Progress with AAC Goals

Student Name :	Date:
Observer's Name:	Grade/Class:

Area	Observation Checklist	Note
Increased Initiation	☐ More unprompted attempts ☐ Starts conversations more often ☐ Initiates across settings ☐ Seeks out device to communicate	
Expanded Vocabulary	☐ Uses new words this month ☐ Combines words in new ways ☐ Tries fringe vocabulary ☐ Uses variety of word types	
Message Length	☐ Uses longer phrases ☐ Builds 3-4 word messages ☐ Adds descriptive words ☐ Creates complete thoughts	
Communication Functions	☐ Requests, comments, questions ☐ Protests and expresses feelings ☐ Greets and socializes ☐ Shares information and ideas	
Social Interaction	☐ Initiates with peers more ☐ Engages in back-and-forth ☐ Responds to peers consistently ☐ Builds friendships using AAC	
Navigational Fluency	☐ Faster at finding words ☐ Fewer navigation errors ☐ More efficient paths ☐ Independent page turning	
Generalization	☐ Uses AAC in all settings ☐ No prompting needed ☐ Communicates with all people ☐ Transfers skills across activities	
Confidence	☐ Seems more comfortable ☐ Proud of communication ☐ Uses device without hesitation ☐ Persists when not understood	
Goal Attainment	☐ Meeting IEP AAC goals ☐ Ready for next steps ☐ Progress toward objectives ☐ New goals being considered	

Teacher/Staff Modeling Consistency

Student Name :	Date:
Observer's Name:	Grade/Class:

Area	Observation Checklist	Note
All Staff Participate	☐ Lead teacher models regularly ☐ Assistant teachers model ☐ Specials teachers participate ☐ Therapists model during sessions	
Across Environments	☐ Models in classroom ☐ Models in hallways ☐ Models in cafeteria ☐ Models on playground	
Frequency of Modeling	☐ Models throughout day ☐ At least 10 models daily ☐ Models during natural moments ☐ Consistent modeling every day	
Quality of Models	☐ Models at student's level ☐ Models slightly above level ☐ Models with animation ☐ Models with eye contact	
Variety of Vocabulary	☐ Models core words often ☐ Models fringe words too ☐ Models questions/comments ☐ Models social language	
No Expectation	☐ Models without requiring response ☐ No pressure on student ☐ Models for fun ☐ Models naturally in conversation	
Peer Training	☐ Teaches peers to model ☐ Shows peers how to use AAC ☐ Encourages peer modeling ☐ Supports peer interactions	
Team Communication	☐ Staff discuss AAC strategies ☐ Share what works ☐ Plan modeling together ☐ Consistent vocabulary use	
Self-Reflection	☐ Staff notice own modeling ☐ Track how often they model ☐ Set goals for improvement ☐ Seek feedback from team	

Navigation & Motor Planning

Student Name :	Date:
Observer's Name:	Grade/Class:

Area	Observation Checklist	Note
Page Navigation	☐ Moves between pages easily ☐ Finds main page consistently ☐ Returns to home independently ☐ Remembers where words are	
Motor Memory	☐ Finds words same location ☐ Reminds consistent icon paths ☐ Repeats successful patterns ☐ Navigates without looking	
Accuracy	☐ Hits target icons consistently ☐ Few accidental selections ☐ Corrects mis-hits quickly ☐ Accuracy improves over time	
Speed of Access	☐ Finds words within reasonable time ☐ Navigates without frustration ☐ Builds messages efficiently ☐ Keeps conversation flowing	
Back Navigation	☐ Uses back/clear button ☐ Clears message when needed ☐ Returns from wrong page ☐ Fixes navigation errors	
Multi-Step Messages	☐ Builds 2-3 word phrases ☐ Navigates to multiple pages ☐ Combines words from different pages ☐ Creates complete messages	
Consistency	☐ Uses same motor patterns ☐ Reliable access method ☐ Consistent hand/finger use ☐ Stable seating/positioning	
Efficiency	☐ Takes shortest path to words ☐ Uses quick-find strategies ☐ Minimizes unnecessary steps ☐ Navigates with purpose	
Independence	☐ Navigates without help ☐ Solves navigation problems ☐ Explores new pages alone ☐ Self-corrects wrong turns	

Student Initiation with AAC

Student Name :	Date:
Observer's Name:	Grade/Class:

Area	Observation Checklist	Note
Requesting	☐ Asks for wanted items ☐ Asks for help when needed ☐ Requests activities independently ☐ Requests preferred peer/partner	
Commenting	☐ Makes comments during activities ☐ Shares observations using AAC ☐ Says "look" to show something ☐ Comments on peer's work	
Protesting/Refusing	☐ Says "no" or "stop" ☐ Indicates "all done" ☐ Refuses unwanted items ☐ Expresses disagreement	
Question Asking	☐ Asks "what's that?" ☐ Asks "where go?" ☐ Asks "who?" about people ☐ Asks "when?" about schedule	
Greeting Independently	☐ Says "hi" without prompt ☐ Says "bye" when leaving ☐ Uses peer names ☐ Greets adults in room	
Seeking Attention	☐ Calls peer name to play ☐ Uses "excuse me" ☐ Gets attention before speaking ☐ Waits for listener to look	
Sharing Information	☐ Tells about home events ☐ Shares personal news ☐ Shows pictures/stories ☐ Talks about interests	
Joining Activities	☐ Asks "can I play?" ☐ Approaches group with device ☐ Initiates entry into play ☐ Suggests activity ideas	
Expressing Feelings	☐ Says "happy," "sad," "mad" ☐ Labels own emotions ☐ Tells how feeling ☐ Expresses needs like "tired"	

Vocabulary Availability

Student Name :	Date:
Observer's Name:	Grade/Class:

Area	Observation Checklist	Note
Core Vocabulary Access	☐ High-frequency words available ☐ "Go," "stop," "want" on main page ☐ "More," "again," "help" accessible ☐ "I," "you," "my" easy to find	
Fringe Vocabulary	☐ Activity-specific words available ☐ Theme words are programmed ☐ Student interests included ☐ New words added regularly	
Page Organization	☐ Pages are logically arranged ☐ Categories make sense ☐ Student can navigate easily ☐ Consistent layout throughout	
Vocabulary Currency	☐ Words match current unit ☐ Holiday/seasonal words added ☐ Recent experiences included ☐ Student's interests represented	
Quick-Fire Words	☐ High-frequency words on home page ☐ Frequently used words easy reach ☐ Student finds words quickly ☐ No deep navigation needed	
Word Variety	☐ Nouns, verbs, adjectives included ☐ Social words like "hi," "bye" ☐ Feelings/emotions available ☐ Question words accessible	
Icon Clarity	☐ Icons are easy to understand ☐ Pictures match meaning ☐ Student recognizes symbols ☐ Consistent symbol system	
New Vocabulary Added	☐ New words added weekly ☐ Staff tracks needed words ☐ Student requests new words ☐ Updates happen promptly	
Activity-Specific Pages	☐ Snack page with food words ☐ Playground page available ☐ Art page with supply words ☐ Circle time page ready	

Prompting & Support Strategies

Student Name :	Date:
Observer's Name:	Grade/Class:

Area	Observation Checklist	Note
Wait Time	☐ Staff waits 5-10 seconds ☐ Staff gives processing time ☐ Staff does not rush student ☐ Staff resists jumping in	
Prompt Hierarchy	☐ Starts with least support ☐ Uses gesture prompt first ☐ Moves to verbal prompt ☐ Uses hand-over-hand last	
Visual Prompts	☐ Points to device ☐ Uses highlight feature ☐ Shows icon on own device ☐ Uses visual cues in room	
Verbal Prompts	☐ "Check your device" ☐ "Show me on your talker" ☐ "What word could you use?" ☐ "Find ___ on your device"	
Fading Support	☐ Reduces prompts over time ☐ Allows independence ☐ Steps back when student tries ☐ Recognizes student readiness	
Natural Cues	☐ Uses environment as prompt ☐ Pauses expectantly ☐ Uses routine to prompt ☐ Looks at device expectantly	
Sabotage/Opportunities	☐ Creates need to communicate ☐ Gives "wrong" item on purpose ☐ Withholds item slightly ☐ Sets up choice moments	
Peer Support	☐ Peers remind to use device ☐ Peers are patient ☐ Peers wait for response ☐ Peers point to device	
Staff Consistency	☐ All staff use same prompts ☐ No over-prompting ☐ Team agrees on prompt levels ☐ Prompting feels consistent	

Peer Interaction Using AAC

Student Name :	Date:
Observer's Name:	Grade/Class:

Area	Observation Checklist	Note
Peer Greetings	☐ Says "hi" to peers using AAC ☐ Uses peer's name on device ☐ Greets peers upon arrival ☐ Responds to peer greetings	
Peer Play	☐ Uses AAC during play ☐ Makes requests to peers ☐ Comments on peer play ☐ Joins play using device	
Peer Understanding	☐ Peers listen to device ☐ Peers respond to messages ☐ Peers wait for device output ☐ Peers look at device when used	
Peer Modeling to Student	☐ Peers point to student's device ☐ Peers show icons to student ☐ Peers say "say ___" kindly ☐ Peers use simple language	
Turn-Taking	☐ Uses device during turns ☐ Waits for peer turn ☐ Acknowledges peer turn ☐ Uses device to request turn	
Peer Initiation	☐ Peers talk to student via AAC ☐ Peers ask questions ☐ Peers include student ☐ Peers show genuine interest	
Social Phrases	☐ Uses "my turn" with peers ☐ Says "look" to show peer ☐ Uses "stop" in play ☐ Says "good job" to peers	
Shared Activities	☐ Uses AAC during group work ☐ Contributes to group ☐ Shares ideas with peers ☐ Responds to peer ideas	
Peer Patience	☐ Peers wait for slower responses ☐ Peers do not interrupt ☐ Peers give processing time ☐ Peers are kind and supportive	

Classroom Integration of AAC

Student Name :	Date:
Observer's Name:	Grade/Class:

Area	Observation Checklist	Note
Morning Meeting	☐ Device used during greeting ☐ Student shares news with AAC ☐ Participates in calendar ☐ Answers attendance question	
Circle Time	☐ Sings along using device ☐ Makes predictions with AAC ☐ Answers questions about story ☐ Comments during discussion	
Small Group	☐ Takes turns speaking with AAC ☐ Answers teacher questions ☐ Asks peer for materials ☐ Contributes to group task	
Centers/ Stations	☐ Uses AAC at each center ☐ Requests center change ☐ Comments on activity ☐ Interacts with peers at center	
Transitions	☐ Device used during transitions ☐ Asks "where go?" ☐ Uses AAC to line up ☐ Comments on next activity	
Snack/Meal Time	☐ Requests food/drink items ☐ Uses "more" and "all done" ☐ Comments on taste ☐ Interacts socially at table	
Recess/ Outdoor Play	☐ Device available outdoors ☐ Requests playground equipment ☐ Asks peer to play ☐ Comments on play activities	
Art/Music	☐ Requests supplies by name ☐ Comments on artwork ☐ Sings along with device ☐ Chooses songs/colors	
Academic Instruction	☐ Answers lesson questions ☐ Labels academic concepts ☐ Participates in lessons ☐ Shows knowledge with AAC	

Student Engagement with AAC

Student Name :	Date:
Observer's Name:	Grade/Class:

Area	Observation Checklist	Note
Initiation Attempts	☐ Student reaches for device ☐ Student opens device/app ☐ Student starts communication ☐ Student initiates without prompt	
Response Rate	☐ Responds to questions using AAC ☐ Answers when modeled to ☐ Responds within reasonable time ☐ Responds to peers using AAC	
Eye Gaze/Access	☐ Looks at device before touching ☐ Scans icons before selecting ☐ Eye gaze shows intent ☐ Visual attention to device	
Icon Selection	☐ Touches icons intentionally ☐ Selects correct area/page ☐ Tries again if miss-hit ☐ Shows preference for certain words	
Exploration	☐ Browses through pages ☐ Explores new vocabulary ☐ Tries icons independently ☐ Shows curiosity about device	
Persistence	☐ Keeps trying if not understood ☐ Repeats message when needed ☐ Waits for listener attention ☐ Tries different words	
Joy/Interest	☐ Smiles when using device ☐ Shows excitement with AAC ☐ Engages willingly ☐ Prefers AAC sometimes	
Attention Span	☐ Stays engaged for 2-3 minutes ☐ Returns to device after break ☐ Focuses during modeling ☐ Completes message building	
Combining Symbols	☐ Uses two icons together ☐ Builds simple phrases ☐ Tries "I want" + item ☐ Expands messages over time	

Modeling AAC Use

Student Name :	Date:
Observer's Name:	Grade/Class:

Area	Observation Checklist	Note
Staff Modeling	☐ Staff uses device to communicate ☐ Staff models without expectation ☐ Staff models throughout day ☐ Staff points to icons while speaking	
Modeling Frequency	☐ Models at least 5 times ☐ Models during natural moments ☐ Models across activities ☐ Models both questions and comments	
Modeling Level	☐ Models single words ☐ Models 2-3 word phrases ☐ Models core vocabulary ☐ Models fringe vocabulary	
Peer Modeling	☐ Peers use device with student ☐ Peers point to icons ☐ Peers wait for response ☐ Peers are shown how to model	
Expanding Language	☐ Staff adds one more word ☐ Staff models next level up ☐ Staff repeats and expands ☐ Staff models without correcting	
Natural Pace	☐ Modeling feels natural ☐ Speaking pace is normal ☐ Modeling does not interrupt flow ☐ Device use looks easy	
Core Word Focus	☐ Models core words frequently ☐ Highlights "go," "stop," "want" ☐ Models "more," "again," "help" ☐ Models "I," "you," "my"	
Across Environments	☐ Models during circle time ☐ Models during meals ☐ Models during centers ☐ Models during transitions	
Staff Consistency	☐ All staff model regularly ☐ Staff follow AAC plan ☐ Staff use same vocabulary ☐ Staff encourage each other	

Access to AAC System

Student Name :	Date:
Observer's Name:	Grade/Class:

Area	Observation Checklist	Note
Device Availability	☐ Device is within reach ☐ Device is powered on ☐ Device is charged/working ☐ Device is out of backpack	
Positioning	☐ Device positioned for viewing ☐ Student can see screen clearly ☐ Student can touch icons easily ☐ Device is stable/not sliding	
Student Reach	☐ Student reaches for device ☐ Student pulls device closer ☐ Student holds/positions device ☐ Student keeps device nearby	
Motor Access	☐ Student uses consistent access method ☐ Student hits target icons ☐ Student uses both hands if needed ☐ Student adjusts position to access	
Screen Visibility	☐ Screen is free of glare ☐ Brightness is adequate ☐ Icons are large enough ☐ Student wears glasses if needed	
Volume Settings	☐ Volume is audible to student ☐ Volume is audible to others ☐ Volume not too loud ☐ Student adjusts volume as needed	
Mounting/ Setup	☐ Device is securely mounted ☐ Mount does not block view ☐ Setup time is minimal ☐ Student manages setup independently	
Backup Available	☐ Backup device is charged ☐ Backup is accessible ☐ Paper boards are available ☐ Staff knows backup location	
Timely Setup	☐ Device ready at start ☐ No delay accessing device ☐ Staff assists with setup ☐ Student waits appropriately	

AAC Implementation Classroom Guide: Augmentative Communication Data Sheets

