

Pre-AAC Assessment Information

Name: Jemma McAllister

Age: 4 years 8 months

Date: XX/XX/XXXX

Name of Assessment Coordinator: Michelle Birley

Date	Name and Role	Identified AAC related skills (of AAC User or support team)	Identified AAC related needs (of AAC User or support team)	Specific Concerns
XX/XX/XXXX	Speech and Language Therapist	She has loads of skill in terms of communicative functions - she can clearly get across: happiness, annoyance, the need for something, a desire to know more, an interest in something.	The current AAC system does not support specific language. It does not give her linguistic competence of the chance to develop it	The communication aid needs to offer ongoing vocabulary and sentence complexity. Otherwise Jemma may lack language development opportunities.
XX/XX/XXXX	Class Teacher	She is very sociable and uses all ways possible to get messages across to others. She is also very creative with the ways she uses her AAC system.	Finds keeping her concentration quite challenge. The system she has is limited in terms of vocabulary available. This means she is getting fed up with trying to be understood.	The system she has does not meet her own conversation expectations.
XX/XX/XXXX	Parent	She is keen to chat with people. She uses all sorts of ways to communicate - her face, body, voice.. and sometimes her symbols. She has a great memory and always surprises me with things I had long forgotten!	We understand her and know intuitively what she might want or be trying to say. I worry that not everyone will 'get her' – we need something that is clear for everyone.	The system needs to show her personality and capacity.

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XX/XX/XXXX	Classroom Assistant	Jemma tries to use her symbol book and she knows what's in there, for sure! She is much more effective with her eyes, body and voice. Or maybe that's just me knowing her so well.	That said, she really doesn't much like her current AAC. The book of symbols is a bit big and often falls apart. It is also really difficult for us to use in certain places, for example, when she goes to hydrotherapy – is she meant to stop *speaking* then?	The current AAC system seems to be unreliable in many situations, making it difficult to get Jemma to always think about using it.
XX/XX/XXXX	Occupational Therapist	She has good manual dexterity and core stability making access to any AAC system easier. This offers us many options and choices.	We need to watch her position when using direct access (finger pointing). For now, it is fine but I notice she is stressing her midline frame in attempting to access all points on the page.	Jemma's access strategies for the current AAC system could be causing longer-term challenges. These need to be considered.

Pre-AAC Assessment Information

Summary of points (from previous page):

Date: XX/XX/XXXX	
Technology Preferences	Want to explore electronic based devices
Symbol Type and Organisation	Currently to use iconic symbols, with one-symbol indicating one meaning. Need to explore more cognitively demanding symbolic representation (in line with potential developments in language skills)
Symbol and Display Size	Can currently use 2cm x 2cm size using s static technology (paper-based)
Symbol Position and Access	Not a major concern at present but longer term access use may need to be considered now, such as repetitive movement strain issues
Social and Educational Application	Current system does not support potential ongoing cognitive and language development
Aims and Desired Outcomes	To find a communication system that offers cognitive, language, and communicative growth. To miss this will inhibit independent interaction, development, and achievements. Must also take account of possible longer-term access challenges.

Action	To be agreed
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Pre-AAC Assessment Information

The named AAC Assessment Coordinator will share this summary sheet with the AAC Support Team before an AAC Assessment. They will then decide which team members will be responsible for bringing particular equipment or resources to the AAC Assessment/s.

Name	Equipment or resources to bring
Beth	AAC book
Martin	Chair and tray
Marie	Favourite story book

Additional Notes:

Individual AAC System Review

Name: Jemma McAllister

Age: 4 years 8 months

Date: XX/XX/XXXX

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Type/s of Communication Aid	Any ways the current system is working	Any ways the current system is not meeting needs
Facial expression and voice	Jemma is really expressive and can use her voice and facial expression really well to get a lot of messages across. She has quite a few of her own little signs for different things and they work really well if you know Jemma.	The book has been really successful but now it's had so much added, it takes Jemma a long time to flick through all the pages and it's starting to fall apart. Also, with Jemma's school curriculum, there's lots of vocabulary she needs but hasn't got in the book.

Individual AAC Assessment: implementation strategies, responsibilities, and aims

Name: Jemma McAllister

Age: 4 years 8 months

Date: XX/XX/XXXX

Name of Assessment Coordinator: Michelle Birley

Recommended AAC system:

Type of System/s	Symbol type and Vocabulary Size	Layout / Navigation	Access Method/s	System Positioning
Loca Voca 4000	Blissymbols	Semantic-syntactic	Direct access	Right-side of Jemma's wheelchair, table mount for classroom use
Upgraded AAC book	Change to Blissymbols	Semantic-syntactic	Direct acces	Use on wheelchair tray

Recommended AAC system support (designated people and their roles):

Type of System/s	Ensuring availability during the day	Day-to-day maintenance (e.g. charging)	Personalisation and updating vocabulary	Modelling and Scaffolding AAC use
Loca Voca 4000	Marie	Marie	Beth	Marie, Martin, Beth
Upgraded AAC book	Marie	Marie	Beth	Marie, Martin, Beth

Individual AAC Assessment: implementation strategies, responsibilities, and aims

Agreed medium term aims (over the next year)

- Jemma will have access to her communication book and Loca Voca across the day and will have developed the operational competence to be able to start using both when they are made available.
- Jemma's classroom staff will model key word symbol use for 50% of spoken output.
- Jemma will be using one and two symbol combinations across both her book and aid to participate in classroom, home and school activities.
- Jemma will develop her ability to ask questions and will develop her phonological awareness and emerging literacy skills.

Agreed short term aims (over the next 12 weeks)

- Jemma will develop familiarity and knowledge of the vocabulary in her new book and aid.
- Jemma will develop her ability to ask who, what and where questions.
- Jemma will be able to turn on her aid and indicate when she wants her book if it is not available.
- Develop Jemma's emerging literacy and phonological awareness skills.

Date for review of short term aims
to agree on the next set of aims:

End of term at Christmas

Individual Summary

Name: Jemma McAllister

Date: XX/XX/XXXX

Name of Assessment Coordinator: Michelle Birley

Age: 4 years 8 months

Date of last AAC Assessment: XX/XX/XXXX

AAC Recommendation	Funding	Aims for the next year	Aims achieved, extended, or revised	Actions needed
Upgrade AAC book and purchase a Loca Voca 4000	Through SLT service provision	Embed new book and aid into every day use with a particular focus on asking questions, two symbol combinations and early literacy skills	Achieved	Needs more support on learning how to request her systems when not available and how to problem solve communication breakdown rather than look to her Teaching Assistant for support.