

Appendix D

Considerations Matrix

Does the planning recipient use AAC to...?	Communication Factors to Consider	Strategies for facilitating communication
<input type="checkbox"/> Answer yes / no questions only	<ol style="list-style-type: none"> 1. The consistency of the yes/no response (i.e. does yes always mean yes?) 2. How complex can the questions to the planning recipient be (i.e. receptive language ability)? 	<ol style="list-style-type: none"> 1. If the yes/no response is not totally accurate, observe to see if it is supported by a body movement or facial expression, which increases its accuracy. 2. If the yes/no response is 100% accurate for a certain type of question, try to phrase all questions in that format (i.e. if the individual does better with “do you” questions, try to use those). 3. When asking yes/no questions, begin with the more general and then narrow it down to the specifics (helps to avoid “leading” the recipient in a specific direction)
<input type="checkbox"/> Answer yes / no questions	<ol style="list-style-type: none"> 1. The consistency of the yes/no response (i.e. does yes always mean yes?) 2. How complex can the questions to the planning recipient be (i.e. receptive language ability)? 	<ol style="list-style-type: none"> 1. When asking yes/no questions, begin with the more general and then narrow it down to the specifics 2. Structure the questions so that you are not leading the planning recipient. 3. Ask opposite forms of the same question to verify that the response given is valid (i.e. Do you want to live at home? Do you want to move?) 4. Phrase the questions in the “positive” (i.e. avoid the word not)
<input type="checkbox"/> Request objects (e.g. asks for objects, food, toy)	<ol style="list-style-type: none"> 1. Need to determine if the current vocabulary is diverse enough for the planning recipient to communicate about different topics covered in the planning process. 2. Need to determine the planning recipient’s ability to interpret more abstract representations of an object (i.e. line drawing vs. digital photo) 	<ol style="list-style-type: none"> 1. Consider vocabulary when phrasing questions. 2. Phrase questions as concretely as possible. 3. Try to phrase questions in a “what” question form at 4. Use a slow rate of speech and short phrases. 5. If the planning recipient uses AAC as a choice making system, show two objects/ symbols and ask, “Which one do you want? Look for an indicator (i.e. eye gaze, reaching) that the selected one is preferred over the other and comply. 6. Discuss with planning recipient’s communication facilitator whether or not specific vocabulary words/concepts can be added to the AAC vocabulary. 7. If the AAC vocabulary is limited, try phrasing the question in a yes/no format first – then try to use the current vocabulary for further clarification.

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<p><input type="checkbox"/> Request needs (e.g., asks for bathroom, help, etc; indicates wanting more; indicates desire to end activity)</p>	<p>1. Need to determine if the current vocabulary is diverse enough for the planning recipient to communicate about different topics covered in the planning process.</p>	<ol style="list-style-type: none"> 1. Consider vocabulary when phrasing questions. 2. Phrase questions as concretely as possible. 3. Try to phrase questions in a “what” question format. 4. Use a slow rate of speech and short phrases. 5. Give planning recipient time to respond to questions and comments. 6. Use natural consequences to planning recipient’s responses (i.e., act on his/her response even though you are aware it is really not the preferred choice). 7. Use verification strategies to check accuracy of responses.
<p><input type="checkbox"/> Respond to others (e.g. responds to greetings, responds to personal questions, responds to other’s comments)</p>	<p>1. Be mindful of your facial expressions and body language so as not to influence the response in a specific direction.</p>	<ol style="list-style-type: none"> 1. Consider vocabulary when phrasing questions or comments 2. Phrase questions and comments as concretely as possible. 3. Try to phrase questions in a “what” question format. 4. Use a slow rate of speech and short phrases. 5. Give planning recipient time to respond to questions and comments. 6. When asking questions, begin with questions about immediate environment (here and now questions- activities that the planning recipient is currently involved in) 7. Limit verbal prompting to elicit the planning recipient’s communication 8. Acknowledge the planning recipient’s communication attempts by imitating and expanding on their message.

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<input type="checkbox"/> Comment (e.g. describes action, location, attributes, past events, future events)	<ol style="list-style-type: none"> 1. Provide the planning recipient with ample time to make comments. 2. Be mindful that some planning recipients may have a consistent repertoire of comments they need to communicate before proceeding with planning. 	<ol style="list-style-type: none"> 1. Limit the use of verbal prompting in the form of questions. 2. Make nonverbal cues (i.e. facial expressions) more explicit 3. Encourage the planning recipient to make comments related to the discussion at hand. 4. Use direct verbal and indirect verbal prompts (i.e. Point to the picture / what can you say about that?) 5. Facilitate conversations that are as normal as possible. Don't be rigid. 6. Build on what the planning recipient gives you on their side of the conversation.
<input type="checkbox"/> Request information (e.g. Asks for information about objects (What?), people (Who?) , actions (What's ___ doing?), location (Where?), time (When?) and cause (Why?))	<ol style="list-style-type: none"> 1. Encourage planning recipient to ask as many questions as they would like. 	<ol style="list-style-type: none"> 1. Give planning recipient time to formulate their questions 2. Provide an initial response that directly answers the question, then expand on topic 3. Acknowledge when you do not have a direct response for the planning recipient's question. Do not "beat around the bush".
<input type="checkbox"/> Express feelings (e.g. indicates likes/dislikes, emotion, confusion)	<ol style="list-style-type: none"> 1. Need to determine if planning recipient is able to distinguish emotions of others or only their own. 	<ol style="list-style-type: none"> 1. Provide the planning recipient with verbal acknowledgement of their emotion
<input type="checkbox"/> Make social statements (e.g. demonstrates politeness, shows assertiveness)	<ol style="list-style-type: none"> 1. Be mindful that many of your planning recipients will have difficulty making these statements. 	<ol style="list-style-type: none"> 1. Acknowledge each social communication attempt that the planning recipient makes 2. Make conversations as natural as possible 3. Do not switch topics of conversation quickly. Always provide a verbal or visual cue that the topic of conversation is changing.