how many and what type of communicative opportunities are available in the communication environment. This data can then be used to inform instruction and design implementation supports and strategies.						
Task/Activity What are we doing?	Place Where are we doing it?	AAC Tools How: what AAC tools are available for the partner and the student to communicate with?	Core words & phrases Which words are being communicated by the partner and the student?	Functions Which functions are being demonstrated by the partner and the student?	Opportunities to communicate How many chances did I have to communicate?	Observations/Conclusions
			Words heard & seen by student	Functions heard & seen by student		
			Words spoken, shown or demonstrated by student	Functions spoken, shown or demonstrated by student		

Oakland Schools, Cummings, 2015

Level	A1	A2	A3	Not Used
Level 1 The Informational Boundary	Expresses Discomfort	Expresses Comfort	Expresses Interest in Other People	Emerging
Level 2 Interactions Relationship	Protest	Continues Action	Obtains More of Something	Mastered
Level 3 Uncertainty	Refuse to Respond	Request to Move Action	Request to More Object	Surpassed
Level 4 Conventions	Refuse to Respond	Request to Move Action	Request to More Object	
Level 5 Concrete Symbols	Refuse to Respond	Request to Move Action	Request to More Object	
Level 6	Refuse to Respond	Request to Move Action	Request to More Object	

Profiles, Inventories, & Checklists

- The Pragmatics Profile of Everyday Communication in Children/Adults
- Communication Matrix
- Early Functional Communication Profile Set
- Participation Inventory (Blackstien-Adler)
- Functional Communication Profile Revised (FCP-R; Kleiman)
- Checklist of Communicative Functions and Means (Wetherby)

AAC Skills Assessment									
Student/Patient Name: _____ Date of Evaluation: _____									
Method of Access: _____ Screen Size Presented: _____									
1 Early Skills for AAC Use									
Discontinue administration when subsequent skill in this section is not observed with indirect or natural cueing.									
CAUSE/EFFECT		SIZE OF TARGET		VISUAL ATTENTION		PROMPTING LEVEL		NR	
App/Tone/Electronics Presented:		Natural Cue		Indirect Cue		Direct Cue		Hand Under Hand	
SIZE OF ANALYSIS		SIZE OF TARGET		VISUAL ATTENTION		PROMPTING LEVEL		NR	
App/Program Presented:		Natural Cue		Indirect Cue		Direct Cue		Hand Under Hand	
SIZE OF ANALYSIS		SIZE OF TARGET		VISUAL ATTENTION		PROMPTING LEVEL		NR	
App/Program Presented:		Natural Cue		Indirect Cue		Direct Cue		Hand Under Hand	
SIZE OF ANALYSIS		SIZE OF TARGET		VISUAL ATTENTION		PROMPTING LEVEL		NR	
App/Program Presented:		Natural Cue		Indirect Cue		Direct Cue		Hand Under Hand	

Motivating Subjects/Activities Presented:

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AAC Skills Assessment (Clarke)

<http://bit.ly/2bBFPFv>

Profiles, Inventories, & Checklists

- Every Move Counts (Korsten)
- Augmentative & Alternative Communication Profile A Continuum of Learning (Kovach)
- Social Networks Inventory (Blackstone)
- McArthur-Bates Communicative Development Inventory (Fenson, Thal, Reznick, Marchman, Dale, & Bates)
- Communicative Function Assessment Checklist (Quill)



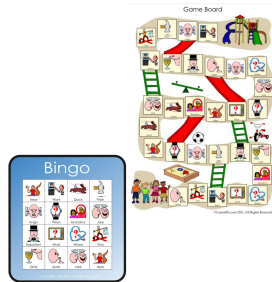
Image Credit: McArthur-Bates CDI

Informal Assessment Probes

Developed to answer specific clinical or educational questions

Example: "Which core vocabulary words does this student already know?"

- Logged data & language sample tell us what words the student is using, but that's likely to be incomplete.
- Informal assessment can be straightforward or game-like to get this information.



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What did the student learn from the vocabulary instruction that we did?



- SLP & student browse through the magazine
- Discuss photos
- Student determines which sticker to use
- SLP explores students' reasoning & determines if the response was correct or incorrect

"How will I know if they REALLY get it?"

Look at the preponderance of evidence, not a single indicator.

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Little or no effort



Little or no effort. That's interesting. Tell me about that.

I love swim.

Me, too! But I want to know WHY you say that swimming takes little or no effort.

Easy. I do it. Me. Mom not help.

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STEP 3

Interpret Assessment Results with Caution

DOCUMENTATION & REPORTING

Documentation

- How should we document the changes to assessment measures?
 - Explain the modifications in detail
 - Describe it on test the actual form & report
 - Include things like:
 - The purpose for the changes,
 - What adaptations were made (show/share visual supports, when appropriate),
 - The individual's response, &
 - Anything else that would help someone replicate these procedures.

THANK YOU!

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Final Thoughts

- Always use varied means of collecting data
 - Direct assessment, targeted observation, stakeholder interviews & checklists
 - Assess over time
- Standardize your process(es).
- Make it meaningful.
 - What will help you plan for this individual?
 - Making or selecting tools
 - Developing therapy plan

Final Thoughts

- Get feedback from the person who uses AAC & other stakeholders
- Use what you know to help other service providers plan their assessments
- Consider including Fair Testing Practices in the individual's IEP or other documents