

Alaska Department Of Education And Early Development



Assessment and Accountability Unit

Student Assistive Technology Needs and Communication Systems

March 1 - APRIL 13, 2007

Teacher Name: _____

Date: _____

Student Name: _____

Secure Student ID: _____

School: _____

District Name: _____

Student Name: _____

This survey was developed from the Alternate Assessment Collaborative, Colorado Department of Education.

Who are the students?

There has been a great deal of discussion about the students who take alternate assessments. We want to describe them in terms of their abilities rather than their disabilities. Each student in this group is unique. The survey attempts to capture a detailed picture of the particular characteristics of the student you are assessing, particularly the student's means of communicating. As with the teacher survey, text boxes are provided so that you can provide your own comments. Please add any information that you believe we should know in order to accurately interpret your responses to the survey.

Enrolled grade

If the student has not been assigned a grade of enrollment, please base your selection on the equivalent age (✓ one).

- A. Grade 3 (8 years)___
- B. Grade 4 (9 years)___
- C. Grade 5 (10 years)___
- D. Grade 6 (11 years)___
- E. Grade 7 (12 years)___
- F. Grade 8 (13 years)___
- G. Grade 9 (14 years)___
- H. Grade 10 (15 years)___
- I. Grade 11 (16 years)___
- J. Grade 12 (17 or more years)___

Part One--Assistive Technology

In this section of the survey please consider each of the assistive technology tools listed below and review the list of Assistive Technology Devices/Supports below. Mark the ones that this student uses routinely during day-to-day instruction.

Mechanics of Writing (✓ one or more)

- Pencil /pen with adapted grip
- Adapted paper (e.g. raised lines, highlighted lines)
- Slant board
- Keyboard
- Portable word processor
- Computer
- None of the above

Alternate Computer Access (✓ one or more)

- Keyboard with easy access or accessibility options
- Word prediction, word completion, macros, abbreviation expansion to reduce keystrokes
- Keyguard
- Alternate mouse (e.g. Touch Window, trackball, track pad, mouse pen)
- Alternate keyboard (e.g. Intellikeys, Discover Board, Tash)
- Mouth stick, head pointer with keyboard
- Switch with Morse code or Switch with scanning
- Mouse alternative with on screen keyboard
- Voice recognition
- None of the above

Composing Written Material (✓ one or more)

- Word cards, word book, word wall
- Pocket dictionary, thesaurus
- Electronic dictionary/ spell check (e.g. Franklin Bookman)
- Word processor with word prediction (e.g. Co Writer or TextHelp) to facilitate spelling and sentence construction
- Multimedia software for production of ideas (e.g. PowerPoint, Overlay Maker with talking word processor)
- Voice recognition software
- None of the above

Communication (✓ one or more)

- Communication book / board
- Eye gaze board
- Simple voice output product (e.g. Big Mack, CheapTalk, talking picture frame, etc.)
- Voice output device with levels (e.g. Macaw, CheapTalk with Levels, Digivox)
- Voice output with icon sequencing (e.g. AlphaTalker, Vanguard, Liberator)
- Voice output with dynamic display (e.g. Dynavox, laptop with Speaking Dynamically)
- Device with speech output for typing (e.g. Link, Write:Out Loud with laptop)
- None of the above

Reading (✓ one or more)

- Changes in text size/space/color/background color
- Book adapted for page turning (e.g. with page fluffers, 3 ring binder and folders)
- Use of pictures with text (e.g. Picture It, PixWriter)
- Talking electronic devices for single words (e.g. Reading pen, Franklin Bookman)
- Scanner with OCR and talking word processor
- Electronic Books (e.g. Start to Finish)
- None of the above

Learning/Studying (✓ one or more)

- Print or picture schedule
- Low tech aids to find materials (e.g. color tabs, colored paper or folders)
- Highlight text (e.g. markers, highlight tape, ruler)
- Voice output reminders for tasks, assignments, steps to tasks
- Software for manipulation of objects/concept development (e.g. Blocks in Motion, Thinking Things)
- Software for organization of ideas and studying (e.g. PowerPoint, Inspiration, ClarisWorks Outline)
- None of the above

Mathematics (✓ one or more)

- Abacus, Math Line
- Calculator/calculator with print out
- Talking calculator
- Calculator with large keys, large display
- On screen calculator
- Software with cueing for math computations
- Tactile/voice output measuring devices (e.g. clock, ruler)
- None of the above

Aids for Daily Living (✓ one or more)

- Battery interrupters and switches
- Adapted sporting equipment (e.g. Velcro mitt, lighted or beeper ball)
- Universal cuff to hold crayons, markers, paint brush
- Modified utensils (e.g. rollers, stampers, scissors)
- Articulated forearm support (e.g. ErgoRest)
- Drawing/graphics computer programs
- Music or games on the computer
- None of the above

Part Two: Communication

The communication of students with significant cognitive disabilities is typically based on the student's individual strengths and unique abilities. We are interested in the modes of communication that your student uses. We want to consider these as a separate factor in understanding the student's communication. In addition to speech, verbalizations, sign language, picture systems, or electronic communication systems students may communicate using facial expression, hand gestures, body language, or proximity. Some may use pictures as symbols or objects instead of pictures. Please review the communication forms below and assess your student's use of his/her own particular modes of communication.

Receptive Modes of Communication: Ways your student understands people and events in his/her environment.

Circle the best description.

Hear spoken words/language

Doesn't Do *Does Somewhat* *Does Routinely*

Read written words

Doesn't Do *Does Somewhat* *Does Routinely*

Read Braille or read lips

Doesn't Do *Does Somewhat* *Does Routinely*

Understand manual signs

Doesn't Do *Does Somewhat* *Does Routinely*

Understand complex gesture

Doesn't Do *Does Somewhat* *Does Routinely*

Student Name: _____

Understand simple gestures

Doesn't Do *Does Somewhat* *Does Routinely*

Understand pictures used to represent objects, events

Doesn't Do *Does Somewhat* *Does Routinely*

Understand line drawings used to represent objects, events

Doesn't Do *Does Somewhat* *Does Routinely*

Understand symbols (textures, shapes) used to represent objects, events

Doesn't Do *Does Somewhat* *Does Routinely*

Understand miniature objects used to represent objects, events

Doesn't Do *Does Somewhat* *Does Routinely*

Other Receptive Mode of communication used by student (please specify in text box below)

Doesn't Do *Does Somewhat* *Does Routinely*

Other Receptive Mode of communication:

Expressive Modes of Communication: Ways your student communicates with people and events in his/her environment.
Circle the best description.

Communicates in sentences.

Doesn't Do *Does Somewhat* *Does Routinely*

Communicates in phrases or word combinations.

Doesn't Do *Does Somewhat* *Does Routinely*

Communicates using single words.

Doesn't Do *Does Somewhat* *Does Routinely*

Verbalizes/Vocalizes

Doesn't Do *Does Somewhat* *Does Routinely*

Signs (sign language)

Doesn't Do *Does Somewhat* *Does Routinely*

Gestures (simple)

Doesn't Do *Does Somewhat* *Does Routinely*

Gestures (complex)

Doesn't Do *Does Somewhat* *Does Routinely*

Student Name: _____

Operates electronic system

Doesn't Do *Does Somewhat* *Does Routinely*

Uses non-speech symbols

Doesn't Do *Does Somewhat* *Does Routinely*

Indicates (points to) objects

Doesn't Do *Does Somewhat* *Does Routinely*

Indicates (points to) pictures/drawings

Doesn't Do *Does Somewhat* *Does Routinely*

Uses communication board

Doesn't Do *Does Somewhat* *Does Routinely*

Communicates using miniature objects

Doesn't Do *Does Somewhat* *Does Routinely*

Indicates (points to) symbols, textures, shapes

Doesn't Do *Does Somewhat* *Does Routinely*

Touches person

Doesn't Do *Does Somewhat* *Does Routinely*

Student Name: _____

Touches object

Doesn't Do *Does Somewhat* *Does Routinely*

Manipulates person (physical)

Doesn't Do *Does Somewhat* *Does Routinely*

Extends (holds up) object

Doesn't Do *Does Somewhat* *Does Routinely*

Other expressive mode of communication: _____

Doesn't Do *Does Somewhat* *Does Routinely*

Other receptive mode of communication: _____

Doesn't Do *Does Somewhat* *Does Routinely*

(1) Expressive vocabulary: How many words does the student communicate expressively (via any of the following expressive methods: speaking, writing, signing, gesturing, pictures, symbols, or objects)?

- None (0 words)
- 1 – 3 words—*please list words below*
- At least 4 and no more than 8—*please list words below*
- At least 9 and no more than 15—*please provide an example*
- At least 16 and no more than 25—*please provide an example*
- At least 26 and no more than 50—*please provide an example*
- Between 50 and 200 words—*please provide an example*
- More than 200 words—*please provide an example*

(2) If eight (8) or fewer words, please list them here:

Receptive and Expressive Related Skills Inventoryⁱ

This component of the survey provides a listing of communication skills commonly used during daily living and attendance at school. There are four skill levels:

Traditional – On a continuum within the same category, a traditional/ conventional skill is the traditional *language based* form of a skill used in practice (e.g., signs/verbalizes “hello”).

Beginning – In a beginning/developing skill the student is starting to use a traditional *language based* form, but is not fully functioning within the specific skill (e.g., waves or gestures to greet).

Emerging – In emerging, the student uses a non-traditional or *non-language based* mode of expression, a very initial form of communication (e.g., eye contact for communication). It may be expressed inconsistently.

Pre-Emergent – Acts that are very undeveloped or primitiveⁱⁱ forms of communication. They may not be considered skills yet but overtime the student may learn to enact them "on-purpose" or with some intention.

Mode: Do not base rating on the mode of communication used but rather on the mastery or function of the act, event, or concept. Rate students as they use their own common form of communication. Students may use verbalizations, sign language, picture systems, or they may use augmentative and alternative communication (AAC) systems to demonstrate each skill.

Expressive Communication: On the Expressive Communication listing a particular communication skill is identified and four levels (*from lowest to highest*) are given with a brief explanation: Pre-Emergent, Emerging, Beginning and Traditional levels. Rate each skill. **Circle the level that best describes the student’s level for each skill category.**

Note: When “verbal” appears in a statement, you may substitute alternate forms in its place, e.g. sign language, gesture, communication board, picture system, or other alternative mode of communication.

(3) Meeting Basic Needs	<p>Pre-Emergent</p> <p>Has or may appear to have preferences.</p>	<p>Emerging</p> <p>Chooses preferred object (physical expression or action). Example: points to or reaches for juice.</p>	<p>Beginning</p> <p>Indicates needs in simple terms. Example: "Hungry."</p>	<p>Traditional</p> <p>Requests attention to needs or explains. Example: " I am hungry. I need to eat lunch."</p>
(4) Greeting	<p>Pre-Emergent</p> <p>Reacts or may appear to react to presence of other.</p>	<p>Emerging</p> <p>Eye Contact, head turn.</p>	<p>Beginning</p> <p>Waves/Gestures/Coos.</p>	<p>Traditional</p> <p>Signs or verbalizes "Hello."</p>
(5) Seeking Attention	<p>Pre-Emergent</p> <p>Appears or may appear to stir when someone approaches.</p>	<p>Emerging</p> <p>Uses proximity Example: Moves closer to person.</p>	<p>Beginning</p> <p>Uses simple vocalization, or non-verbal cues, to gain attention Example: Reaches for other.</p>	<p>Traditional</p> <p>Verbally initiates interactions or conversations.</p>
(6) Expressing Preferences (both negative and positive)	<p>Pre-Emergent</p> <p>Appears or may appear to refuse. Example: close eyes or lips in avoidance.</p>	<p>Emerging</p> <p>Accepts/pushes away/refuses.</p>	<p>Beginning</p> <p>Gestures, signs or verbalizes "Yes/No"</p>	<p>Traditional</p> <p>Explains preference, Example: "No carrots, please."</p>

<p>(7) Expressing Emotions</p>	<p>Pre-Emergent Appears or may appear calm or agitated in response to object or event.</p>	<p>Emerging Cries, screams, smiles or laughs.</p>	<p>Beginning Labels various emotions, Examples: "Sad, happy, angry, excited."</p>	<p>Traditional Describes feelings or explains. Example: "I am scared of big dogs."</p>
<p>(8) Labeling Objects</p>	<p>Pre-Emergent Appears or may appear to distinguish between objects.</p>	<p>Emerging Gestures or signs for object.</p>	<p>Beginning Says or signs partial word – naming object.</p>	<p>Traditional Says or signs object name.</p>
<p>(9) Acknowledging People</p>	<p>Pre-Emergent Appears or may appear to recognize primary caregiver.</p>	<p>Emerging Gestures to- or partly verbally acknowledges other person.</p>	<p>Beginning Identifies or names other familiar person.</p>	<p>Traditional Identifies or names multiple community members/roles.</p>
<p>(10) Introductions</p>	<p>Pre-Emergent Appears or may appear to distinguish between self and others.</p>	<p>Emerging Gives approximation of name.</p>	<p>Beginning Gives complete name Example: "Joe Smith."</p>	<p>Traditional Introduces self-- Example: "My name is Robert."</p>
<p>(11) Relaying Information</p>	<p>Pre-Emergent Repeats or may repeat movement or action (e.g. eye blink, hand movement, or sound).</p>	<p>Emerging Gestures or points to person/object/situation</p>	<p>Beginning Relays notes/gives simple verbal message. Example: "John went to the office."</p>	<p>Traditional Relays information or gives details.</p>

Student Name: _____

(12) Obtaining Permission	Pre-Emergent Appears or may appear to be aware of teacher/caregiver.	Emerging Gestures for permission.	Beginning Request permission with one word request. Example: "Bathroom"	Traditional Requests permission with complete sentence. Example: "May I go to the bathroom?"
(13) Describing Action	Pre-Emergent Repeats or may repeats movement or action, e.g. eye blink, hand movement, or sound.	Emerging Demonstrates action through gestures Example: Uses running gesture.	Beginning Uses approximation of verb to describe action, Example: "Play" for person swinging.	Traditional Verbalizes/signs Correct verb, Example: "He is swinging."
(14) Describing Events (past, present or future)	Pre-Emergent Repeats or may repeat movement or action, e.g. eye blink, hand movement, or sound.	Emerging Shows picture/gestures to describe.	Beginning Uses one word approximation to describe Example: "Eating"	Traditional Uses sentence to describe Example: "I ate lunch today."

Receptive Communication: On the Receptive Communication listing a particular communication skill is identified and the four levels (*from lowest to highest*) are given with a brief explanation: Pre-Emergent, Emerging, Beginning, and Traditional levels. Rate each skill. **Circle the level that best describes the student's level for each skill category.**

(15) Attends to Others	<p>Pre-Emergent</p> <p>Appears or may appear to have preferences.</p>	<p>Emerging</p> <p>Attends to speaker/activity.</p>	<p>Beginning</p> <p>Maintains orientation and attends to speaker/activity.</p>	<p>Traditional</p> <p>Maintains orientation and attends to speaker/activity in a variety of settings. Example: shifts attention between various speakers.</p>
(16) Follows One Step Command	<p>Pre-Emergent</p> <p>Appears or may appear to react to presence of other.</p>	<p>Emerging</p> <p>Acknowledges command through gesture.</p>	<p>Beginning</p> <p>Initiates action to follow simple directive. Example: Attempts to stand when told to "Stand."</p>	<p>Traditional</p> <p>Initiates and follows through when given simple directive.</p>
(17) Recognizes Who/People	<p>Pre-Emergent</p> <p>Stirs or may appear to stir in response to person or persons.</p>	<p>Emerging</p> <p>Physically reacts to familiar person. Example: Physically reacts when shown father's picture.</p>	<p>Beginning</p> <p>Distinguishes between familiar and unfamiliar people--Example "I don't know him."</p>	<p>Traditional</p> <p>Distinguishes variety of community members-- Example: policeman, teacher, gas attendant.</p>
(18) Recognizes Objects	<p>Pre-Emergent</p> <p>Appears or may appear to close eyes or lips in avoidance.</p>	<p>Emerging</p> <p>Distinguishes a few basic objects. Example: ball, juice, banana</p>	<p>Beginning</p> <p>Discriminate multiple objects, both familiar and unfamiliar.</p>	<p>Traditional</p> <p>Distinguishes purpose for objects--Example: A ball is something people play with.</p>

<p>(19) Recognizes Action</p>	<p>Pre-Emergent Appears or may appear calm or agitated in response to action.</p>	<p>Emerging Gestures understanding of simple actions. Example: physically acknowledges when told to drink.</p>	<p>Beginning Distinguishes between a number of actions. Example: running/jumping/playing.</p>	<p>Traditional Identifies actions and appropriate response.</p>
<p>(20) Recognizes When Action is Needed</p>	<p>Pre-Emergent Appears or may appear to distinguish objects or events.</p>	<p>Emerging Responds to natural cue to begin action.</p>	<p>Beginning Distinguishes when action is needed.</p>	<p>Traditional Distinguishes when action is needed and appropriate response in an unfamiliar situation.</p>
<p>(21) Recognizes location</p>	<p>Pre-Emergent Appears or may appear to recognize a location or locations.</p>	<p>Emerging Physically reacts to different locations.</p>	<p>Beginning Recognizes different locations that are unfamiliar.</p>	<p>Traditional Recognizes relationships of different unfamiliar locations.</p>
<p>(22) Recognizes Attributes</p>	<p>Pre-Emergent Appears or may appear to react to differences in objects.</p>	<p>Emerging Reacts to differences in objects.</p>	<p>Beginning Identifies multiple sizes/shape/colors in combination.</p>	<p>Traditional Identifies comparative relationship: Example: bigger/heavier/shorter.</p>
<p>(23) Recognizes How</p>	<p>Pre-Emergent Repeats or may repeat movement or action, e.g. eye blink, hand movement, or sound.</p>	<p>Emerging Identifies simple objects used in action.</p>	<p>Beginning Understands that objects relate to one another.</p>	<p>Traditional Understands how objects work together.</p>

Student Name: _____

(24) Recognizes Why	<p>Pre-Emergent</p> <p>Appears or may appear to be aware of consequence.</p>	<p>Emerging</p> <p>Recognizes that a cause exists.</p>	<p>Beginning</p> <p>Simple cause and effect understanding. Example: I won't touch it because it's hot.</p>	<p>Traditional</p> <p>Understands the reasons that explain the cause and effect relationship.</p>
(25) Follows Complex Directions	<p>Pre-Emergent</p> <p>Repeats or may repeat movement or action, e.g. eye blink, hand movement, or sound.</p>	<p>Emerging</p> <p>Follows one (1) step directions.</p>	<p>Beginning</p> <p>Follows multi-step directions. Example: "Get broom and sweep floor."</p>	<p>Traditional</p> <p>Executes if/then directions. Example: responds to direction like "If the salt shaker is half empty then fill it."</p>

ⁱ The Receptive and Expressive Skills used in this student survey were developed by Joel Arick, Ph.D. and Tera Hoffman at Portland State University for the Oregon Department of Education. They are used here with the permission of the authors. For more information contact Tera Hoffman at Portland State University in Oregon, hoffmat@pdx.edu.

ⁱⁱ The term primitive is used by Diane Browder and Kim Ware to describe very early forms of communication. Browder, D.M. (2001). *Curriculum and assessment for students with moderate and severe disabilities*. Guildford Press, New York, NY.