Gathering Preliminary AAC Information Toolkit

Communication Context Interview / Observation Checklist

This checklist has two uses within Phase 2 of the process. Firstly, it is used to guide interviews with the planning recipient's key communication partners (and where applicable, communication facilitators) in each of the communication contexts identified in Phase 1. It is also used as the basis for your direct observations of the planning recipient those same communication contexts.

During Phase 2, the planning facilitator needs to observe the planning recipient in different communication contexts to become more familiar with their individual style of communication, the complexity of conversations, and to make a decision regarding the use of AAC in the planning stage. It is also be important to determine if the planning recipient uses AAC only to assist comprehension or if it is used expressively as well.

Reena

Communication Context Interview / Observation Checklist (continued)

The planning facilitator needs to observe the individual in the different communication contexts and speak with the key communication partners. Initially, the planning recipient may not show their full ability using AAC and the key communication partner in each context can provide examples and/or other facts of AAC use. Some planning recipients may need time to build trust before they demonstrate their full capability communicating via AAC.

The size of the AAC vocabulary is important (e.g. does the individual have 10 facial expressions; does the individual have 500 pictures?) as it will provide insight into whether or not the planning recipient can fully participate on their own through AAC in the *planning phase.*

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

John's Home
Mrs. Smith (John's mother)
March 19, 2011

AAC	Recipient Specifications	Comments
Frequency of Use	☒ All of the time ☐ Most of the time ☐ Some of the time ☐ Very seldom ☐ Not in use	Mother is excellent at using picture board and she appears to understand all of his gestures
Receptive Use	☒ To focus attention ☒ To assist comprehension ☒ To verify message	The use of the picture board helps with over-all comprehension. He appears to need the picture to help clarify what the topic of conversation is. When there is no picture available, mother tries to use a related picture.
Expressive Use	☒ Answers yes / no questions ☒ Requests objects (e.g. food, toy) ☒ Requests needs (bathroom, help) ☒ Responds to others ☐ Comments ☐ Requests information ☐ Expresses feelings ☐ Makes social statements	He uses gestures to express himself primarily but will use his facial expressions and sounds to supplement the message. Occasionally he will point to a picture on his board when his mother was off topic.
Method of Use	☒ Independently (in response) ☒ Independently (spontaneous) ☐ With assistance (facilitator)	He uses his gestures spontaneously and in response to questions. Board usage more in response.
Size of AAC Vocabulary	**RECEPTIVELY** ☐ 1 – 10 items ☐ 11 – 20 ☒ 20 – 100 ☐ 100 – 500 ☐ 500+ **EXPRESSIVELY** ☐ 1 – 10 items ☐ 11 – 20 ☐ 20 – 100 ☐ 100 – 500 ☐ 500+	**EXAMPLES OF ITEMS:** Clothing Food Health products Places
Relevance of Vocabulary to Context	☐ Very relevant ☐ Relevant ☒ Sometimes relevant ☐ Rarely relevant ☐ Not relevant	Some of the vocabulary on picture board can be used in planning process. Gestures are easily understood and can be incorporated in the process with no major difficulty.