Lane Education Service District
Shaping the future: Supporting excellence in education

Referral for Evaluation
Augmentative and Alternative Communication (AAC)

Submit this form to the AAC Specialist along with the Realiable Skills Checklist (Page 2).

Name		
DOB	Age	Last IEP
District	School	Teacher

Parent or Guardian		Phone	
Address		City	Zip

Referred by	Title
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)
☐ Responds to facial expressions   ☐ Responds to tone of voice
☐ Understands spoken words   ☐ Understands simple sentences
☐ Understands conversations   ☐ Follows one-step directions

How is the student currently communicating? (check all that apply)
☐ Behavior   ☐ Vocalizations   ☐ Facial Expressions
☐ Gestures   ☐ Sign language   ☐ Eye Gaze
☐ Speech   ☐ Picture/Symbols   ☐ Device

Reading grade	Writing grade	Speech level

Current device or system

Briefly state why this referral is being made.

Reliable Skills Checklist

There are no prerequisite skills needed for the introduction of AAC. No student will be denied access to AAC services based on skill level. We request information about the student's reliability of the communication skills listed below for the purpose of AAC evaluation preparation. For details about the Lane ESD's AAC Philosophy please click here.

Skill	Description	Describe Present Level
Joint attention	Intentional, purposeful behaviors (e.g., voice, gaze, touch) directed to another person with intent to communicate *Is your student able to alert you to an object with the intent to communicate by means of eye-gazing, pointing or otherwise?*	
Reinforcers	A number of objects, people, and events known to be reinforcing to the student *Does your student have items, people, or activities that motivate them?*	
Unambiguous selection	Consistent, understandable signal (reaching, vocalizing, and so on) to indicate wanting more of a known reinforcer *How do you know what your student wants and needs? Is their method of gaining attention and indicating "more" consistent?*	
Object scan	Scanning 2 <u>objects</u> *Is the student able to scan two objects and communicate a selection between the two (e.g., reaching, vocalizing)?*	
Preferred item ID	Scanning a preferred and a non-preferred object *Is the student able to consistently communicate preference for a preferred item over a non-preferred or boring item?*	
Field size	Signal choosing among 3+ items *How many objects is the student able to scan and still accurately select preferred items?*	
Picture matching	Matching 4+ <u>pictures</u> to items *Is your student able to match 2D representation (icons, photographs, symbols) to an object? Please list examples of objects and type of pictures (e.g., boardmaker, symbolstix, random google images).*	
Picture scan	Scanning 2 <u>pictures</u> *Is the student able to consistently communicate preference for a preferred picture over a non-preferred or boring picture?*	
Choice scan (symbol use)	Scanning a field to choose a preferred picture *How many pictures is the student able to scan and still accurately select preferred picture?*	