

**Referral for Evaluation for Service:
 Augmentative and Alternative Communication (AAC)**

Submit this form to the AAC Specialist along with the completed Skill Checklist (Page 2).

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DOB	Age *{ {=0 o +	Last IEP
District	School	Teacher

Parent or Guardian		Phone
Address	City	Zip

Referred by	Title *UNR."gve0-
eMail	Phone

Eligibility (check all that apply):

- ID
 DHH
 VI
 Deafblind
 Comm
 EBD
 OI
 TBI
 OHI
 ASD
 SLD

Medical diagnoses or conditions

What is the student's level of receptive language? (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Responds to facial expressions | <input type="checkbox"/> Responds to tone of voice |
| <input type="checkbox"/> Understands spoken words | <input type="checkbox"/> Understands simple sentences |
| <input type="checkbox"/> Understands conversations | <input type="checkbox"/> Follows one-step directions |

How is the student currently communicating? (check all that apply)

- | | | |
|-----------------------------------|--|---|
| <input type="checkbox"/> Behavior | <input type="checkbox"/> Vocalizations | <input type="checkbox"/> Facial Expressions |
| <input type="checkbox"/> Gestures | <input type="checkbox"/> Sign language | <input type="checkbox"/> Eye Gaze |
| <input type="checkbox"/> Speech | <input type="checkbox"/> Picture/Symbols | <input type="checkbox"/> Device |

Reading grade	Writing grade	Speech level
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Current device or system

Briefly state why this referral is being made.
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Reliable Skills List

The following skills should be reliable before referring for an AAC evaluation. If they are *not* reliable, then an AAC evaluation will only tend to reveal the need for further focus on these fundamentals. It doesn't take an AAC Specialist to report that observation.

The question is "*How* reliable?" When an AAC system cannot rely on these skills, it is just a *training tool*, and most actual AAC systems do not make good trainers for these fundamental skills. While room to grow is a necessity, and stretch is good, *strain* is bad. An appropriate tool will scaffold these in balance. So, if these essential skills are *not* in place (~90%), then there are better assistive communication materials whose sophistication would match the user's projected capabilities and growth opportunities.

Skill		Present Level	
Name	Description	Describe or List	%
Joint attention	Intentional, purposeful behaviors (e.g., voice, gaze, touch) directed to another person with intent to communicate		
Reinforcers	A number of objects, people, and events known to be reinforcing to the student		
Unambiguous selection (for cause and effect)	Consistent, understandable signal (reaching, vocalizing, and so on) to indicate wanting more of a known reinforcer		
Object scan	Scanning 2 <u>objects</u>		
Preferred item ID	Scanning a preferred and a non-preferred object; consistent signal to choose the preferred object		
Field size	Signal choosing among 3+ items		
Picture matching	Matching 4+ <u>pictures</u> to items		
Picture scan	Scanning 2 <u>pictures</u>		
Choice scan (symbol use)	Scanning a field to choose a preferred picture		
Symbols in a field	Preferred symbolic vocabulary 4+ items		