

AAC Checklist

- Review Individual Profiles:** Familiarize yourself with everyone's AAC system, preferences, and communication goals that are on your case load.
- Assessment Update:** Evaluate current communication skills and make any necessary adjustments to AAC systems based on progress.
- Check Equipment:** Ensure AAC devices are in proper working condition, charged, and updated with the latest software or apps.
- Backup Plans:** Develop backup communication options in case of technical issues, such as printed communication boards or low-tech options.
- Communication Partner Training:** Offer guidance to families to promote effective communication with AAC users.
- Vocabulary Review:** Review and update core and fringe vocabulary in AAC systems to match their evolving communication needs.
- Personalization:** Customize AAC systems to reflect each individual's personalities and interests, making communication engaging and relevant.
- Data Collection:** Establish data collection procedures to track AAC system usage and progress towards communication goals.
- Collaboration:** Communicate regularly with parents, teachers, and specialists, to ensure consistent support for AAC users.
- Culturally Responsive Practices:** Respect cultural and linguistic diversity by ensuring AAC systems are culturally sensitive and inclusive.
- Professional Development:** Stay updated on the latest AAC research and techniques through workshops, webinars, and conferences.

Speech-Generating Device Screener

Client Name: _____ Date: _____ SLP Name: _____

Please answer the following questions to assess whether the client may benefit from a speech-generating device.

- 1) History of Spoken Language Development:** Has the client had a history of difficulty developing spoken language despite receiving interventions and exposure to models?
 Yes No Not Sure

- 2) Meeting Needs and Wants:** Is the client unable to consistently get their needs and wants met through their current communication methods?
 Yes No Sometimes

- 3) Intelligibility of Speech:** Is the client's speech often unintelligible or difficult for both familiar and unfamiliar listeners to understand?
 Yes No Sometimes

- 4) Frustration and Communication Breakdowns:** Does the client frequently display frustration or experience communication breakdowns?
 Yes No Occasionally

- 5) Communication Across Environments:** Is the client unable to effectively communicate in all environments, such as home, school, or daycare?
 Yes No Sometimes

- 6) Current Use of Low to Mid Tech Solutions:** Is the client currently using low to mid-tech communication aids or strategies?
 Yes No Not Sure

Additional Notes:

SLP's Recommendations:

This questionnaire can help guide the assessment process and determine if an SGD might be an appropriate tool for enhancing communication for your client. If you answered yes to one or more of these questions, you may want to consider a SGD.

AAC App Considerations Checklist

Client Name: _____

Access Methods

Consider best access method for client:

- Direct Selection
 - Touch selection (can be with finger, stylus, mouse, etc.)
 - Tracking (head/eye movement)
- Indirect Selection
 - Switch access
 - Scanning

Based on your client's fine motor skills, select an app that supports their access method.

Language System

Consider language processing style:

- Gestalt processor may benefit from a system that has phrases or the ability to add phrases as well as media/audio.
- Core and Fringe Vocabulary is needed for all language processing styles.

Look at type of language system:

- Motor Planning: offers consistent icon placement and learnable motor plans so client does not need to rely on discrimination or identification skills.
- Category-Based: Offers language organization based on categorization for those who can recognize and understand pictures and icons.
- Can be a combination of both.

Consider native language:

- If your client is bilingual, or another language is spoken at home, select an app that offers appropriate language options.

Based on your client's current language abilities and need, choose a language system that will match.

Grid Size

Robust language access is always the goal, so start with as large a grid size as vision and fine motor needs will allow.

Consider vision needs and fine motor control:

- Look for apps with adjustable grid sizes as needed.
- Consider adjusting the appearance to increase contrast between icons, changing the selection settings, or using progressive language systems to gradually increase icons available on a larger grid.
- Think about alternative access methods if needed.

Based on your client's vision and fine motor skills, select an app with a grid size that will be compatible with their needs.

Customization and Growth

Assess customization potential:

- Add preferred items/words
- Phrase programming
- Motivational media integration

Portability assessment:

- Device size
- Carrying capabilities
- Mounting Systems

Future growth potential:

- Adaptability to change if needed
- Scalable communication system



Note: While every app is different, prioritize providing access to communication as soon as possible. With the QuickTalker Freestyle speech device, you can change the communication app at any time with no additional cost and our AbleCare team is available to support you in customizing and setting up the device!

Device Personalization Sheet

Send the following form home with parents or caregivers to help gain information and learn about preferences that should be added to the users AAC device!



About Me

(Please include any safety information you would like on your child's device)

Date of Birth: _____ Address: _____

Age: _____ Parent Phone Number: _____

People

(Please check the box of the people who are relevant for your child)

Mom Dad Brother Sister Grandma Grandpa

Aunt Uncle Cousin Niece Nephew

Sibling names: _____

Other family or friend's names: _____

Teacher's name: _____

Pets

Types of pets: _____

Pet names: _____

Places

(Please check the box of the places that are relevant for your child)

School Home Park Outside Backyard Restaurant Store

Grandparents house Church Synagogue Mosque Mall Grocery Store

Swimming Pool Theater Library Airport

Other: _____

Favorite Restaurants or Stores: _____

Foods: *(Please list some of your child's preferred foods)* _____

Activities: *(Please list some of your child's preferred activities, e.g., games, toys, preferred objects, active play activities)* _____

Media: *(Please list some of your child's preferred media (e.g., movies, TV shows, videos, music)* _____

All About Me

Fillable Word Game for Speech Devices

Objective: To promote language development, parts of speech understanding, and creative expression using a speech device.

Materials:

- Speech device
- Fillable word game template (feel free to use the one below)

Instructions:

- Prompt the device user to provide the missing words (colors, foods, requests, likes, dislikes) as you read the story.
- Ask the individual to select one word at a time using their speech device and fill in the blanks.
- After filling in all the blanks, read the completed story aloud with the individual, incorporating their chosen words in their appropriate places.
- Encourage the device user to actively participate by using their speech device to read aloud or repeat specific parts of the story.

Story:

Hi! My name is _____ (First Name).

My favorite color is _____ (color). One thing that is that color is a _____ (noun).

I love to eat _____ (food). It's my favorite!

I really enjoy _____ (activity). It makes me feel _____ (adjective). Sometimes, I like to _____ (verb) with my friends or family. It's so much fun!

In my free time, I love to _____ (activity). It's my favorite thing to do! I feel so happy when I can _____ (verb) and express myself. It's a great way to spend my time.

My favorite animal is a _____ (animal). I think they are so cool!

Thanks for learning all about me!

Back to School AAC

Back to School Vocabulary

- School Bus
- Pencil/Pen
- Book
- Crayon
- Lunch
- Lunch Box
- Backpack
- Classroom
- School
- Teacher

Read a book

Suggestions: *Spot Goes to School* by Eric Hill

If You Take a Mouse to School by Laura Numeroff

The Pout-Pout Fish Goes to School by Deborah Diesen

Activity tips: Read the book out loud, modeling the vocabulary on the user's device or encouraging them to find the word with you. Pause and allow them to interact with their device while reading the book, pointing to pictures or other terms they may find interesting or know.

Bingo

Activity tips: Create pictures of the vocabulary words you are looking to target in relation to the "Back to School" theme. Play the game with the user, having them identify the picture and locate it on their device.

Vocabulary Scavenger Hunt

Hide pictures of the vocabulary words around the room. Have your user search for each item. Continue to model and encourage them to find the words on their device.

Play a Game/Asking Wh Questions

For this activity, you can use any game that you have in your SLP toolbox! You can even let your user pick which game they would like to play. Ask them a Wh- question pertaining to the vocabulary term before each turn of the game.

Where do we go to learn? School

What do we read at school? Book

How do we get to school? School Bus

What is something we use to write with? Pen/Pencil/Crayon

When do we eat at school? Lunch

Who might we see at school? Teacher, friends, therapist, etc.

Tips and Tricks

1. Learn where the words you want to target are on your user's device before the activity. Many AAC apps have a "search" feature where you can easily find where each word is located.
2. Model as the activity progresses. Point to each word and say them out loud.
3. Repetition and consistency are key! The more a user is exposed to new vocabulary, the better they will become with their ability to comprehend and use language.

Get to know me and my AAC!

My name is _____

Cut out and add a picture of the device user to make a back to school portrait!

