



## The AAC Log – an example

The AAC Log is a tool originally developed by Janice Murray and Carole Cooper as a practical and informative resource pack, which tracks the skill development and AAC history of an individual AAC user. It is envisaged that the Log will promote greater collaboration and greater consultation with the potential AAC user, providing the user with ownership of their past, present and future. The data-collation components of the original Log are detailed here. The AAC log is updated and revised here with permission as part of the freely available *I-ASC* project resources.

**1: Pre-AAC assessment information** – this sheet supports the collation of opinion before an AAC assessment appointment. It supports identification of what the child/young person (CYP) is doing well with AAC supported communication and learning, and what are areas or skills for development. It focuses on the *child's characteristics*. It could also allow description of the AAC-support team's skills and needs. It can be completed by the AAC-coordinator or by each individual involved in the process.

**2: Individual AAC assessment detail** - this sheet focuses more on what the current AAC system offers in terms of *communication aid attributes*. What these attributes do in terms of enabling the CYP to communicate effectively. It also supports you to identify the communication aid attributes that are missing or are hindering the child's progress. It helps identify what is needed as the CYP moves forward.

**3: Individual AAC assessment: implementation strategies, responsibilities and aims** – this sheet provides a summary of the technology decisions agreed following the AAC assessment appointment. It also helps you to agree who will be responsible for supporting aspects of the technology maintenance and use, and concludes with a summary of the AAC aims and aspirations for the CYP.

**4: Individual summary** – this sheet provides a historical summary of the CYP AAC assessment and AAC achievements. It can be used to inform future AAC assessments.



# 1. Pre-AAC Assessment Information

Name: Jemma McAllister

Age: 4 years 8 months

Date: XX/XX/XX

Name of AAC assessment coordinator: Michelle Birley

Date	Name and role	Identified AAC-related skills (in CYP &/or support team)	Identified AAC-related needs (in CYP &/or support team)	Specific concerns
xx/xx/xx	Class teacher	<p>She is very sociable and uses all ways possible to get her messages across to people.</p> <p>She really tries to use her AAC system in very creative ways.</p>	<p>Finds keeping her concentration quite a challenge.</p> <p>The system she has is very limited in terms of vocabulary available. This means she gets a bit fed up with trying to get people to understand her.</p>	The system she has does not meet her own conversation expectations.
xx/xx/xx	Parent	<p>She is keen to chat with people and for them to get her. She uses all sorts of ways to get her point across - her face, her body, her voice...and sometimes even her symbols.</p> <p>She remembers things too, in a way that I am always surprised by! I had long forgotten them.</p>	<p>We understand her and know intuitively what she might want or be trying to say. I worry that not everyone will 'get her' - we need something that is clear for everyone.</p>	The system needs to show her personality and capacity.
xx/xx/xx	Speech/Language therapist	<p>She has loads of skill in terms of communicative functions – she can clearly get across: happiness, annoyance, the need for something, humour, rejection of something, a desire to know more, an interest in something.</p>	<p>The current AAC system does not support her to be language-specific in these sorts of requests. It does not give her linguistic competence or the chance to develop it.</p>	The system needs to offer on-going vocabulary and sentence complexity. Otherwise, we may not be offering Jemma sufficient language development opportunities/access to the curriculum.

xx/xx/xx	Classroom Assistant	<p>Jemma is a positive force, driving us all onwards.</p> <p>She tries to use her symbol book and she knows what's in there, for sure!</p> <p>She is much more effective with her eyes, body and voice. Or maybe that's just me knowing her so well.</p>	<p>That said, she really doesn't much like her AAC book. The book of symbols is a bit big and often falls apart. It is also really difficult for us to use in certain places, for example, when she goes to hydrotherapy – is she meant to stop *speaking* then?</p>	<p>The current AAC system seems to be unreliable in many situations, making it difficult to get Jemma to always think about using it.</p>
xx/xx/xx	Occupational Therapist	<p>She has good manual dexterity and core stability making access to any AAC system easier. This offers us many options and choices.</p>	<p>We need to watch her position when using direct access (finger pointing). For now, it is fine but I notice she is stressing her midline frame in attempting to access all points on the page.</p>	<p>Jemma's access strategies for the current AAC system could be causing longer-term challenges. These need to be considered.</p>

#### Summary of points for particular consideration during the assessment

Date	Tech preferences	Symbol type and organisation	Symbol and display size	System position and access	Social and educational application	Aims and desired outcomes of the assessment
xx/xx/xx	Need to explore hi-tech options; however, paper-based (lo-tech)	Symbols – iconic, mostly one	Can cope with 2cmx2cm size (as currently).	Not a major concern at present but	Current system does not support cognitive and	To find a system that offers cognitive, language and communicative growth. To miss

	solutions have a place – but currently remain too limited.	symbol–one meaning. Need to explore more cognitively demanding symbolic representation (in line with potential language skills).	Currently coping with static (paper-based) technology solutions.	longer term access use may need to be considered now, e.g., repetitive strain-type issues.	language potential.	this will inhibit independent interaction, development and achievement.  The system chosen must also take account of possible longer term access challenges.
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**ACTION – to be agreed.**

Named assessment coordinator circulates this summary sheet among the team prior to the AAC assessment. Named assessment coordinator designates which team members are responsible for bringing particular equipment/resources to the AAC assessment appointment(s).

Person a.	Equipment/resources	Person b.	Equipment/resources	Person c.	Equipment/resources
Beth	AAC book	Martin	Chair and tray	Marie	Favourite story book

## 2. Individual AAC system review

Type/s of communication system	List any ways the current system is working for the person	List any ways the current system is not meeting needs
Facial expression and voice	Jemma is really expressive and can use her voice and facial expression really well to get a lot of messages across. She has quite a few of her own little signs for different things and they work really well if you know Jemma.	Jemma finds it harder to use these ways of communicating with those who know her less well.
AAC book	Jemma is great with her book, she is very determined and when she wants to tell you something she will flick through the book and keep looking until she finds the symbol she wants.	The book has been really successful but now it's had so much added, it takes Jemma a long time to flick through all the pages and it's starting to fall apart. Also, with Jemma's school curriculum, there's lots of vocabulary she needs but hasn't got in the book.



### 3. Individual AAC assessment: identification of implementation strategies, responsibilities and aims

Name: Jemma

Age: 4 years 8 months

Name of AAC assessment coordinator: Michelle Birley

Date:

#### Agreed AAC system

Type of system	Symbol type	Layout	Access method	System positioning
Loca Voca 4000	Blissymbols	Semantic-syntactic	Direct access	Mounted on the right side of Jemma's wheelchair with table mount for classroom use
Upgraded AAC book	Change to Blissymbols	Semantic-syntactic	Direct access	Use on wheelchair tray

#### Agreed AAC system support (designated people and their roles)

System	Ensuring availability during the day	Day-to-day maintenance, care and charging	Personalisation and updating vocabulary	Modelling and scaffolding use
Loca Voca 4000	Marie	Marie	Beth	Marie, Martin, Beth
New AAC Book	Marie	Marie	Beth	Marie, Martin, Beth



#### Agreed medium term aims (over the next year)

- Jemma will have access to her communication book and Loca Voca across the day and will have developed the operational competence to be able to start using both when they are made available.
- Jemma's classroom staff will model key word symbol use for 50% of spoken output.
- Jemma will be using one and two symbol combinations across both her book and aid to participate in classroom, home and school activities.
- Jemma will develop her ability to ask questions and will develop her phonological awareness and emerging literacy skills.

#### Agreed short term aims (next 12 weeks)

*It is envisaged that individual team members will identify relevant short-term aims specific to their involvement with the AAC user.*

- Jemma will develop familiarity and knowledge of the vocabulary in her new book and aid.
- Jemma will develop her ability to ask who, what and where questions.
- Jemma will be able to turn on her aid and indicate when she wants her book if it is not available.
- Develop Jemma's emerging literacy and phonological awareness skills.

Date for review of short-term aims and agreeing the next set of aims: \_\_\_end of term at Christmas

#### 4. Individual Summary Review

Date	Date of last AAC assessment	Name of AAC assessment coordinator	AAC recommendations	Funding	Aims for the year	Aims achieved, extended, or revised?	Actions needed
		Michelle Birley	Upgrade AAC book and purchase a Loca Voca 4000	Through SLT service provision	Embed new book and aid into every day use with a particular focus on asking questions, two symbol combinations and early literacy skills	Achieved	Needs more support on learning how to request her systems when not available and how to problem solve communication breakdown rather than look to her Teaching Assistant for support.





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