

Breakdown

Pick 3 times in your day where you can implement the AAC device. Choose activities/routines that you feel would result in:

- a) The biggest difference to the family's and the client's quality of life, and/or
- b) Your client engaging in a highly motivating task, and/or
- c) A time where the primary communication partner has more than 5 minutes to use the device.

Activity 1		Time	
Current Communication			
Independence in the activity			
Current social Interactions			
Action: List in order, the communicative actions that occur in this activity (stomps feet, yells, pulls arm). 1. 2. 3. 4. 5.		Meaning: What do you think these actions are communicating? (I'm finished, belly hurts, I want more) 1. 2. 3. 4. 5.	
Words to Model – Teach communication partners about modelling			
In this routine I want to help the child (select option/s)			
Protest	Comment	Direct	Request
		Joke	Other:
Prompting to Use – Teach communication partners about prompting			
No prompts	Expectant pause	Verbal	Visual/ Gestural
Communication Goal			
Parent/ Carer/ Support worker:			
Clinician:			

Activity 2		Time			
Current Communication					
Independence in the activity					
Current social Interactions					
<p>Action: List in order, the communicative actions that occur in this activity (stomps feet, yells, pulls arm).</p> <p>6. 7. 8. 9. 10.</p>	<p>Meaning: What do you think these actions are communicating? (I'm finished, belly hurts, I want more)</p> <p>1. 2. 3. 4. 5.</p>				
Words to Model – Teach communication partners about modelling					
In this routine I want to help the child (select option/s)					
Protest	Comment	Direct	Request	Joke	Other:
Prompting to Use – Teach communication partners about prompting					
No prompts	Expectant pause	Verbal	Visual/ Gestural		
Communication Goal					
Parent/ Carer/ Support worker:					
Clinician:					

Activity 3		Time			
Current Communication					
Independence in the activity					
Current social Interactions					
<p>Action: List in order, the communicative actions that occur in this activity (stomps feet, yells, pulls arm).</p> <p>11. 12. 13. 14. 15.</p>	<p>Meaning: What do you think these actions are communicating? (I'm finished, belly hurts, I want more)</p> <p>1. 2. 3. 4. 5.</p>				
Words to Model – Teach communication partners about modelling					
In this routine I want to help the child (select option/s)					
Protest	Comment	Direct	Request	Joke	Other:
Prompting to Use – Teach communication partners about prompting					
No prompts	Expectant pause	Verbal	Visual/ Gestural		
Communication Goal					
Parent/ Carer/ Support worker:					
Clinician:					