



Mt. Diablo Unified School District

Office of Special Education

Assistive Technology / Augmentative & Alternative Communication

Willow Creek Center: 1026 Mohr Lane, Concord CA 94518

(925) 682-8000 ext. 6241

**Augmentative and Alternative Communication (AAC)
Student Transition**

To be completed by the teacher and/or SLP at the end of the school year for each non-verbal/low verbal student transitioning to a new classroom.

Please review this information at the student’s transition IEP meeting (if possible), attach a digital version to the student’s current IEP on SEIS, add a copy to the student’s speech and cumulative files, and notify your AAC Specialist to ensure continuity of services.

Student:	Today’s Date:
Transitioning From:	
School:	Grade:
Teacher:	SLP:
Transitioning To (if known):	
School:	Grade:
Teacher:	SLP:

AAC Method Currently in Use

Please check all the communication method(s) the student is currently using:

Unaided No-Tech:

- Vocalizations
- Gestures (pointing, touching, taking)
- Verbal speech
- Manual signs /sign language

Low-Tech:

- Communication Book or boards (with/ without Flip n Talk)
- Partner Assisted Scanning book/board
- PECS book
- PODD book

Light-Tech:

- Twin Talk
- Cheap Talk
- 7 Level Communication Builder
- Go Talk (circle: 4+ 9+ 20+ 32 Express)
- ProxTalker
- Little Step by Step (LSBS)
- Palm Com
- Big Mack

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High-Tech:

- Tablet (model: _____)
- Tablet with AAC app:
 - Go Talk
 - Dynavox Compass
 - LAMP Words for Life
 - ProLoQuo2Go
 - TouchChat HD with WP
 - PODD
- Speech Generating Device
 - PRC:
 - Accent™ 800 Accent™ 1000 Accent™ 1400
 - Tobii Dynavox:
 - EyeMax PCEyeMini Vmax Indi Other: _____
 - Saltillo:
 - NOVA Chat 5 NOVA Chat 8 NOVA Chat 10 NOVA Chat 12
 - Chat Fusion 8 Chat Fusion 10

Access Equipment:

- PRC NuEye™ Tracking System
- PRC NuPoint (Head Pointing)
- Switches
 - hand
 - knee
 - foot
 - Other: _____
- Joystick & Alternative Mouse Control

Present Functional Communication Skills

Please insert a "+" in either column to indicate the present communicative skill level

Does the student:	Not Met	Emerging	Met
Intent to communicate			
Show interest in communicating with others			
Initiates communication			
Responding to others			

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Make comments			
Protesting			
Greeting others			
Responds to name			
Responds to Wh- questions			
Makes choices			
Answers yes/no questions			
Stays on topic during conversations			
Take turns in conversations			
Attempts to repairs breakdowns			
Switches between communication strategies, as needed			
Changes utterance/message length based on communication partner			

Functions	Descriptions	Not Met	Emerging	Met
Behavioral Regulation				
Request Object (RQO)	Behaviors used to demand a desired tangible object			
Request Action (RQA)	Behaviors used to ask or direct another to carry out or cease an action, includes requesting assistance			
Protest/Deny/Reject (PDR)	Behaviors used to refuse, protest, or disapprove of an undesired object, action, or person; includes any form of negation, "no" or "not"			
Social Interaction				
Request Social Routine (RQS)	Behaviors used to command another to commence or continue carrying out a game-like social interaction			
Solicit Attention (SAT)	Behaviors used to draw attention to self, others, objects, or actions			
Affirm (AF)	Behaviors used to indicate affirmation and/or confirmation (e.g. "yes")			
Greet (GR)	Behaviors used to express salutations and conventional rituals			
Acknowledge (ACK)	Behaviors used to indicate notice of a previous statement or action, includes politeness markers, e.g. "please", "thank you"			
Request Permission (RQP)	Behaviors used to seek another's consent to carry out an action by oneself			
Joint Attention				
Relay Information (RI)	Behaviors used to tell about something (initiated			

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	or in response to a question) or inform about an object, event, person, or activity			
Request Information ((RQI)	Behaviors that solicit information about an object, action, person, event, or location			
Comment (COM)	Behaviors used to express a belief or idea, or describe the physical attributes of an object, person, or event			

Adapted from the *Communication Sample and Analysis (CSA)* (Buzolich, Russell, Lunger-Bergh, & McCloskey, 2011)

Motivation & Interests

What is the student most motivated to communicate about?

What are the student's favorite activities?

What activities are most difficult or least favorite?
