

AAC Assessment and Goal Development Checklist

Instructions:

1. Rate each **Skill** according to the likelihood that you would see that skill demonstrated on a daily basis or is evident through your child's daily behaviour. Put a check mark in the corresponding column (from 1 – Never observe to 5 – Always observe the skill).
2. Place a check mark under the 'REQUIRED GOAL' column if the rating is a 1, 2, or 3 for the skill (i.e., the skill requires development/teaching).
3. Specific teaching goals, for the specific AAC system chosen, should be developed to address each of the identified skills.

| Skills | <i>Rate as Observed</i> | 1 Never | 2 Rarely | 3 Sometimes | 4 Often | 5 Always | Required Goal |
|---|--------------------------------|--------------------|---------------------|------------------------|--------------------|---------------------|--------------------------|
| Sensory impacts – over responsiveness to touch, sound, and/or visual stimuli | | | | | | | |
| Joint Attention - looks at the object, at you, and back to the object again | | | | | | | |
| Social Approach – understands that you need to seek out a person to communicate or request something | | | | | | | |
| Early Communication Skills – pointing at objects/people, use of gestures, leading/pulling others to request something, standing next to items or activities as a request | | | | | | | |
| Reinforcers & Motivation – has numerous items and/or activities that my child seeks out for enjoyment; these items/activities come from a variety of categories (toys, food, drinks, places, activities, people) | | | | | | | |

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|--|--------------------------------|--------------------|---------------------|------------------------|--------------------|---------------------|--------------------------|
| Learning Rate – learns new things quickly with only a few demonstrations or practice trials | | | | | | | |
| Comprehension – can understand simple 1-step and 2-step verbal instructions, out of routine, without additional gestures, prompts, or visual supports | | | | | | | |
| Imitation Skills – can easily and accurately copy gross motor (large movements) and fine motor (hand and finger) actions without specific instructions and assistance | | | | | | | |
| Visual Discrimination Skills – can understand pictures separately from <i>similar</i> pictures and understand that the picture ‘represents’ a real item, person, place, or activity | | | | | | | |
| Communication Functions – uses behaviour, gestures, and/or vocalizations or words to ask for things (make requests), show refusal/rejection (denial), show interest (comment), indicate ‘hi’ and ‘bye’ (greetings/closings), and ask and answer questions (conversation) | | | | | | | |
| Vocal Ability – can use a variety of consistent sounds, word approximations, or whole words to communicate their wants and needs | | | | | | | |
| Age – communicates and understands the communication of same-aged peers | | | | | | | |