Tracking Device Use

by Caroline Musselwhite

	Activity	Device?	Overlay?	Model?	Prompts?
8:00 - 8:10	Meet & greet	✓			
8:10 - 8:20	Free Play - computer	✓	✓	Verbal only	
8:20 - 8:30	Circle: Song	✓	✓ generic singing	A.L.Stim	shadow light - flashing
8:30 - 10:00	Snack Prep	✓	✓ generic cooking (no supps)	A.L.S.	shadow light - tempt to ✓

WHAT AND WHY?

This form was developed to support teachers, parents, and therapists in building accountability, and observing when . . . and how . . . devices and communication displays are used. I have tried to keep it simple, so that it is more likely to be implemented.

HOW DO YOU USE IT??

1) First, be sure to get a **baseline**! Use this form at the beginning of the school year, when introducing a new communication device, when implementing a new training approach, etc.

2) **Study** the prompting and cueing hierarchy, to increase your familiarity with terminology. It is fine to make up your own prompting and cueing key, to meet the needs of YOUR classroom and teaching style!

3) **Plan ahead** for how long you will wait before repeating assessment using the checklist.

4) **Set goals** to be met for the next assessment such as:

a) Will increase availability of appropriate device / vocabulary across daily activities

b) Will provide appropriate modeling, using aided language stimulation, for at least three activities

c) Will reduce prompt dependency by offering less intrusive promts (e.g., moving from hand over hand to use of light cues)

DESCRIPTION OF CATEGORIES

Time of Day: track at least 5 activities during the day. Consider picking them at random (write activities on pieces of paper & pull from bowl) so you don't 'cheat' and observe activities that are the 'best' or 'worst'!!

Activity: be as specific as necessary to allow comparison with future checks

Device: list all light & high tech devices the student can actually use for the activity

Vocabulary / Overlay: check whether the student has available vocabulary or the appropriate vocabulary to accomplish the task.

Model: see key below chart, plus attached description page

Prompts & Cues: see key below chart, plus attached description page

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AAC Device Use Checklist
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Student: **Date:**
Observer: **Comments:**

Time of Day	Activity	Device	Vocab / Overlay	Model	Cues & Prompts	Notes

Key to Cueing / Prompting:
Environmental Setup = ES
Pause = P
Shadow Light = SL
Intermittant Light Cueing = IL
Constant Light Cueing = CL
Verbal = V
Physical Touch = PT
Hand Over Hand = HH

Key to Modeling:
Aided Language Simulation = ALS
Verbal Model = V