

Assessing and Supporting Communication

Record Sheets

Gathering evidence for intervention

Person's name:

Date of birth:

Any known diagnoses:

Identified link person (keyworker, teacher, parent, carer etc.):

Address, Phone, email contact:

.....

.....

Person's main carer (and their main language if relevant):

Person's key interests:

Key places (e.g. home, school, day centre):

Current therapy input (e.g. physio, speech & lang.):

Main aims:

Experiences of AAC so far (include successful and unsuccessful):

Possible reasons for any lack of success?

Name:

Date:

The Person's Skills and Needs & the impact on communication

• **Sensory Needs:** - How well does the person see and hear?

Do they understand sounds / words / sentences? Can they recognize photos? If yes, what size? Can they see things far away?

• **Motor Skills:** - Can the person move independently? If so, when and how? Are they able to use their hands? Can they point to pictures, and/or press keys? Do they have the physical skills to use signing?

• **Cognitive Skills:** - Does the person recognize people they know and notice if they are not there? Can they find objects you hide (object permanence)? Can they copy speech sounds or movements? Can they use switches? Have they found their own ways of communicating certain things?

• **Emotional Needs:** - How does the person show preferences, likes and dislikes? What motivates them? With what or whom do they engage? Is autism a factor?

• **Health considerations:** - illnesses, medication, pain, epilepsy, operations, problems with sleep or digestion.

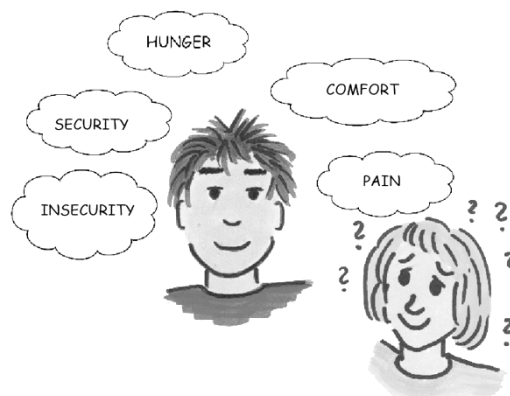
Name:

Date:

A: Me

Pre-intentional Communication

- ☐ The person expresses their feelings through **innate behaviours**. The carer assigns meaning to their behaviours and reacts as though the person conveyed a message. Through this, the person learns that their behaviour can influence their environment, and that they can gain attention and interaction.
- ☐ They **begin to react** to speech and hold **eye contact**.
- ☐ The **social smile** has developed.
- ☐ Objects are looked at and **briefly visually followed** (tracked). Gradually they explore the environment physically and with their senses.



	Context: What? How? With whom?	Form: I express myself by...
Becoming alert/interested: I love it when ...		
I am calmed by ...		
Becoming unhappy/unsettled: I get upset when ...		
My responses when you speak to me ... (Proto-dialogue)		
Expressing happiness		(Through smiling or laughing)

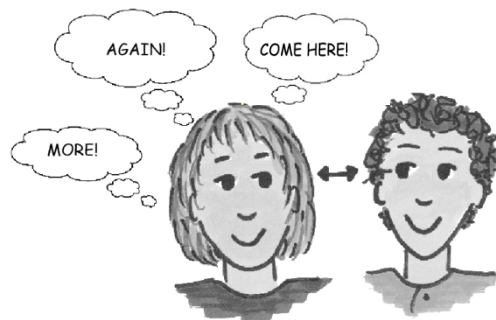
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B: Me & You

Early Intentional Communication

- ☐ The person **knows that they can influence** people and things around them. They focus attention on people OR things, and show purposeful reaching towards these.
- ☐ They behave differently when a person is near and attempt to gain attention. At this time they **begin to differentiate between people**.
- ☐ They visually track moving objects and people.
- ☐ Partially hidden objects are recognized.
- ☐ Mouthing of objects etc is common.
- ☐ They **begin to respond to their own name**.



Function	Content	Form: I express myself by
Express happiness.	Doing what?	
Gain attention.	From whom?	
To get interrupted actions to continue or carry on, e.g. songs, swinging.	Which?	
Request an action, e.g. asking to be lifted up, or to leave.	Which?	
Request objects (in the here and now).	Which?	
Gesture/do the action for something, e.g. rocking or clapping.	Which?	
React to events e.g. items falling down or appearing.	Which?	
Reject something or protest about something, e.g. food, a hat, having a shower, a change etc.	To or against what?	
Link cause & effect, to make things happen.	For what kind of effects?	(E.g. Pressing one or two switches.)

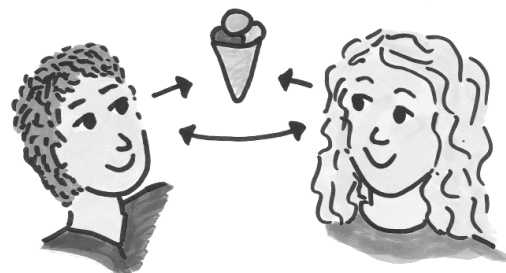
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C1: Me, You & Things

Intentional Communication

- ☐ The person knows they can **communicate about things** with a communications partner (using eye gaze to direct their partner's gaze and actions).
- ☐ They seek eye contact, and begin to **follow the gaze** direction of others.
- ☐ They **want others to act**; they pull others by the hand, give them items or point to things.
- ☐ If they want an item they **reach out their hand** for it.



Abilities / Understanding	Which?	How do you know?
Recognizes familiar people, and is aware of strangers.		
Has Object Permanence. Seeks items that have been hidden.		
Understands cause and effect: e.g. expects the lights to go on/off when the light-switch is pressed.		
Has situational understanding, e.g. expects to leave when handed their own coat, and participates in daily routines.		
Understanding of words is situation dependent, e.g. will respond to 'arms up' when getting dressed, but not at other times.		
First proto-signs or gestures emerge.		
Shows interest in photos.		

Name:

Date:

C2: Me, You & Things

Active Communication

Function of communication:	Content:	Form:
Express happiness/ enjoyment.	Doing what?	
Demand attention.	From whom?	
Request an action (from a choice of two).	Which?	
Request an object or item (in the here and now) from a choice of two.	Which?	
Refuse, reject, or protest against something.	To what?	
To comment (pointing out something of interest).	What?	

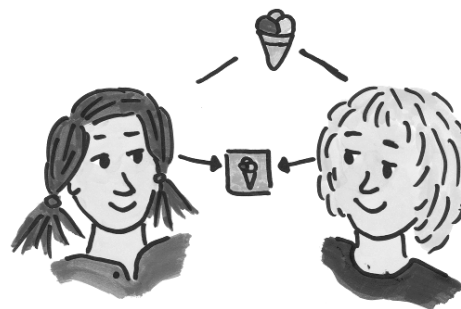
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D1: Me, You, Things & Symbols

Symbolic Communication

- ☐ The person knows they can communicate with a communication partner about objects without needing the objects to be present through **using a symbol** i.e. symbolic understanding beyond the here and now.
- ☐ They **point** at items and/or pictures.
- ☐ They **follow the gaze** of their communication partner.
- ☐ They recognize people and things and **notice when these are not present**.
- ☐ They recognize **picture symbols** and if they have the physical skill, they learn **simple signing** through imitation. They understand that a message spoken by a **voice output device** can be used to communicate.



	Understanding (beyond the here and now): recognizes or understands speech, pictures or manual signs.
Names of people, animals.	
The names of everyday items (nouns).	
The words for actions (verbs).	
Small grammatical words.	
Reacts to the word "No!"	
Other words/phrases.	

Name:

Date:

D2: Me, You, Things & Symbols

Active Communication

Function:	Content:	Form: Sounds, words, signing, pictures, device.
Express happiness/ enjoyment.	Doing what?	
Demand attention from specific people.	From whom?	
Request actions, independent of the situation (from a range of options).	Which?	
Requesting an object or item beyond the here and now (from a range of options).	Which?	
Commenting (pointing out something of interest).	What?	
Accepting or refusing/rejecting something.	What?	
Objecting to something.	To what?	

Name:

Date:

E1: Expanding Vocabulary

- ☐ The person understands that **concepts** can be represented by words, signs, objects and/or symbols and are **not dependent on the time and place**. This begins an exponential development in verbal understanding and acquisition of vocabulary.
- ☐ They express their wishes, try to comment on what they see, and want to talk about their experiences.
- ☐ They have questions and want to find things out.
- ☐ If they do not have access to all the words they require, they can develop their own **idiosyncratic signs** to represent what they mean.
- ☐ They **use eye pointing** effectively to indicate people, places and things.
- ☐ Familiar carers recognize an individual's ways of saying things and are useful to 'translate' or interpret the person's meaning.
- ☐ They may be interested in 'seek and find' type books or catalogues with **detailed pictures**.
- ☐ They understand what is the '**norm**', and are surprised when unusual things happen.



Ability	Demonstrates understanding.
Understands that miniature items (doll's house furniture) can represent real sized items.	
For children: – Engages in pretend-play.	
Recognizes the 'norm' for everyday things. - How things should look / work, - notices when things are <i>broken</i> , <i>wet</i> or <i>something's wrong</i> .	
Reacts to stories about things they have experienced.	
Begins to understand 'yes' and 'no' in the sense of <i>true</i> and <i>false</i> .	
Understands simple everyday instructions.	

Name:

Date:

E2: Expanding Vocabulary

The individual needs an expressive vocabulary to have words and phrases to manage conversations, and include sayings, small grammar words, basic needs, people, animals, action words, places, descriptions, celebrations, time phrases, social and relationship words, question words and up-to-date topic words.

Words currently used	New words

Use colour coding to allocate the potential communication method for each word/phrase.

Spoken words/sounds = orange, signs = red, photos = green, symbols = blue, device = purple.

Everyday Interventions with the Situational-Circle

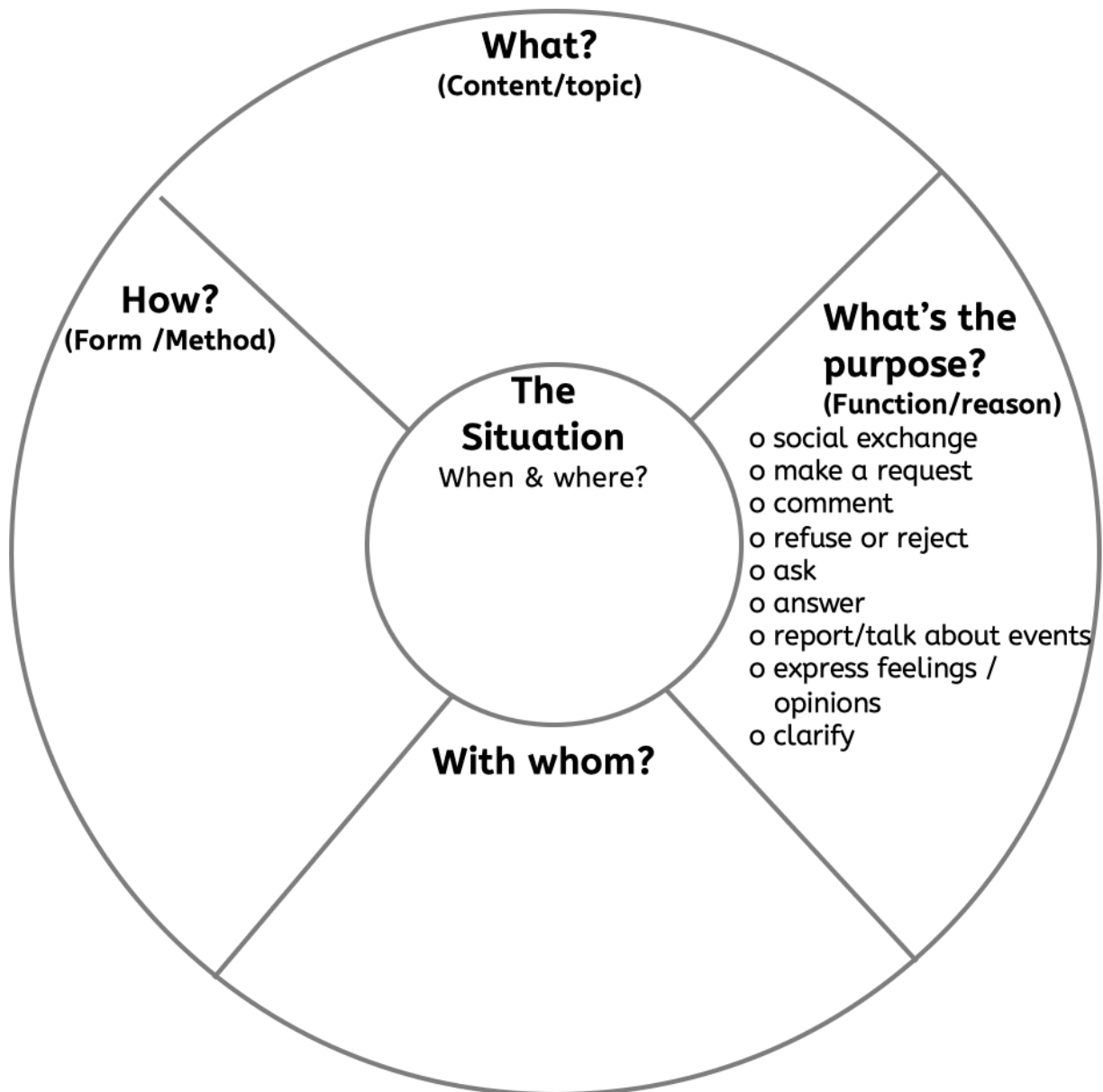
By Götze/Spiegelhalter/Leber

Person's Name: _____

Members of the Team: _____

Date: _____

Date of next meeting: _____



What ist the task?	Who is going to do it?	By when?