


AAC USE in the STUDENT'S NATURAL ENVIRONMENTS

Purpose: Use this form to record how the student performs with an AAC system in their natural environments and during everyday activities. Once you've completed trialing device(s) with a student, review and evaluate the data collected to determine what AAC system might work best for the student (see Form 4: Outcomes Summary).

Instructions:

- Determine an AAC system (or systems) to trial with the student. If needed/appropriate, use Forms 1 and 2 of the AAC Consideration Toolkit to assist in making this determination.
- Begin to trial the AAC system in the student's natural environments, modeling targeted words and phrases for the student if needed.
- Use the spaces on pages 2 and 3 of this form to record information including:
 - **Environment and Activity:** Where did the student use the AAC system and what were they doing?
 - **Communication Partner:** Who assisted the student with the AAC system?
 - **Topic:** What was the  pt, question, or topic of the communication?
 - **Vocabulary Selections and Navigation across pages:** Record all the vocabulary selections and page navigations the student used to produce the message.
 - **Message Produced:** Record the message produced.
- **Student Initiated vs. Responded:** Record whether the message was self-initiated by the student, or if it was in response to a prompt or question from the communication partner.
- **Least Prompting Required:** Indicate the least prompting required by the communication partner for the student to produce the message. If no prompting was needed, select Independent / none.
- Use pages 4 and 5 to record additional observations about the student's performance.
- Note: If you will be trialing multiple AAC systems with a student, make a printed or digital copy of this form to record their performance with each system. You can also make additional copies of page 2 to record more interactions with a particular AAC system.

For descriptions of the least prompting required options listed in this form, see:

• **DAGG-3:** www.tobiidynavox.com/products/dagg-3

• **Continuum of Communication Independence:** nwacs.info/communication-ability-levels

TRIAL DETAILS

Date(s): _____ AAC system: _____

Access method: _____ App (if applicable): _____

Page set: _____

Symbols per page: _____ Symbols size: _____ Space between symbols: _____

FORM 3

AAC USE IN THE STUDENT'S NATURAL ENVIRONMENTS

Environment and Activity (e.g. Classroom)	Communication Partner (e.g. Paraprofessional)	Topic (e.g. Where did you go last weekend?)	Vocabulary Selections and Navigation Across Pages (e.g. I + go + [places] + home)	Message Produced (e.g. I go home)	Student Initiated vs. Responded	Least Prompting Required for Success
						Independent / none Visual Spoken Partial physical Hand under hand
						Independent / none Visual Spoken Partial physical Hand under hand
						Independent / none Visual Spoken Partial physical Hand under hand
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Provide examples of navigating across pages of vocabulary:

ADDITIONAL OBSERVATIONS

STUDENT'S ACCEPTANCE OF THE AAC SYSTEM

1. Choose an option that best describes the student's acceptance of the AAC system:

- Pushes away AAC system
- Tolerates AAC system in their space
- Actively looks at AAC system
- Explores AAC system by activating buttons
- Seeks out the AAC system
- Willingly takes the AAC system with them from one activity to another

2. Choose an option that best describes the student's acceptance of someone modeling the AAC system:

- Looks away when someone models on the AAC system
- Glances at the AAC system when someone models on the AAC system
- Intermittently watches when someone models on the AAC system
- Actively watches the model but doesn't follow on the AAC system
- Actively watches the model and attempts to follow on the AAC system
- Actively watches the model and accurately follows on the AAC system

STUDENT'S GENERALIZATION SKILLS

Select the least prompting needed for the student to use the AAC system in the following ways:

1. Using the AAC system with multiple communication partners:	2. Using the AAC system in multiple environments:	3. Initiating communication using the AAC system:
Independent / none	Independent / none	Independent / none
Visual	Visual	Visual
Spoken	Spoken	Spoken
Partial physical	Partial physical	Partial physical
Hand under hand	Hand under hand	Hand under hand

Continued on next page

ADDITIONAL OBSERVATIONS (continued)
STUDENT'S OPERATIONAL SKILLS

Select the least prompting needed for the student to operate the AAC system in the following ways:

1. Turning on the AAC system: Independent / none Visual Spoken Partial physical Hand under hand	2. Navigating between pages: Independent / none Visual Spoken Partial physical Hand under hand	3. Transporting the AAC system: Independent / none Visual Spoken Partial physical Hand under hand
4. Storing the AAC system: Independent / none Visual Spoken Partial physical Hand under hand	5. Charging the AAC system: Independent / none Visual Spoken Partial physical Hand under hand	6. Turning volume up and down: Independent / none Visual Spoken Partial physical Hand under hand