



### Summary of I-ASC resources and how to use them in AAC assessments

The I-ASC decision making heuristic and resources are evidence-based supports to be used by teams conducting AAC assessments. These assessments are often complex with multiple components. The resources listed here are intended to be used in conjunction with the explanatory model heuristic. Use them selectively to complement the team's existing expertise and experience. Each team should choose the resources they feel will enhance their current work practices. The resources are not intended to be used in the same way as an assessment manual. These resources are also signposted throughout the website section called 'the I-ASC Explanatory model'.

Different resources can be used at different stages of the AAC assessment, here are some suggested ways of when to use the different resources:

Resource	Description	Function	Assessment stages
I-ASC Explanatory Model of AAC clinical decision making (summary)	To provide a way of conceptualising and planning the decision making process and range of elements needed to be taken into consideration in the AAC assessment process.	Structure the assessment process. Support consideration of complex interacting components.	Before, during and at the end of the assessment process (guiding thinking).
I-ASC AAC assessment leaflet	To provide the child/young person and family with information about what to expect from the assessment as well as some specific assessment details. This resource can be edited to suit your own needs.	Provide information Manage expectations Encourage active participation in the process.	Before the assessment.
I-ASC Katie Gets a Communication Aid	A mini book aimed at young adults who might benefit from a story support. It describes a communication aid assessment process and could be used describe and discuss the	Providing information and supporting the young person to be an active participant in decision making.	Before assessment Or early information gathering stage.



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	communication aid assessment process with young people and can be a support in obtaining their views on communication aids. The lead character is a young woman.		
I-ASC Lucy Gets a Communication Aid	A mini book aimed at children who might benefit from a story support. It describes a communication aid assessment process and could be used describe and discuss the communication aid assessment process with children and be a support in obtaining their views on communication aids. The lead character is female.	Providing information and supporting the child to be an active participant in decision making.	Before assessment Or early information gathering stage.
I-ASC Luke Gets a Communication Aid	A mini book aimed at children who might benefit from a story support. It describes a communication aid assessment process and could be used describe and discuss the communication aid assessment process with children and be a support in obtaining their views on communication aids. The lead character is male.	Providing information and supporting the child to be an active participant in decision making.	Before assessment Or early information gathering stage.
I-ASC pre-assessment reflective cycle	A tool for planning the assessment process	Facilitating collaborative working.	Early information gathering stage.
I-ASC Choosing roles in AAC decision making and implementation	A tool for planning the assessment process.	Facilitating collaborative working.	early information gathering stage and intervention planning stage.



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I-ASC AAC log filled in example	A detailed example of the AAC and communication information needed to inform decision making.	Information gathering Supporting decision making Intervention planning	Information gathering stage and/or Intervention planning stage
I-ASC AAC log blank	A template for gathering information about how a child currently communicates, what communication needs they have and planning for AAC supports.	Information gathering Supporting decision making Intervention planning.	Information gathering stage and/or Intervention planning stage.
I-ASC About me example	A detailed example of the child's story needed to inform decision making.	To develop a shared understanding of the child or young person's aspirations and priorities to guide the assessment process.	Information gathering stage and/or Intervention planning stage.
I-ASC about me blank	A template for gathering the relevant aspects of the child's story needed to inform decision making.	Information gathering Supporting decision making Intervention planning.	Information gathering stage and/or Intervention planning stage.
I-ASC Adult views of how AAC helps	Data examples from adults who use AAC explaining the value AAC has had for them.	Information sharing and education	Information sharing and education
I-ASC Little eureka moments	Data examples from team members explaining the value AAC has had for children.	Information sharing and education.	Information sharing and education.
I-ASC Why use AAC?	Information leaflet discussing AAC and the added value it can have and how it aims to complement not replace existing ways of communicating.	Information sharing and education And/or Consensus building and decision making.	Information sharing and education. Consensus building and decision making.



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I-ASC reflexes and communication	Information sharing about reflexes and how it influences AAC.	Information sharing and education.	Information sharing and education.
I-ASC How to use the spidergram tool	Resource explaining how to identify different views across the team and facilitate consensus discussions to develop a shared plan.	Consensus building and decision making.	Team discussions.
I-ASC Spidergram blank	A template to how to support teams to identify different views across the team and facilitate consensus discussions to develop a shared plan.	Consensus building and decision making.	Team discussions.
I-ASC Competing considerations descriptors	A list of child characteristics, communication aid attributes and access features that can be used with the spidergram resource.	Consensus building and decision making.	Team discussions.
I-ASC Cultural and contextual influencers descriptors	A list of influencers related to ways of working, available resources and transitions that can be used with the spidergram resource.	Consensus building and decision making.	Team discussions.
I-ASC Communication system trial plan	Resource for planning out device trials.	Information gathering.	AAC trialling stage.
I-ASC Communication system trial evaluation filled in example	Example of how to fill in the communication system trial evaluation template.	Information gathering and decision making.	AAC trialling stage.
I-ASC Communication system trial evaluation	Template for evaluating a trial of a communication system.	Information gathering and decision making. To tease out what worked well and not so well with a particular communication aid.	Post AAC trial.



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I-ASC How to use the Mindmap	Resource on how to use mind mapping to document decisions and to ensure a shared understanding.	To develop a shared understanding of the key decision points.	Summarising decision making.
I-ASC Mindmap blank	Template to facilitate using mind mapping to document decisions and to ensure a shared understanding.	To develop a shared understanding of the key decision points.	Summarising decision making.
I-ASC Competing considerations descriptors	A list of child characteristics, communication aid attributes and access features that can be used with the mindmap resource.	Consensus building and decision making.	Team discussions.
I-ASC Cultural and contextual influencers descriptors	A list of influencers related to ways of working, available resources and transitions that can be used with the mindmap resource.	Consensus building and decision making.	Team discussions.
I-ASC Communication system recommendation reflective practice checklist	Resource to use prior to making a recommendation to ensure all aspects have been considered and there are no information gaps.	Reflective practice.	Immediately prior to making a recommendation.
I-ASC Communication system maintenance and back-up plan	Resource to clarify roles in relation to supporting the system set up and use following the recommendation.	Developing a shared understanding of responsibilities.	At the recommendation stage.
I-ASC Alannah case study to use with I-ASC resources	An example to try using with the resources.	Continuing professional development and development of AAC assessment skills.	To be used as a CPD tool.