

The attached forms were created by the augmentative communication specialists out of necessity. For 20 years there have been two augmentative communication specialists hired to provide services to three counties. Initially, we were serving any student, regardless of language and cognitive levels, who was not using speech for communication. In time, we began to see that many of the early augmentative communication needs could be met in the classroom setting by the teaching staff and would not require a “specialist” to begin this process.

The short form, the *Augmentative Communication Screening Checklist* was designed to determine the student’s level of augmentative communication skills. Its function is to provide teachers with a list of skills that can be developed as part of the classroom curriculum.

The long form, *Augmentative Communication Teaching Strategies* was designed to empower teachers to instruct and support their students in the development of those same augmentative communication skills.

A request for formal augmentative communication intervention is appropriate if the student masters all skills on the Augmentative Communication Screening Checklist.

Peggie Grosh, MS, SLP
Augmentative Communication Specialist

Augmentative Communication Screening Checklist

Child's Name: _____ DOB: _____ Date filled out: _____ By: _____

A student must be able to perform each of the following skills at 90% or more **before** you make a referral for an augmentative communication evaluation. If there are items marked "no," refer to the *Augmentative Communication Teaching Strategies* form for ways to teach these skills. Please contact your supervisor for your department's specific referral procedure. Note: If you have concerns about a student's ability to **motorically** access things in his or her environment, use an **Assistive Technology** referral.

____ 1. (Y or N)	Student uses intentional, purposeful behaviors directed to another person with the intention to communicate (e.g., looks at object, then adult; reaches towards objects/action then looks at adult; points to object, then looks at adult; vocalizes, then looks at adult). Describe the behavior: _____
____ 2.	There are a number of objects, people, and events known to be reinforcing to the student. List the items: _____
____ 3.	The student uses a consistent, understandable signal (reaches out, vocalizes, etc.) to indicate he wants more of a known reinforcer (cause & effect). Describe the behavior: _____
____ 4.	The student scans 2 objects (visually or auditorily). Describe the behavior/list the items: _____
____ 5.	The student scans a preferred and a non-preferred object, and consistently uses the signal to choose the preferred object. Describe the behavior: _____
____ 6.	The student uses the signal to choose among three or four objects or activities. Describe the behavior: _____
____ 7.	The student matches at least four pictures to their corresponding objects or actions. List the items: _____
____ 8.	The student scans two pictures (visually or auditorily). Describe the behavior/list the items: _____
____ 9.	The student visually or auditorily scans a preferred and a non-preferred picture, and consistently chooses the pictures for the preferred item. Describe the behavior/list the items: _____
____ 10.	The student has a preferred symbolic vocabulary of at least four items. List the items: _____

[illegible]

