

AAC Assessment



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Objective

Discover resources available to comprehensively understand and assess alternative augmentative communication needs of complex communicators.

TODAY'S GOALS

- Review students who are beginning communicators, the variety of ways they communicate, and how to assess communicative intent.
- Critique the value and oppositional view of screeners vs assessments.
- Discover language hierarchies that pertain to complex communicators.
- State readily available communication screeners.
- List systematic matrices to utilize for comprehensive AAC assessment.
- Examine resources available for hierarchies, screeners, and assessments.



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Who?



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“[There is a myth that] prerequisite skills such as understanding of cause and effect and showing communicative intent must be demonstrated before AAC should be considered, individuals with cognitive deficits are not able to learn to use AAC, [and] [y]oung children are not ready for AAC and will not require AAC until they reach school age.”

"Augmentative and Alternative Communication: Key Issues - ASHA."

https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589942773§ion=Key_Issues. Accessed 14 Jan. 2020.



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The law states.....

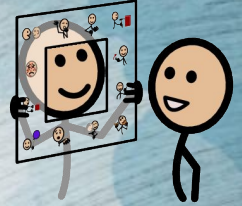
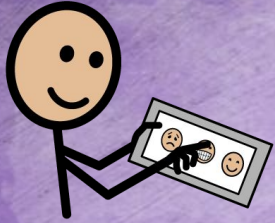
“Included in these services are the following: an evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment”

*Bulletin 1508,
Chapter 13,
Section 1305:
Assistive
Technology*



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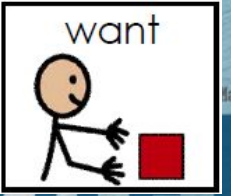


Communicative Intent



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Everyone Communicates



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Forms of Communication

speech

sign

symbols

Symbolic



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Forms of Communication

gestures

behaviors

vocalizations

Non-Symbolic



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Beginning Communicators

Non-Symbolic



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Symbolic AEM

Communication Dictionary

Utilize a [Communication Dictionary](#) to:

- Identify behaviors observed- “What the student is doing.”
- Determine intent of behavior- “What the student is trying to tell you.”
- How can you respond/shape communication- “What you can say and do.”



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Interest Inventory

Utilize an [Interest Inventory](#):

- Communication needs to be intrinsically rewarding.
- Too often, we only try things that we have readily available.
- Utilize reinforcers that consists of a variety of sensory inputs to include: visual, auditory, tactile, vestibular, smell, and taste.



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How?



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Assessment Vs. Screen

Assessment:

- Pros
 - Comprehensive view of whole child
 - Connected Goals/Planning
 - Data is graphable
 - Team view
 - Accepted by insurance
- Cons
 - Time consuming
 - Over compartmentalizing
 - Prerequisite Vocabulary
 - Subjective interpretation

Screen:

- Pros
 - Time effective
 - Accessible terminology
 - Flexible Interpretation
- Cons
 - Not accepted by insurance
 - No comprehensive allied health input
 - Limited modes of language and intent explored
 - No suggested progression or goals



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What you have already

- [Bulletin 1508](#) Pupil Appraisal
- 2004 vs 2009 [Source Material](#)
- [AT Consideration checklist](#) in SER

WHAT ELSE IS THERE?????



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Methods



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Language Progression Hierarchy



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Language Progression Hierarchy



**Use to determine the
language level of
complex
communicators**

Hierarchies

1. Typical Language Development: [Laureate's Linguistic Hierarchy](#)
2. [Brown's Stages for AAC Users](#)
3. [AAC Ability Levels](#)
4. [Access Learning Process for AAC](#)(ALP): Switch, eye gaze, joystick, & other indirect access AAC users
5. [ASHA Functional Communication Measures](#)



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Screeners

- [Tobii Dynavox: Communication Success Screening](#)
- [AAC Classroom Screener](#) (Adapted from Access to ELL's Toolkit)
- [AAC Language Lab](#)
- Where is the rest??



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Assessments


1. [Communication Matrix](#)
2. [Tobii Dynavox DAGG2](#)
3. [LSU](#)
4. [CSA](#)
5. [AAC Assessment-R](#)
6. [Gail Van Tatenhove](#)

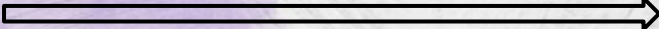


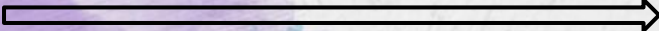
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QUESTIONS??

Justin Sims  justin@ssdla-aem.org

Terri Belknap  terri@ssdla-aem.org

Katie Sample  katie@ssdla-aem.org



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