

The Assessment of Learning Process (ALP) for AAC

Stage 3

Extrovert/ Exploring Performance

Focus is on body, access method, communication & environment. SGD focus = improved use of language and system



"I'm not thinking about how to use this – I just do it." Fluid, precise, automatic movement. The task (not access) is focus.

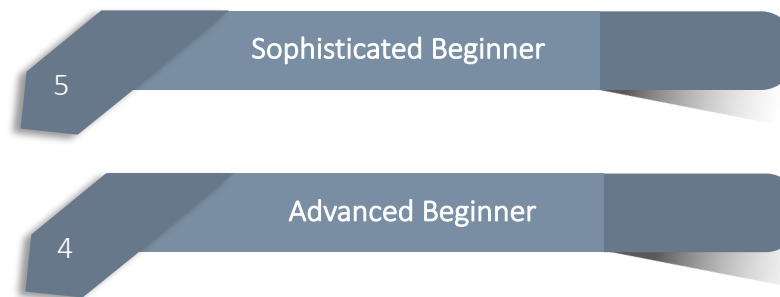
"I'm in control and use it fluently." Uses device/ access method for multiple functions, movement is controlled and refined.

"I can use this to communicate." Purposeful but unrefined movement. Increased sequencing, may ignore mistakes.

Stage 2

Difficult Transition/ Exploring Sequencing

Focus is on body, access method & communication. SGD focus = intro to language/ communication



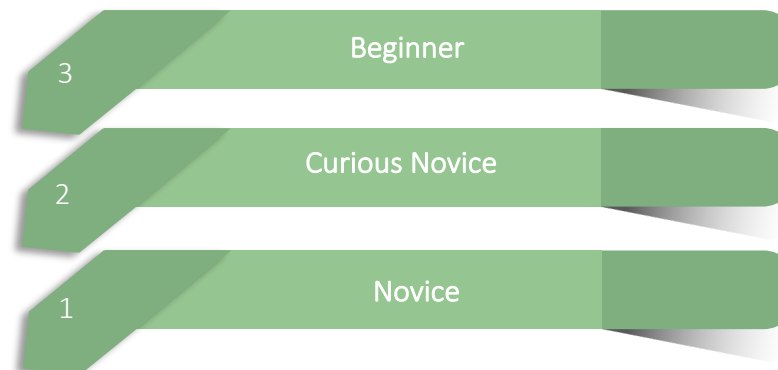
"I know its use and try to master it." Overshoots and undershoots movement. Repeats and varies movement to explore different effects. Exhibits frustration at times.

"I find out more ways to use it." Able to locate and select target, and explores different targets. Shifts attention between people and activity.

Stage 1

Introvert/ Exploring Functions

Focus is on body & access method. SGD focus = early exposure to access method, games & participation



"I'm making that happen." Able to locate target, shows basic understanding of access method.

"Something is happening but I'm not sure how or why." Attempts approximate activation. Increased interest/ alertness during activity.

"This is all new to me." No or vague idea of how to use, may use unintentionally and be curious or passive.

The Assessment of Learning Process (ALP) for AAC

STAGE	PHASE	Activity & Movement with AAC Device	Understanding of AAC device use	Attention	Social interaction	Expressions/emotions
Explore Performance Extrovert - Focus on body, tool/s, environment & occupation	8 Expert "I'm not thinking about how to use this - I just do it."	Uses tool for <i>multiple activities in various settings</i> . Effortless tool-use for interaction & communication. Movements automatic, fluid, precise.	<i>Integrated tool use</i> Tool use is sub-conscious/ automatic. Consciousness is focused on interaction and communication in the actual situation and occupation.	<i>Attention regulation</i> is well established/ sustained	Consistently/simultaneously interacts with tool, environment and social partners	Depends on the occupation involving interaction/ communication
	7 Proficient "I'm in control and use it fluently."	<i>Controlled, smooth tool use</i> for interaction and communication. Refinement of movement fluency. Uses full scope of communication device.	Complete awareness of tool use; Refines choices and correcting mistakes	<i>Shares attention</i> on multiple items Generally focused	Open to multiple interactions at once; Uses tool to facilitate social interaction	Happiness Satisfaction
	6 Competent "I can use this to communicate."	Uses tool in a <i>goal-directed way</i> for interaction and conveying messages. Movements are purposeful, but coarse and unrefined.	<i>Competent tool use</i> ; Conscious of how to respond to interaction and create own messages. May ignore mistakes	<i>Focus on goal</i> ; Can focus on many items, but easily disrupted	Consecutive interactions one after the other; tool use interrupts social interaction	Serious Contented Laugh Excited
Explore Sequencing Difficult transition - Focus on body, tool/s & environment	5 Sophisticated Beginner "I know its use and try to master it."	<i>Puts chains of acts/effects together (sequencing)</i> Knows the message, focuses on how to say it. Repeated, varied, eager movements when experimenting to find best pattern. May appear to be stuck/ plateauing.	Aware of the AAC device's expanded use for communication & language; Searches patterns for linking effects into meaningful expressions. May be reluctant/ unwilling to follow directives.	<i>Active concentration</i> ; Two channeled shared attention	Engages partner in interaction, communication on object, or other person.	Eager Smile Serious Frustration
	4 Advanced Beginner "I find out more ways to use it."	<i>Builds chains of acts/effects (early sequencing)</i> Explores more effects & ways to approach the tools for choosing output. Able to find and select targets. Intentional, cautious movements.	Conscious that the tool can be used to interact with the environment/ communicate. Aware of variations and choice of effect/output.	<i>Attentive</i> ; Spontaneously shifts between two foci (e.g., environment and task) for attention	Involves others in interaction; May indicate need for help	Serious Smile Sometimes laugh
Explore Functions Introvert- Focus on body & tool/s	3 Beginner "I'm making that happen."	<i>Acts to get anticipated effect with intent</i> Activates tool/s; Distinct targeted movements; Able to find a target, and may select	<i>Basic tool use</i> Conscious of cause-effect relationships. Anticipates a specific effect/output	<i>Alert</i> . One focus for attention but able to shift att'n when prompted.	Initiates interaction Keeps and responds to eye-contact Facial signaling	Serious Contented Smile
	2 Curious Novice "Something is happening, but not sure how or why."	Attempts <i>approximate activation</i> ; Explores all parts of the tool/s without clear purpose or intent; Diffuse vague multi-directed movements; May try various body parts to get effect	<i>Awareness</i> that something happens at activation but not conscious of where, when and how	<i>Increased alertness</i> ; One focus for attention	Responds to interaction; Some eye-contact; Behavioral mirroring	Contented Curious Anxious Angry
	1 Novice "This is all new to me."	Excited interest – look, touch; or Non-act; or Rejecting behaviors	<i>No or vague idea</i> of how to use the AAC device for interaction and communication	Alert/ curious; or Non-focused/ passive; or Distractible	Limited interaction with others	Open Indifferent Anxious

1- "AAC Device" could be replaced with any type of low or high tech AAC solution, or another computer interface being used. 2 - "Tool" refers to a combination of the access method (e.g., finger/ switch/ eyes/ head) and device (e.g., AAC device, low tech board, computer interface, etc.).3 - This is meant to be a qualitative assessment based on what is observed during a specific activity.