AAC:
Assessment Checklist

Student Name: _____   Date: _____

School: _____   Teacher: _____

Location: _____   Observer: _____

1. Who understands the student's communication attempts (check best descriptor):

	Most of the time	*Part of the time*	*Rarely*	*N/A*
Parent/Guardian	☐	☐	☐	☐
Siblings	☐	☐	☐	☐
Peers	☐	☐	☐	☐
Therapists	☐	☐	☐	☐
Teachers	☐	☐	☐	☐
Strangers	☐	☐	☐	☐

2. Present means of communication (check all that are used, and the ones that are primary means of communication—used at least 60% of the time):

Verbal

Primary   Uses
- ☐   ☐ Vocalizations (list examples): _____
- ☐   ☐ Vowels, vowel combinations (list examples): _____
- ☐   ☐ Single words (list examples and approx. #):_____
- ☐   ☐ Reliable "yes"
- ☐   ☐ Reliable "no"
- ☐   ☐ 2-word utterances (list examples): _____
- ☐   ☐ 3-word utterances (list examples): _____
- ☐   ☐ Semi-intelligible speech (estimated % intelligible): _____
- ☐   ☐ Intelligible speech (list examples): _____

Non-verbal

Primary   Uses
- ☐   ☐ Changes in breathing
- ☐   ☐ Eye-gaze/eye movement
- ☐   ☐ Pointing
- ☐   ☐ Gestures (list examples): _____
- ☐   ☐ Facial expressions (list examples): _____
- ☐   ☐ Body position changes (list examples): _____
- ☐   ☐ Sign language approximations (list examples): _____
- ☐   ☐ Sign language (#signs/#combinations/#sings in a combination): _____
- ☐   ☐ Writing (list examples): _____

Devices

Primary   Uses
- ☐   ☐ Voice output AC device (name of device): _____

☐　☐　Communication board (check which ones are used):

        ☐ objects　　　　☐ words　　　　☐ drawings
        ☐ pictures　　　　☐ TOBIs　　　　☐ tangibles
        ☐ graphic symbols　　☐ picture and word combination
   ☐Other:_____

3. Current level of receptive language:

If formal texting was used, name and scores: _____
_____
_____

If informal testing was used, please give a developmental level of functioning. Explain rational for this estimate:
_____
_____
_____

Provide examples of commands/requests responded: _____
_____
_____

Check all that are used to respond or demonstrate message was understood:

☐ Objects　　　　☐ Graphic Symbols　　　☐ TOBIs　　　　☐ Proximity
☐ Photographs　　☐ Tangibles　　　　　☐ Crying　　　☐ Pointing
☐ Drawings　　　☐ Changes in body tone☐ Sign language

4. Current level of expressive language:

If formal texting was used, name and scores: _____
_____

If informal testing was used, please give developmental level of functioning. Explain rational for this estimate:_____
_____
_____

Provide examples of expressive language used:_____
_____
_____

Check all that are used to respond or demonstrate message was understood:

☐ Objects　　　　☐ Graphic Symbols　　　☐ TOBIs　　　　☐ Proximity
☐ Photographs　　☐ Tangibles　　　　　☐ Crying　　　☐ Pointing
☐ Drawings　　　☐ Changes in body tone☐ Sign language

5. Communication interaction skills:

Desires to communicate:　　Yes ☐　　No ☐
To indicate "yes" and "no," the student (check all that apply):

□ Shakes head □ Vocalizes □ Gestures
□ Points to board/graphic symbols □ Word approximation □ Eye Gazes
□ Other: _____

Can an unfamiliar communication partner understand the response? Yes □ No □
If no, why? _____

Communication Interactions

Does the student…

	Always	*Frequently*	*Occasionally*	*Seldom*	*Never*
Turn attention towards speaker	□	□	□	□	□
Interact with peers	□	□	□	□	□
Aware of listener's Attention	□	□	□	□	□
Initiate interaction	□	□	□	□	□
Ask questions	□	□	□	□	□
Respond to communication interaction	□	□	□	□	□
Repair communication breakdown	□	□	□	□	□
Require/wait for frequent prompts	□	□	□	□	□
Require/wait for physical prompts	□	□	□	□	□
Require/wais for visual prompts	□	□	□	□	□

Describe techniques student uses for repair of communication breakdown (e.g. keeps trying, repeats, changes message):_____

_____

_____

6. Communication opportunities (complete and attach API form)

7. Gross motor ability related to communication device systems (check all that apply):
□ Student walks □ Uses wheelchair
□ Student drops or throws things frequently □ Can carry device under 2 lbs
□ Device can be mounted to wheelchair □ Can carry device under 5lbs
□ Other:_____

8. Visual abilities related to communication (check all that apply):
- □ Can maintain fixation on stationary objects   □ Visually recognizes people
- □ Visually recognizes common objects   □ Visually recognizes photographs
- □ Visually recognizes line drawings   □ Can visually shift vertically
- □ Can look to right & left without moving head   □ Can visually shift horizontally
- □ Can scan line of symbols left to right   □ Can scan matrix of symbols in grid
- □ Needs additional space around symbol

9. Does the student use any unaided communication systems?
Yes □   No □
Types used or tried (e.g., manual signs):

_____

_____

Date used: _____   For how long?:_____

10. Does the student use any aided communication systems?
Yes □   No □
Types used or tried (e.g., photographs, line drawings): _____

_____

Date used: _____   For how long?:_____

11. Is figure ground discrimination a factor for symbols?
Yes □   No □
Explain:

_____

_____

_____

_____

12. Reinforcer: (In addition, complete and attach reinforcer evaluation form)
Positive:

_____

_____

Negative:_____

_____

13. Pre-reading and reading skills related to communication (if applicable):

	Yes	No
Object recognition	□	□
Photograph recognition	□	□
Line drawing recognition	□	□
Graphic symbol recognition (tactile, Mayer-Johnson, Rebus, etc.)	□	□

Auditory discrimination of sounds	☐	☐
Auditory discrimination of words, phrases	☐	☐
Selects initial letter of word	☐	☐
Follows simple directions	☐	☐
Sight word recognition	☐	☐
Can put two symbols or words together to express an idea	☐	☐

Additional Information:

_____
_____
_____
_____