

Screening Tools for Information on AAC Usage Kit

The checklists included in Appendix A are used during the initial contact (Pre-Phase 1) with the planning recipient and caregivers to collect basic background information on the planning recipient's use of AAC.

Types of AAC Used Checklist

In this checklist, AAC is divided into two major groups; unaided and aided. Unaided AAC is when an individual uses only their body to communicate; ranging from simplistic body movements such as facial expressions to more sophisticated gesture systems, such as sign language. Aided AAC is when an individual uses an object such as a board, device or system to communicate.

Completing this checklist will provide a brief glimpse into how the planning recipient uses AAC and possibly identify some limitations in their communication. It will also allow planning facilitators time to familiarize themselves with the planning recipient's specific AAC techniques and/or device(s) / system(s) prior to the initial meeting in Phase 1.

Screening Tools for Information on AAC Usage Kit

It is important for the planning facilitator to understand that an individual may use a variety of the types of AAC listed in the checklist below to communicate in a single communication exchange. The individual may also use only one type of AAC in a specific context and other types in different environments/contexts.

More detailed information on the planning recipient's use of AAC will be collected in later phases of this process. The information collected through this checklist will provide the basis for those discussions.

Below is a sample of a completed checklist to give you an idea of how it is to be used:

Appendix A

Types of AAC Used Checklist

Does the Planning Recipient use any type(s) of AAC listed here? (Check mark all answers which best describe the planning recipient)

Unaided AAC	Y / N	Examples
Facial Expressions	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Opens his mouth and crinkles nose when indicating no.
Body Movements	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Will start to rock when getting agitated about not understanding what is said to him.
Vocalizations	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Can make some noises to accompany his body movements and facial expressions. Tends to be consonant-vowel (e.g. ba, ta, le, etc...) combinations.
Gestures	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Has a very extensive gesture system. Has approximately 24 different gestures which are consistent in their use and meaning.
Manual Signs	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Sign Language (ASL)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Aided AAC	Y / N	Name of System
Picture Communication Board / Book	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Has a picture board to supplement his gestural system. Contains pictures of items in his house.
Alphabet Board	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Picture Exchange Communication System (PECS)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Speech Generating Device (SGD)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Text Generating Device	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

AAC Assessments / Reports Checklist

This checklist is used to collect background information on the planning recipient prior to the start of the Person-Directed Plan. Some of this information may come with the referral but may not be complete. It is the planning facilitator's responsibility to collect as much information as possible to give a total picture of the planning recipient's use of AAC.

Collection of this information will assist the planning facilitator in learning more about the planning recipient's communication and learning abilities. The documentation will also provide the planning facilitator with information on how to interact with the planning recipient through AAC.

The items listed in this chart should not be considered an exhaustive list but rather, as suggestions to some of the possible reports an individual might have. This chart also serves as a reminder to collect **EXCHANGE OF INFORMATION CONSENTS** in order to contact the individuals who completed the reports.

Below is a sample of a completed checklist:

Appendix A

AAC Assessments / Reports Checklist

Does the planning recipient have any of the following assessments / documents?

Assessments / Documents	Y / N	Who completed it? (Obtain contact information)
Ministry of Education Speech and Language Pathologist's (SLP) Assessment Reports	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Completed in 2009 at school. School Board SLP completed the testing; contact information is as follows:
Ministry of Education Psychology Assessment Reports	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Most recent Individualized Education Plan (IEP) / Transitional Plans from Ministry of Education	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Parents supplied a copy. Contact at school is as follows:
3rd Party Assessments / Treatment Reports (E.g. Physiotherapy, Occupational Therapy, Social Work, etc...)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Received some services through the CCAC program. Received OT and SLP services. Parents supplied reports. Contact information is as follows:
Reports from AAC Prescriber / Clinic	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	AAC was designed by School Board SLP. Contact information is above.
Informal family documentation on communication skills and challenges	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Parents report that communication is mainly through the use of gestures and pictures
Informal individual / family documentation on current life activities	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Parents report that current activities consist of a day program, social activities with the family and the occasional community event
Other (Specify)		