

The Student Augmentative and Alternative Communication Profile & Portfolio

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The Student Augmentative and Alternative (AAC) Profile & Portfolio[®] was developed to document the use of AAC systems that emphasizes the use of core vocabulary. It has been used by teams that supported students with complex communication needs in both inclusive and special education classrooms. It includes forms to document the following information:

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Identifying Student Information

Include all information on the student relevant to participation in a core vocabulary classroom. Family information is recommended in order to build in the necessary home-school connection and support use of the AAC system within the home environment.

Student Name:	School:
DOB:	Grade Level:
Diagnosis:	Teacher:
Level of Communication Independence on _____: Emerging, Context-Dependent, Generative-Independent (circle one)	Classroom Assistant(s):
Key Medical Information:	Speech-Language Therapist:
Language(s) spoken at home:	Occupational Therapist:
Parents:	Physical Therapist:
Siblings:	Vision Specialist:
	Hearing Specialist:
Critical Extended Family:	Behavior Specialist:
	Other School Team Member:
Other Relevant Family Information:	Private Practice Services:

OTHER:

Classroom Board and Visual/Academic Support Materials

Student Name: _____

Communication Partner Classroom Board: Describe the classroom board(s) that is being used in language modeling with the student(s).

Name of Board (if appropriate): Pixon 50-Location _____ _____

Number of Targets: 1 – 10 11 – 20 21 – 5 51 – 75 76 – 100 _____

Number of Vocabulary Words: 1 – 10 11 – 20 21 – 5 51 – 75 76 – 100 _____

Type of Symbols/Pictures on the board for Core Vocabulary: (check each that applies):

Pixon PCS Symbolstix Photos Tactile _____

Type of Symbols/Pictures on the board for Extended Vocabulary: (check each that applies):

Pixon PCS Symbolstix Photos Tactile _____

Classroom Visual Support Materials Used: Check off and describe (if necessary) the classroom visual support materials that are being used to support communication.

Wall Chart from the Pixon Project Kit

Core Vocabulary Extended Vocabulary # of charts in classroom _____
other locations of charts in school: _____
copy of chart at home? Y N

Other Wall Chart (describe and include photo):

Core Vocabulary Extended Vocabulary # of charts in classroom _____
other locations of charts in school: _____

Descriptive Labels (describe what/where placed in room or school, include photos):

Environmental Mini-Scripts (describe what/where placed in room or school, include photos):

Communication Displays Posted in Environments (describe what/where placed in room or school, include photos):

Visual Schedules for communication purposes (describe, include photos)

Symbol books for writing activities (describe, include photos):

Interactive white board (describe, include photos):

AAC Symbolized curriculum materials used in the classroom:

Unique Learning System (describe):

Other (describe):

Other (describe):

Other (describe):

Other visual materials relevant to communication development:

Other classroom-based technology being used relevant to communication development:

Single message digital voice output devices (describe):

Sequence message digital voice output devices (describe):

Lite-Tech devices (e.g., GoTalk, SuperTalker, etc.) (describe):

Other (describe):

Student's Personal, Multi-Modal Communication System

Student Name: _____

Current Communication System (list date): _____ Update with additional copies of this form throughout the school year. Include an end-of-the-year description of the student's communication system.

Check each means of communication intentionally used by the student, guess % used, and describe. Make sure the description of boards, SGDs, and apps lists the name of the vocabulary program and an approximate amount of vocabulary available to the student.

vocalizations/speech _____% Describe: _____

gestures _____% Describe: _____

manual signs _____% Describe: _____

manual C board _____% Describe: _____

lite-tech SGD _____% Describe: _____

high-tech SGD _____% Describe: _____

mobile device/app _____% Describe: _____

IF the student has a personal, speech-generating device (SGD) or mobile technology with an app, is it owned by the student/family? Y N

Copy/Photo of the Student's Manual Board, SGD or Mobile Device/App: Include a photocopy and/or photograph of the student manual communication board, SGD, or mobile device/app.

Access Method for AAC System(s) Used:

direct selection: points with _____ (list body part or tool used)

scanning:

switch(es) and location(s):

type of scanning: automatic step hold

pattern: linear row/column column/row quarter row/column directed

partner assisted scanning:

encoded system (describe):

Transportation of the AAC System:

Does the student INDEPENDENTLY transport the AAC system? Y N Describe:

What type of transportation system is being used? Describe:

Include a photograph of the student's mounting system or other type of transportation system.

Student Communication & Language Profile

Student Name: _____

	Date(s):	Setting:	Communication Partner(s)	Activity	AAC System	Scaffolds Provided
Sample 1:						
Sample 2:						
Sample 3:						
Sample 4:						
Sample 5:						
Sample 6:						

- List the date(s) of the sampling. Try and conduct each sample during 1 to 5 days.
- Note the setting(s) for the sampling, (e.g., classroom, playground, speech room, home).
- List the communication partner(s) interacting with the student (e.g., teacher, assistant, classmates)
- Describe the activity(ies) being used to stimulate communication interaction (e.g., art, lunch, reading)
- Describe the AAC system(s) available for the student to use (e.g., Pixon board, wall chart words).
- Note any type of modifications to the system(s) to scaffold success (e.g., visual masking, highlighting, etc.).

The form is set up for 6 sampling opportunities. In each opportunity, collect information on 5 things:

- Section 1: Communication Functions (why the student is communicating)
- Section 2: Vocabulary Acquisition (the words being learned and used by the student)
- Section 3: Syntax and Sentence Production (how the student is putting words together)
- Section 4: Morphology (how the student is putting endings on words)
- Section 5: Interaction with the Communication Partner(s)

It is a challenge to direct the activity AND record data. And it is IMPOSSIBLE to simultaneously observe/record data for each of these five areas. Options for gathering the needed information include the following:

- Have one person direct the activity with another person recording the data. Conduct the same or similar activity four times, collecting data for one of the five areas on each repetition.
- Videotape the interaction and complete the five forms at a later time.
- Have five people observe the activity, with each responsible for one of the five forms.

NOTE: The checklists for Communication Functions, Vocabulary Selection, Syntax, and Morphology, are based on what is possible with the words and grammatical markers on the most robust Pixon board. The checklists do not reflect ALL possible grammatical variations (e.g., regular and irregular verbs, single and plural irregular nouns, etc.).

Section 1: Communication Functions

Check communication functions/roles observed during the activity(ies) or that are known to occur consistently. Base decisions on (1) familiarity with the student, (2) the response of the student to your interpretation of his/her meaning, and (3) familiarity with the daily routine. Over time, provide an opportunity for each of the functions/roles listed.

Use the following notation to indicate how the student communicated the function(s) or role(s). Mark with an X if an opportunity was provided to communicate this function/role, but the student failed to respond. Mark with a / if no opportunity was provided to communicate this function/role.

X = opportunity provided, but not taken by the student

B = behavior (e.g., yell, throw, laugh, etc.)

V = vocalization/speech

G = gesture or sign

S = symbol on a communication system

/ = no opportunity provided

A copy of the Data Collection Form for Communication Functions & Roles* is on the next page.

A copy of an Implementation Planning Form for shaping communication functions and roles follows that page.

COMMUNICATION FUNCTIONS & ROLES – DATA COLLECTION FORM

X = opportunity provided, but not taken by the student

B = behavior (e.g., yell, throw, laugh, etc.)

V = vocalization/speech

G = gesture or sign

S = symbol on a communication system

/ = no opportunity provided

Communication Functions & Roles*	S1	S2	S3	S4	S5	S6
call for or direct attention						
request object						
request or direct action						
request assistance						
request recurrence						
regulate time, distance, action						
state nonexistence or disappearance						
greet (say hello)						
part (say good-bye)						
affirm (say yes to a question)						
deny (say no to a question)						
cessation (to make something stop)						
reject or refuse (person, place, thing)						
request information (ask question)						
comment on an object						
comment on an action						
express emotion						
name or label						
state associations						
*agent of the action (I, you)						
*possession (mine, my, yours, his, hers)						
*location (prepositions, adverbs)						
*object of the action (names of things)						

COMMUNICATION FUNCTIONS & ROLES - IMPLEMENTATION PLANNING FORM

For each function, describe the NEW WAY (that is more appropriate and understandable) that you want the student to communicate this function and role. This new way could be a standard gesture, vocalization, manual sign, tactile symbol, picture symbol, or spoken word. Summarize your instructional plan for teaching/shaping this new way.

Communication Functions	New Way	Instructional Plan
call for or direct attention		
request object		
request or direct action		
request assistance		
request recurrence		
regulate time, distance, action		
state nonexistence or disappearance		
greet (say hello)		
part (say good-bye)		
affirm (say yes to a question)		
deny (say no to a question)		
cessation (to make something stop)		
reject or refuse (person, place, thing)		
request information (ask question)		
comment on an object		
comment on an action		
express emotion		
name or label		
state associations		
*agent of the action (I, you)		
*possession (mine, my, yours, his, hers)		
*location (prepositions, adverbs)		
*object of the action (names of things)		

Section 2a: Vocabulary Acquisition – Use of Words from Language Groups

Check off vocabulary words used by the student in the activity. List some examples. Use the following notations to indicate the type of prompt (if any) was needed to stimulate use of the word.

S = Spontaneous (produced the word without any verbal prompt, visual prompt, or model)

M = Model (you modeled the word and the student repeated it)

V = Verbal prompt (you told the student what word to select, such as “Say, ‘more’ to get more snack.”)

P = Physical assistance (you provided physical assistance to guide the student (e.g., hand-over-hand, nudge).

Vocabulary Acquisition	S1	S2	S3	S4	S5	S6
pronouns (I, you, it, me, mine)						
people words (names of people)						
negation (not, don't)						
verbs (help, go, eat, stop)						
place holders for nouns (that, this, some, all, it)						
specific nouns (book, hair, juice)						
adjectives (more, good, bad, different)						
prepositions (in, out, on)						
place adverbs (here, there, away)						
time words (now, again, later)						
question words (who, what, where)						
interjections (, please, sorry, be careful)						
conjunctions (and, because)						

Section 2c: Vocabulary Acquisition – Target Vocabulary Learning

Use this form to track the student’s learning of target core and supplemental extended vocabulary words from the Pixon 50-Location Core Board and the Pixon Wall Chart. Words are listed in alphabetical order. Words that are combined into 1 symbol on the Pixon board and/or wall chart are separately on this form. The alphabet and numbers are NOT on this form.

This form can also be used to track use of these words on the Pixon60 app, LAMP Words for Life, or in a device with the Unity program. If using a different device or app with core vocabulary, this form can still be used, but may have to be modified to accommodate the available vocabulary in the other device/app.

Add any words added to the student’s vocabulary that you deem appropriate to track. Add ALL new core words. Use your discretion to track additional extended vocabulary. Be careful that you don’t slip into excessive use of extended vocabulary.

A second form is included for morphological markers and special symbols. Morphological markers are used to track emerging use of morphology. Special symbols are used to track the student’s acquisition of strategic skills.

Track information on the student’s receptive acquisition and expressive use of the target vocabulary. DO NOT keep testing and testing and testing if the student has demonstrated that he/she receptively knows the word/symbol. Mark it ACQUIRED. Track information on the following 4 aspects of vocabulary acquisition.

- Match – Show the student the Pixon symbol (as a flashcard) and have him/her find it on a communication board, wall chart or other display/activity material that includes that Pixon symbol. Mark the student’s response to any tested items (e.g., + or –).
- Identify – Ask the student to show you the Pixon symbol with a verbal prompt only (e.g., Show me “more”). Use any type of communication board, wall chart or activity material. Make a check mark (✓) if the student appeared to be attending to the model.
- Supported Use – Note any use of the symbol/word when provided with supports (visual support materials, cloze procedure, word bank, multiple choices, etc.) or assistance in locating the correct page/flip section for the word. Make a check mark (✓) if the student used the word.
- Spontaneous Use – Note any spontaneous use of the symbol/word. Spontaneous use includes independent navigation to the word in a manual board, app, or device. Make a check mark (✓) if the student used the word.

CHART OF CORE AND EXTENDED VOCABULARY

WORD	RECEPTIVE		EXPRESSIVE	
	Match	Identify	Supported Use	Spontaneous Use
afraid				
after				
afternoon				
again				
aide				
all				
all done				
all gone				
am				
and				
ankle				
April				
are				
arm				
ask				
August				
away				
awesome				
baby				
back (body)				
bad				
be				
be careful				
because				
before				
big				
black				
blue				
body				
bottom				
bottom (butt)				
boy				
break				
brother				

WORD	RECEPTIVE		EXPRESSIVE	
	Match	Identify	Supported Use	Spontaneous Use
brown				
bus driver				
busy				
buy				
call				
calm				
can				
change position				
cheap				
chest (body)				
child				
children				
circle				
class				
clean				
close				
cloudy				
cold				
color				
come				
confused				
cool				
count				
crazy				
crooked				
cut				
dark				
day				
December				
diamond				
different				
dirty				
do-does-did				
don't				
down				
draw				

WORD	RECEPTIVE		EXPRESSIVE	
	Match	Identify	Supported Use	Spontaneous Use
dress				
drink				
dry				
dumb				
ear				
early				
easy				
eat				
elbow				
empty				
excuse me				
expensive				
eye				
face				
fall-autumn				
family				
fast				
fat				
father				
favorite				
February				
feel				
few				
find				
finger				
finished				
fix				
foggy				
foot				
Friday				
friend				
full				
fun				
funny				
get				
girl				

WORD	RECEPTIVE		EXPRESSIVE	
	Match	Identify	Supported Use	Spontaneous Use
give				
go				
gold				
gone				
good				
goodbye				
grandfather				
grandmother				
gray-silver				
green				
hair				
hand				
happy				
hard (difficult)				
hard (vs. soft)				
have-has-had				
he				
head				
hear				
heart				
heavy				
hello				
help				
her				
here				
hers				
him				
his				
hold				
home				
hot				
how				
how much				
hungry				
hurry				
hurt				

WORD	RECEPTIVE		EXPRESSIVE	
	Match	Identify	Supported Use	Spontaneous Use
I				
icy				
idea				
in				
is				
it				
January				
July				
June				
know				
late-later				
less				
let				
light (vs. dark)				
light (weight)				
like				
listen				
little				
live				
long				
look				
lose				
loud				
love				
mad				
make				
man				
many				
March				
May				
maybe				
me				
mean				
medium				
messy				
mine				

WORD	RECEPTIVE		EXPRESSIVE	
	Match	Identify	Supported Use	Spontaneous Use
Monday				
month				
more				
morning				
mother				
mouth				
much				
my				
myself				
name				
neat				
neck				
need				
new				
nice				
night				
no				
nose				
not				
November				
now				
October				
off				
old				
on				
one				
open				
orange				
out				
oval				
over				
people				
pet				
pink				
place				
play				

WORD	RECEPTIVE		EXPRESSIVE	
	Match	Identify	Supported Use	Spontaneous Use
please				
poor				
pretty				
problem				
purple				
put				
question				
quiet				
rainy				
read				
ready				
rectangle				
red				
rich				
ride				
right (correct)				
rough				
sad				
same				
Saturday				
say				
scary				
school				
season				
see				
September				
share				
she				
short				
shoulder				
sick				
silly				
sing				
sister				
sit				
skinny				

WORD	RECEPTIVE		EXPRESSIVE	
	Match	Identify	Supported Use	Spontaneous Use
sleep				
slippery				
slow				
SLP				
smart				
smooth				
snowy				
soft				
some				
sorry				
spring				
square				
stand				
star				
sticky				
stomach				
stop				
stormy				
straight				
strong				
student's name				
stuff				
summer				
Sunday				
sunny				
take				
talk				
tall				
teacher				
tell				
thank you				
that				
the date is				
there				
they				
thing				

WORD	RECEPTIVE		EXPRESSIVE	
	Match	Identify	Supported Use	Spontaneous Use
think				
thirsty				
this				
throat				
Thursday				
time				
tired				
today				
toes				
tomorrow				
tonight				
top				
town				
triangle				
trouble				
try				
Tuesday				
turn				
ugly				
under				
up				
wait				
walk				
want				
warm				
was-were				
wash				
watch				
way				
we				
weak				
Wednesday				
week				
wet				
what				
when				

CHART OF MORPHOLOGICAL SYMBOLS AND SPECIAL SYMBOLS

WORD	RECEPTIVE		EXPRESSIVE	
	Match	Identify	Supported Use	Spontaneous Use
+ed				
+er				
+est				
+ing				
+s (plural)				
+s (verb)				
+to				
opposite of				
same as				
sounds like				
starts with				

Section 3: Syntax and Sentence Development

Check off the types of utterances produced by the student. Use the following notations to indicate the type of prompt (if any) was needed to stimulate the utterance.

- S = Spontaneous (produced the utterance without any verbal or visual prompt or model)
- M = Model (you modeled the utterance and the student repeated all or part of it)
- V = Verbal prompt (you told the student what words to select, such as "Say, 'want more' to get more snack.")
- P = Physical assistance (you provided some type of physical assistance to guide the student (e.g., hand-over-hand, nudge).

Syntax and Sentence Development	S1	S2	S3	S4	S5	S6
Single word utterances						
Word strings or Topic-Comment						
Two-word utterances with emerging traditional syntax						
Agent + Action (I go)						
Action + Object (get that)						
Object + Possessive (that mine)						
Question + X (what that, where go, who help)						
Action + Descriptor (go fast, help now)						
Three-word utterances						
Four-word utterances						
Five-word utterances						

Section 4: Morphology Development

Check features present in each sample. They are not arranged developmentally. Make NA if the morphology cannot currently be communicated on the person's board. If you have a language sample available, calculate mean length of utterance in morphemes and words.

Use the following notations to indicate the type of prompt (if any) was needed to stimulate the morphological form.

S = Spontaneous (produced the form without any verbal or visual prompt or model)

M = Model (you modeled the form and the student repeated all or part of it)

V = Verbal prompt (you told the student what words to select, such as "Add 's' to get more than one.")

P = Physical assistance (you provided some type of physical assistance to guide the student (e.g., hand-over-hand, nudge).

Morphology	S1	S2	S3	S4	S5	S6
plural –s (boy + s)						
first/second person subject pronoun (I, you, it)						
third person subject pronoun (he, she)						
plural subject pronoun (we, they)						
object pronoun (me, him, her, us, them)						
possessive pronoun (his, hers, ours, theirs)						
reflexive pronoun (myself, yourself, itself)						
present tense (go)						
3rd person singular present tense (goes)						
present progressive verb tense (+ing)						
regular past tense (+ed)						
infinitive verb tense (to+ verb)						
future tense (will + verb, going to + verb)						
auxiliary verbs (is, was/were, be, have/has)						
modal verbs (can/have)						
question words (who, what, when, where, why)						
subject-verb inversion (are you, is he, can they)						
comparative forms (big/bigger)						
superlative forms (biggest)						
MLU-Words						
MLU-Morphemes						

Section 5: Interaction with Communication Partners

Observe interaction with various communication partners. Note how the role of the communication partner influences the student's interaction. The chart includes a section for documenting the communication interaction behaviors of the communication partner as well as the communication interaction behaviors of the student. For each sample, note the name of the primary person interacting with the student and the date/activity.

	Communication Partner	Date/Activity
Sample 1:		
Sample 2:		
Sample 3:		
Sample 4:		
Sample 5:		
Sample 6:		

Interaction Variables	S1	S2	S3	S4	S5	S6
communication partner provided student with access to AAC system						
student indicated need for AAC system if not provided with it						
communication partner placed AAC system in an appropriate location for access by the student						
student indicated need for the AAC system to be adjusted for his/her access						
communication partner expected use of the AAC system						
student showed awareness of the need to use the AAC system						
communication partner created opportunities for the student to use the AAC system using a variety of strategies (e.g., sabotage, temptation, ignorance)						
student responded in some way to opportunities created to communicate						
communication partner waited for the student to initiate communication with the AAC system						
student initiated communication						
communication partner used timing strategies (e.g., expectant delay, increased wait time, slower pacing of the activity) to promote processing and participation by the student in a turn-taking routine						

student responded to timing strategies by initiating or responding in a turn-taking routine after a reasonable amount of time to take his/her turn						
communication partner responded to the student's communication by acknowledging it, expanding it, or correcting any error						
student continued in turn-taking after the communication partner responded to him/her previous communication turn						
communication partner limited the use of yes-no questions						
communication partner asked /wh/ questions to encourage use of core vocabulary						
student answered /wh/ questions						
communication partner used scaffolding strategies (e.g., masking, highlighting, scripts, reduced choices, individual wall chart symbols, word wall, etc.)						
student responded with improved interaction when provided with scaffolding strategies						
communication partner provided visual modeling on an AAC system						
student responded with improved interaction or language when provided with visual modeling						
communication partner used an identified prompt hierarchy to encourage communication and interaction						
student responded with improved communication and interaction when provided with a prompt from the prompt hierarchy						
communication partner						
student						
communication partner						
student						

Other Assessment Protocols

Student Name: _____

List other assessment protocols that have been completed on the student. Consider any of the following additional communication assessment tools:

- Communication Matrix – by Charity Rowland, available as an online tool with an account at: <https://www.communicationmatrix.org/>
- Test of Early Communication and Emerging Language – by Mary Blake Heur, available from a variety of publishers
- AAC Profile: A Continuum of Learning – by Tracy Kovach, from LinguiSystems
- Functional Communication Profile-Revised – by Larry Kleinman, from LinguiSystems

Assessment Protocol	Date Completed	Person Doing the Assessment

Include any Assessment Protocol forms in the Student Portfolio.

Samples of Academic and Written Work

Student Name: _____

Include any samples of the student's academic and/or written work to document use of core vocabulary and other target vocabulary words.

Language Sample Transcripts

Student Name: _____

Include any language sample(s) collected on the student. Note whether or not the sample was collected in a traditional way (observation/audio-video recording) or via automated data collection from a SGD or mobile technology app. Record the setting/activity, if possible, in which the sample was collected.

Other Documentation

Student Name: _____

Include any other documentation that needs to be included in the student's Communication Portfolio. Consider adding a video on a flash drive or CD to document the student's communication interaction and communication changes.

List the additional documentation provided and include in the Communication Portfolio.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.