Gathering Preliminary AAC Information Toolkit

The checklists (included in *Appendix B*) below are meant to be used during *Phase 1* meetings to collect more detailed information on the planning recipient's current use of AAC. The planning facilitator needs to collect this information in order to determine if the planning recipient's use of AAC is sufficient and /or can be quickly adapted to allow for the recipient to have adequate communication during planning meetings.

Current AAC Usage Checklist

This checklist looks at specific aspects of the planning recipient's current use of AAC. Some planning recipients may currently use a form of AAC to communicate, but the limitations of its use may not allow that individual to have sufficient means to answer many of the questions relevant to planning topics. For example, the individual may only use facial expressions to communicate - which will not allow for that individual to provide extensive information about a topic without having someone ask directed questions. Or, for instance, the individual may use a communication board, but the vocabulary on that board is limited to food items only.

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Gathering Preliminary AAC Information Toolkit

Current AAC Usage Checklist (continued)

During *Phase 1* meetings the planning facilitator should go through each of the items contained within this checklist and document the planning recipient's specifications. This will give the planning facilitator an indication of the things to look for when conducting interviews and direct observations in *Phase 2*.

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

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Information regarding the planning recipient's current use of AAC

AAC	Recipient Specifications	Comments
Frequency of usage	☒ All of the time ☐ Most of the time ☐ Some of the time ☐ Very seldom ☐ Never	Picture board is used to direct the conversation. When talking to the individual, you point to the picture on the board so that he knows what the discussion is about. It is used more receptively than expressively
Method of use	☒ Independently (in response) ☐ Independently (spontaneous) ☐ With assistance (facilitator)	Board is used more by communication partner than individual himself. He will occasionally point to a picture if he is unsure of the topic of conversation but it is always after the conversation has been initiated by the other person.
Consistency of use	☒ Uses consistently throughout the entire day (no fatigue noted) ☐ Use of AAC is limited to very brief periods, followed by rest (fatigue noted)	The board is used at all times to assist the communication. He will not focus on conversation without the board being in front of him.
Optimal AAC use	**Uses AAC better:** ☐ In the morning ☐ In the afternoon ☐ In the evening	
Size of vocabulary	☐ 1 – 10 items ☐ 11 – 20 ☒ 20 – 100 ☐ 100 – 500 ☐ 500+	
Concept of time (present / future)	☒ Yes ☐ No	He understands about today and tomorrow but does not fully comprehend months and years. Can discuss the weekend events but occasionally need a calendar to support comprehension.

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Preliminary AAC
Information Checklist

This checklist is used to collect more specific information about the planning recipient's overall use of AAC. The checklist examines whether or not there are specific key communication partners required to facilitate conversations. It also collects information on whether or not the planning recipient is consistent in the use of AAC and whether or not the consistency of use is dependent on environmental situations. The information collected by the planning facilitator will help determine which communication contexts are the best locations to do direct observations and who needs to be present.

Completing this checklist will also provide the planning facilitator with information about how significant the role of AAC plays in communication with the planning recipient throughout their daily routine.

Based upon the overall results, the planning facilitator should select 2 - 3 of the most frequent AAC use sites as well as one site where AAC does not play a pivotal role, in order to observe the planning recipient's AAC communication.

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

Preliminary AAC Information Checklist

Context-specific information regarding the planning recipient's current use of AAC

Communication Context	Frequency of AAC Communication Attempts	Key Communication Partner (Obtain contact info)	Use of Communication Facilitator?	Key Communication Facilitator (Obtain contact info)
Home	☒ All of the time ☐ Most of the time ☐ Some of the time ☐ Very seldom ☐ Never	Usually mother	☒ Yes ☐ No	Usually mother
School / Day Program	☐ All of the time ☒ Most of the time ☐ Some of the time ☐ Very seldom ☐ Never	Usually Educational Assistant. Contact info is as follows	☒ Yes ☐ No	Usually Educational Assistant
Vocational Training Program / Job	☐ All of the time ☐ Most of the time ☐ Some of the time ☐ Very seldom ☐ Never	Not applicable	☐ Yes ☐ No	
After-School Program / Evening Recreation Program	☐ All of the time ☐ Most of the time ☒ Some of the time ☐ Very seldom ☐ Never	Tends to just follow in these situations. Does not initiate any communication attempts and tries not to engage in conversation with others.	☐ Yes ☐ No	
Social Activities	☐ All of the time ☒ Most of the time ☐ Some of the time ☐ Very seldom ☐ Never	Most social activities are done with family. Mom is primary communication partner.	☐ Yes ☐ No	
Other	☐ All of the time ☐ Most of the time ☐ Some of the time ☐ Very seldom ☐ Never		☐ Yes ☐ No	

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