

The Pragmatics Profile for People who use AAC



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Acknowledgements

The original Pragmatics Profile of Everyday Communication Skills in Children was written by Hazel Dewart and Susie Summers. This revised version has been created with the permission of NFER-Nelson.

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Any enquiries regarding the use and re-use of this resource should be sent to enquiries@acecentre.org.uk

Introduction

The Pragmatics Profile of Everyday Communication Skills in Children

The Pragmatics Profile of Everyday Communication Skills in Children, originally developed in 1988 by Hazel Dewart and Susie Summers, has been used extensively by Speech and Language Therapists for many years. It was initially intended for use with pre-school aged children, however it was extended for use with children up to the age of 10 years when a revised edition was published in 1995. A Pragmatics Profile of Everyday Communication Skills in Adults was developed in 1996 to provide a way of exploring communication at stages in the lifespan from adolescent to elderly person.

Dewart and Summers (1995) identified the need for an approach that explored everyday communication skills in children. The traditional approaches, such as standardised assessment and testing children within clinical settings, were felt to be limiting the understanding of *how* children communicate in a range of environments with a variety of communication partners. The development of the Profile was intended to provide practitioners with a means of collecting information about a child's communication skills outside the clinical setting, and focused more on their communication abilities within everyday life. The Profile was based on the pragmatic approach to understanding language which emphasises how communication is achieved, how language is used to communicate a variety of intentions, the related needs of the listener, and how children participate in conversation and discourse (Bates 1976, cited in Dewart and Summers 1995).

Dewart and Summers (1995) based the format of The Pragmatics Profile of Everyday Communication Skills in Children on a parental interview schedule originally developed by Kay Mogford (1973, cited in Dewart and Summers 1995). The style of the schedule is structured but is intended to be delivered informally through discussion with parents/carers. It uses open ended questions which allows more opportunities for interviewees to contribute their knowledge about the child's communication.

Dewart and Summers (1995) are clear in their manual about the reliability and validity of their Profile. They assert that the Profile adopts a descriptive, qualitative approach and is not a measure. The validity of the Profile rests in the research base relating to pragmatics rather than in any correlations with scores on other assessments or developmental scales.

The development of The Pragmatics Profile for People who use AAC

Dewart and Summers (1995) suggested that The Pragmatics Profile of Everyday Communication Skills in Children could be used with a wide range of children, including those with physical difficulties and non-verbal children. Dewart and Summers (1995:19) offer suggestions on how to use the Profile with particular clients groups and advise that:

when interviewing parents or carers of children who are predominantly non-verbal, questions that mention 'talking' or 'conversation' can be reworded to refer to 'interaction'.

We have used The Pragmatics Profile of Everyday Communication Skills in Children with individuals who use Augmentative and Alternative Communication (AAC) for many years and have adapted it in an adhoc way. Delivering any interview relies on considerable expertise in juggling the dynamics of questioning, recording and responding to answers. At times we have found it challenging to not only deliver the interview but also adapt the wording of questions and examples 'in the moment'.

Our aim was to adapt The Pragmatics Profile of Everyday Communication Skills in Children to make it more 'AAC friendly' so that it was not necessary to keep changing it in the moment. We wanted to make a resource that was easy to administer, that would allow clinicians to collect information about a person's reasons to communicate and their ability to participate in interactions. We wanted to produce a resource that would allow clinicians to successfully describe a person's functional communication skills rather than focusing on a linguistic model of description such as 'client is at a 3 word level'. This would allow clinicians to better define which skills need developing and in turn contribute to better quality targets for individuals using AAC.

Each question was systematically appraised for its relevance and appropriateness to individuals who use AAC and changes were made. Significant changes were made to the prompt examples provided. The order of the questions was modified and four sections were created: Establishing context and motivation, Reasons to communicate and reactions to communication, Contextual variation, Participation in conversation.

The Profile should be used with individuals who have used AAC in the past, are currently using AAC, or where you feel that an individual is using informal modes of AAC and you wish to introduce more formal methods.

The Pragmatics Profile for People who use AAC is not designed to be a general communication or pragmatic assessment. Other resources, such as

The Pragmatics Profile of Everyday Communication Skills in Children (Dewart and Summers 1995), The Early Communication Assessment (Coupe-O’Kane and Goldbart 1998), Affective Communication Assessment (Coupe-O’Kane and Goldbart 1998) and the Manchester Pragmatics Profile (Coupe-O’Kane and Goldbart 1998), can be used to gather information not specifically relating to AAC.

Administering The Pragmatics Profile for People who use AAC

Dewart and Summers (1995) provide detailed guidance on how to administer the original Profile. For those who are new to carrying out the Profiles, we recommend reading their full guidance beforehand.

It is a good idea to familiarise yourself with The Pragmatics Profile for People who use AAC before beginning the interview. An awareness of the questions will help you to listen out for the key points, and foreknowledge of what sections are coming up later will help you to structure the session to get a broad picture of the person’s abilities.

The Profile can either be printed out for the interviewer to write down the answers, or filled in electronically. If done electronically the spaces after each question will expand automatically. The Profile is to be conducted as an informal interview and should not be handed out to parents/carers to be filled out independently.

The interviewer should not read out the section headings but instead should ask each of the questions (coloured green). The interviewer should use the person’s name where you see [name] in the question.

Respondents should be encouraged to describe the client’s typical behaviours in their own words; interviewers should only use the list of prompts (in black italics) if the interviewee has difficulty thinking of a response to the question. Prompts should **not** be read out as a script or checklist.

We have found that the prompts can be of use when you wish to explore an interviewee’s response in more detail, and/or where you wish to expand on information you have been given. Clinicians should use their clinical judgement on when it is appropriate to probe a response in more details. For example, where an interviewee’s responses describe an individual as mostly using vocalisations for many things, a clinician could seek more detail about these vocalisations – in terms of pitch, tone, context etc.

We have given examples as part of each question and have tried to be sensitive

to a client's physical abilities and cater for a range of ages/experiences/etc. However, these examples can of course be changed. You could use the information about an individual's likes, dislikes, key people and places from Part A of the Profile to help you make the questions more personal and relevant.

The Profile does not have to be completed in one session and not all questions will be relevant to every client. Interviewers should use their discretion and either omit or change the order of questions as required. It is likely that, when answering one question, interviewees will give information that also answers one or more other questions – this is fine. Where possible keep the flow of the interview informal, and if necessary slot the respondent's answers into the right sections after the interview has finished.

When piloting the Profile we found that the length of delivery varied from one to three hours depending on the amount of details provided by respondents. It may be useful to repeat the Profile with more than one person as this can reveal differences that occur between communication partners or environments; for example, a child may use one method at home with a parent/carer, but a different method at school with a teacher. The Profile can be re-administered at intervals to evaluate progress.

Summarising answers given during the interview

The contents page at the start of the Profile also acts as a summary sheet. It is recommended that you reflect on the information provided during the interview and mark whether the individual 'does this', 'may do this', or 'does not do this'. Like the original Profile, The Pragmatics Profile for People who use AAC adopts a descriptive, qualitative approach so the decision about this rating is based on your clinical judgment of the information provided in the interview.

A 'not applicable' column is included to identify that the pragmatic function is not expected to have developed given the child's chronological age. Information about the typical development of pragmatic functions can be found in Chapter 2 of *The Pragmatics Profile of Everyday Communication Skills in Children* (Dewart and Summers, 1995).

The 'may do this' column can be used in a variety of situations. For example, it can be used where an individual's use of the pragmatic function is not consistent across all environments and communication partners, or where an individual relies on a prompt or scaffold to use the pragmatic function. 'May do this' can also be selected if the client has a way of communicating a

pragmatic function but their communication could be improved by using an alternative method. An example of this could be where an individual self-injures to reject an action or event. In this instance, we would mark the 'may do this' column, but also mark the 'potential target' column.

The 'potential target' column is a way of summarising all the areas that you may want to develop further. Marking this column will produce a list of potential targets that can then be discussed with the person who uses AAC and/or their team to identify which targets are a priority for them in order to achieve their goals.

The Methods of Communication Chart in Appendix 1 can be completed to help you further analyse the modes used by an individual to help you identify appropriate targets. Information collated using the Methods of Communication Chart can also be used to inform carers or unfamiliar listeners about an individual's preferred way of communicating. This information could be used to develop training for new carers, or to convey important information in a Communication Passport.

The Pragmatics Profile for People who use AAC provides an opportunity to explore the requirements placed on a person's communication system in different environments with different communication partners. This will help assist teams in deciding which of the potential targets is most appropriate to a situation; for example, an informal mode when communicating with a familiar listener whilst in the bath, versus the use of a high tech voice output communication aid with an unfamiliar listener to reject an unwanted event or action.

The information about potential targets could also be used to identify what future skills a person using AAC may require. Through the use of the Profile you may have identified that an individual's communication requirements are being met in their current environment, but you know they are just about to start going somewhere new where their current modes may be less effective, or where they will have the opportunity to communicate with a wider range of partners. Identifying potential targets through the Profile, alongside the analysis of responses through the Methods of Communication Chart, will help you to identify which skills may need to be developed in preparation for these changes.

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Information Record Sheet

About the Client

Name:

Date of Birth:

Person Interviewed (1)

Name:

Relationship to Client:

Date of 1st interview:

Name of interviewer:

Date of 2nd interview:

Name of interviewer:

Person Interviewed (2)

Name:

Relationship to Client:

Date of 1st interview:

Name of interviewer:

Date of 2nd interview:

Name of interviewer:

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Part A: Establishing context & motivation

1.1 Likes

1.1.1 What does [name] like / like to do?

1.1.2 How does [name] show that s/he likes or is enjoying something?

Answers could include, but are not limited to, by:

- using facial expression, body movement or gesture associated with pleasure, e.g. smiling, laughing
- using facial expression, body movement or gesture interpreted to mean 'more', 'again' etc.
- vocalising to request things, e.g. 'more', 'again' etc. or approximations of these
- using AAC resource to request things, e.g. 'more', 'again' etc.
- vocalising to comment, e.g. 'fun', 'like' etc. or approximations of these
- using AAC resource to comment, e.g. 'fun', 'like' etc. or approximations of these
- other? – please describe

Give practical examples of each of the strategies used.

1.2 Dislikes

1.2.1 What does [name] dislike/not like to do?

1.2.2 How does [name] show that s/he dislikes or is not enjoying something?

Answers could include, but are not limited to, by:

- using facial expression, body movement or gesture associated with displeasure or upset, e.g. frowning, crying
- using facial expression, body movement or gesture interpreted to mean 'stop' etc.
- vocalising to initiate an interaction, e.g. 'help' etc. or approximations of these
- using AAC resource to initiate an interaction, e.g. 'help' etc.,
- vocalising to tell you what is wrong, e.g. 'headache' etc. or approximations of these
- using AAC resource to tell you what is wrong, e.g. 'headache'
- other? – please describe

Give practical examples of each of the strategies used.

1.3 Key people

Who are the important people in [name]'s life?

1.4 Key places

In a typical week/month where does s/he spend their time – list all that apply

Part B: Reasons to communicate & reactions to communication

2 Gaining attention for communication

2.1 Interest in interaction

If you sit down close to [name] and look towards him/her, how do they generally respond?

Answers could include, but are not limited to, by:

- turning to look at you
- smiling
- leaning on you
- reaching out to touch you
- waiting for you to say something
- vocalising [showing they are interested]
- using AAC resource [showing they are interested]
- other? – please describe

2.2 Gaining an individual's attention

If you want to get [name]'s attention, how do you do it?

Answers could include, but are not limited to, by:

- saying their name
- touching them
- making eye contact
- waving
- sharing an understood gesture
- other? – please describe

2.3 Understanding of gesture

If you point to something you want [name] to look at, what do they usually do

Answers could include, but are not limited to, s/he:

- looks at you rather than at where you are pointing
- looks at it, if it is close by
- looks at it, even if it is quite far away
- other? – please describe

2.4 Gaining attention to prepare for an interaction

How does [name] let you know they have something to say/something to communicate?

Answers could include, but are not limited to, by:

- crying
- moving their body [reaching or other]
- vocalising
- looking at you
- using AAC resource – e.g. to say 'more to say' or 'I want to tell you something' or 'get my communication book'
- other? – please describe

3 Attention directing

3.1 Drawing attention to self

How does [name] usually get your attention?

Answers could include, but are not limited to, by:

- crying
- moving their body [reaching or other]
- vocalising
- looking at you
- using AAC resource, e.g. to say 'hi'
- other? – please describe

3.2 Drawing attention to event or action

If you and [name] were out somewhere and s/he saw something interesting – e.g. a helicopter hovering overhead or a fire alarm going off, what would they be likely to do?

Answers could include, but are not limited to:

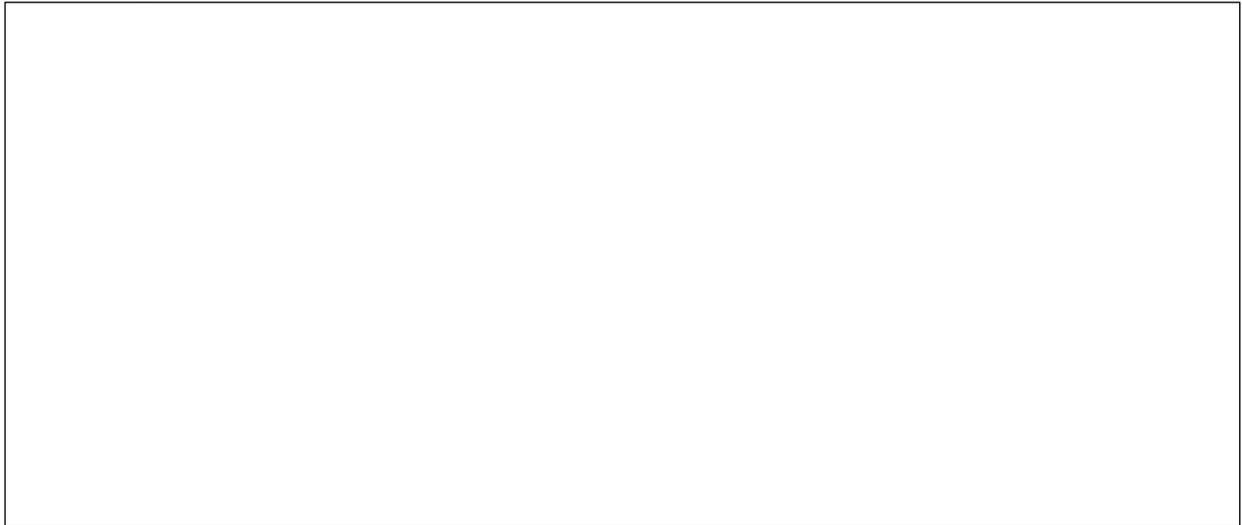
- look at the 'thing' of interest
- move a part of their body, e.g. move an arm or other body part as if to point at it
- look at the thing and then look back at you
- vocalising
- use AAC resource, e.g. to say 'look'
- other? - please describe

3.3 Drawing attention to an object

If [name] saw an object s/he finds interesting – e.g. a football shirt, what would they be likely to do?

Answers could include, but are not limited to:

- look at the 'thing' of interest
- move a part of their body, e.g. move an arm or other body part as if to point at it
- look at the thing and then look back at you
- vocalising
- use AAC resource, e.g. to say 'look'
- other? - please describe

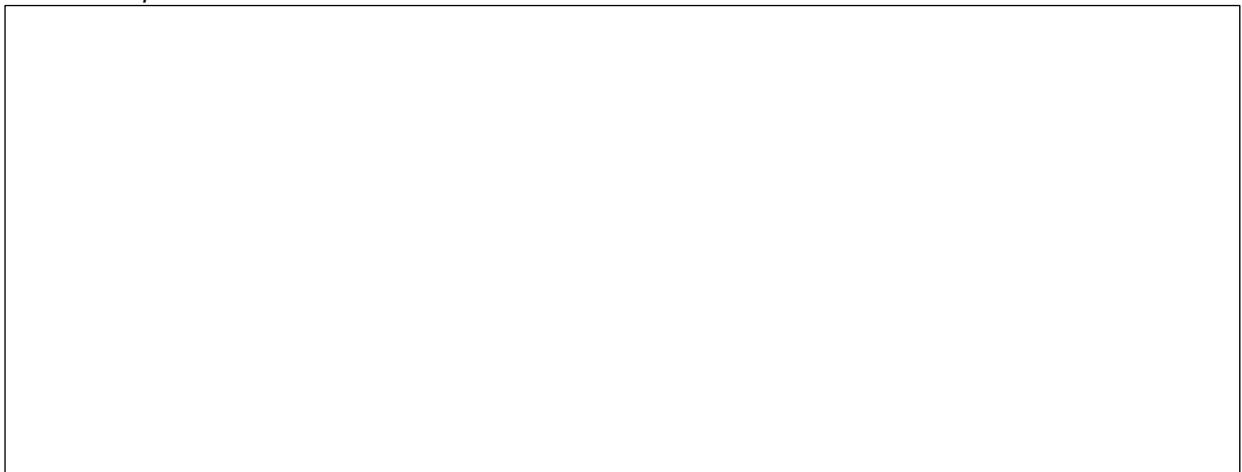


3.4 Drawing attention to other people

If you and [name] were out somewhere and s/he saw someone they wanted to draw your attention to, what would they be likely to do?

Answers could include, but are not limited to:

- look at the 'thing' of interest
- move a part of their body, e.g. move an arm or other body part as if to point at it
- look at the thing and then look back at you
- vocalising
- use AAC resource, e.g. to say 'look'
- other? - please describe



4 Requesting

4.1 Requesting a person

If [name] wanted to call someone over to them, what would s/he do?

Answers could include, but are not limited to:

- look at the person
- move a part of their body, e.g. move arm or other body part as if to beckon them over
- vocalise
- use AAC resource, e.g. to say 'come here'
- other? - please describe

4.2 Requesting recurrence

If you were listening to music with [name] and they wanted you to play the song again, how would s/he let you know?

Answers could include, but are not limited to, by:

- smiling
- using a body movement or gesture in a way to show pleasure
- vocalising, e.g. pleading sounds [requesting more]
- use AAC resource, e.g. to say 'more' or 'again'
- other? - please describe

4.3 Requesting cessation

If [name] wanted you to stop doing something or wanted to finish an activity, what would s/he do?

Answers could include, but are not limited to:

- cry
- use a body movement or gesture [describe]
- vocalise
- look at you with facial expression to say 'no'
- use AAC resource, e.g. to say 'stop'
- other? - please describe

4.4 Requesting assistance

If [name] needs help with something [e.g. to unfasten a lap belt, unwrap an item of food], what does s/he do?

Answers could include, but are not limited to:

- cry
- use a body movement or gesture [describe]
- vocalise, e.g. making pleading noises
- look at you with facial expression to say 'help'
- use AAC resource, e.g. to say 'help'
- other? - please describe

4.5 Requesting an object

If [name] wants an object [e.g. a favourite toy, blanket], what does s/he do?

Answers could include, but are not limited to:

- cry
- use a body movement or gesture [e.g. reaches, uses a body part to point at it]
- vocalise – e.g. making pleading noises
- look at the object and at you to say 'get that'
- use AAC resource - e.g. to say 'help'
- other? - please describe

4.6 Response to direct request for action

If you give [name] an instruction [e.g. 'move your arm [or other body part]', or 'choose which book you want'], how does s/he respond?

Answers could include, but are not limited to:

- looks at you, but doesn't seem to know what to do
- does the action as part of a regular routine, but not if you've never asked them to do this before
- carries out your request
- other? - please describe

4.7 Requesting an action or event

If [name] wants you to do something [e.g. pick them up, invite a friend, read to them], how does s/he make the request?

Answers could include, but are not limited to:

- looks at you
- uses a body movement or gesture [describe]
- vocalises
- uses AAC resource to make a direct request - e.g. to say 'up', 'carry', 'help', 'read'
- uses AAC resource to make an indirect request – e.g. 'I'm uncomfortable' as a means of requesting repositioning
- other? - please describe

4.8 Requesting information

If [name] notices something new [e.g. in the home], or wants to know more about something, how does s/he ask about it?

Answers could include, but are not limited to, by:

- looking at the object or event
- using a body movement or gesture [describe]
- using a body movement or gesture [as if to point at the object] and looking at you
- vocalising with a questioning intonation
- using AAC resource - e.g. to say 'what?' or 'when?'
- other? - please describe

4.9 Response to request for information

If you ask [name] for information [e.g. 'what have you been doing?'], how is s/he likely to respond?

Answers could include, but are not limited to:

- points or gestures
- shows you something
- uses AAC resource to tell you with single words - e.g. 'park'
- uses AAC resource to give you more detailed information – e.g. 'did painting', 'don't know'
- other? - please describe

4.10 Requesting confirmation of information

If [name] wants to check information they've already been given, how does s/he do this? [e.g. when they've been told their Mum has gone to work, how would they check this?]

Answers could include, but are not limited to:

- uses a body movement or gesture [describe]
- vocalises with a questioning intonation
- uses AAC resource - e.g. to say 'Mum' or 'Mum work'
- other? - please describe

4.11 Understanding indirect requests

If you say something that *implies* that you want [name] to do something [e.g. you say, 'you're not going to fit through there' when they are approaching a door frame and their arms are out, meaning you would like them to bring their arms in], how does s/he react?

Answers could include, but are not limited to:

- understands what you have asked and responds appropriately
- takes you literally in a joking way
- takes you literally and replies 'yes' or 'no' but doesn't react as you were intending
- other - please describe

5 Rejecting

5.1 Rejecting a person

If [name] doesn't want someone to interact with them, how does s/he show this?

Answers could include, but are not limited to, by:

- closing their eyes
- turning away from person
- using a body movement
- crying
- vocalising
- using AAC resource, e.g. to say 'go away'
- other – please describe

5.2 Rejecting an object

If [name] doesn't want something that you are offering to them, how does s/he tell you they don't want it?

Answers could include, but are not limited to, by:

- crying
- turning their face away
- using a body movement or gesture to say 'no' [describe movements]
- vocalising
- using AAC resource, e.g. to say 'no', 'stop', 'don't like'
- other? - please describe

5.3 Rejecting an event or action or task

If [name] doesn't want to do something that you are offering to them [e.g. brush hair, go home etc.], how does s/he tell you that they don't want to do it?

Answers could include, but are not limited to, by:

- crying
- turning their face away/unhappy facial expression
- using a body movement or gesture to say 'no' [describe movements]
- vocalising
- using AAC resource, e.g. to say 'no', 'stop', 'don't like'
- other? - please describe

5.4 Rejecting assistance

If you are trying to help [name] do something [e.g. to unwrap a present, turn the page of a book] and they don't want your help, how does s/he let you know?

Answers could include, but are not limited to, by:

- crying [as you try to help]
- turning their face away / unhappy facial expression
- using a body movement or gesture to say 'no' [describe movements]
- vocalising
- using AAC resource, e.g. to say 'no', 'stop', 'don't', 'I'll do it'
- other? - please describe

5.5 Protesting

If [name] doesn't want something to happen, something that they don't have an option about [e.g. take medication, change of staff etc.], how does s/he tell you?

Answers could include, but are not limited to:

- by crying [as it happens]
- by turning their face away / unhappy facial expression
- by using a body movement or gesture to say 'no' [describe movements]
- by vocalising
- by using AAC resource, e.g. to say 'no', 'stop', 'don't want'
- other? - please describe
- there would be no response, they would let it happen

5.6 Response to 'no'

If you have to say 'no' to [name], how does s/he usually respond?

Answers could include, but are not limited to:

- accepts it
- gets upset / annoyed
- uses their AAC resource to ask again
- uses their AAC resource to make an alternative proposal, e.g. 'Just one!', 'Tomorrow then?'
- other? – please describe

5.7 Negotiation

If a peer is not going along with what [name] wants him/her to do, how does [name] respond?

Answers could include, but are not limited to, by:

- crying
- using a body movement or gesture e.g. touching, pushing, hitting [describe movements]
- vocalising
- giving up
- using AAC resource to argue with their peer
- using AAC resource to ask someone to help resolve it
- using AAC resource to negotiate with their peer, e.g. if.....,then.....
- other? - please describe

5.8 Response to negotiation

If you have to say, 'in a minute', how does [name] respond?

Answers could include, but are not limited to:

- doesn't understand and keeps asking
- gets upset/ annoyed about it
- waits, and asks again after an interval
- other? - please describe

6 Naming

6.1 Naming an object

When [name] sees something he/she knows the name of, [e.g. a train], how does he/she say its name?

Answers could include, but are not limited to, by:

- using body movement or gesture representing specific name [please give example]
- vocalising a word, word approximation or sound associated with the named item, e.g. Choo Choo to identify 'it's a train' or 'Thomas' – associated word
- using AAC resource to say name of thing
- using AAC resource to say sentence or phrase, e.g. 'it's a....' or 'There is a...'
- other? - please describe

6.2 Naming an action or event

When [name] talks about something she/he likes to do, how does she/he give it a name?

Answers could include, but are not limited to, by:

- using body movement or gesture representing a specific name, e.g. bouncing action to represent trampolining
- vocalising, a word, word approximation or sound associated with the named item, e.g. 'jump', 'boing!'
- using AAC resource to say the name of a thing
- using AAC resource to say a sentence or phrase, e.g. 'I go trampolining.'
- other? - please describe

7 Commenting

7.1 Commenting on the existence of people, objects or events

If you are putting things away and [name] sees something that he/she is interested in, what would he/she do?

Answers could include, but are not limited to:

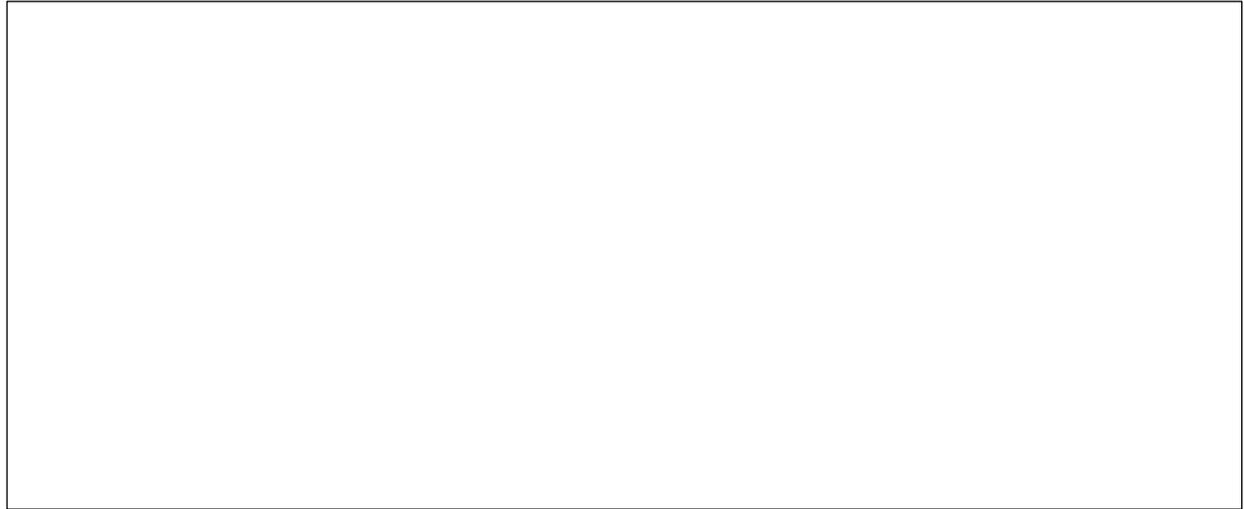
- look at it and showing an interested facial expression
- use body movement or gesture as if to point at it [but not as a request] or to say 'mine' or to comment about it, e.g. gesture to mean 'broken' or 'dirty' etc. [please give example]
- vocalisation, word or word approximation to comment on the item to say 'mine' or 'broken' or 'dirty' etc.
- use AAC resource to make a comment 'mine'
- use AAC resource to build a message to comment 'my blue car'
- other? - please describe

7.2 Commenting on the non-existence of people, objects or events

If [name] notices that something (or someone) has gone from where s/he was expecting it to be, how would s/he comment on this?

Answers could include, but are not limited to:

- looking at place where it should be and use facial expression as if to ask 'where?'
- using body movement or gesture to name the object or comment e.g. gestures 'where'
- vocalisation or word to name the object or comment, e.g. 'gone'
- using AAC resource to make a comment
- using AAC resource to build a message to comment, e.g. 'where my book?'
- other? – please describe

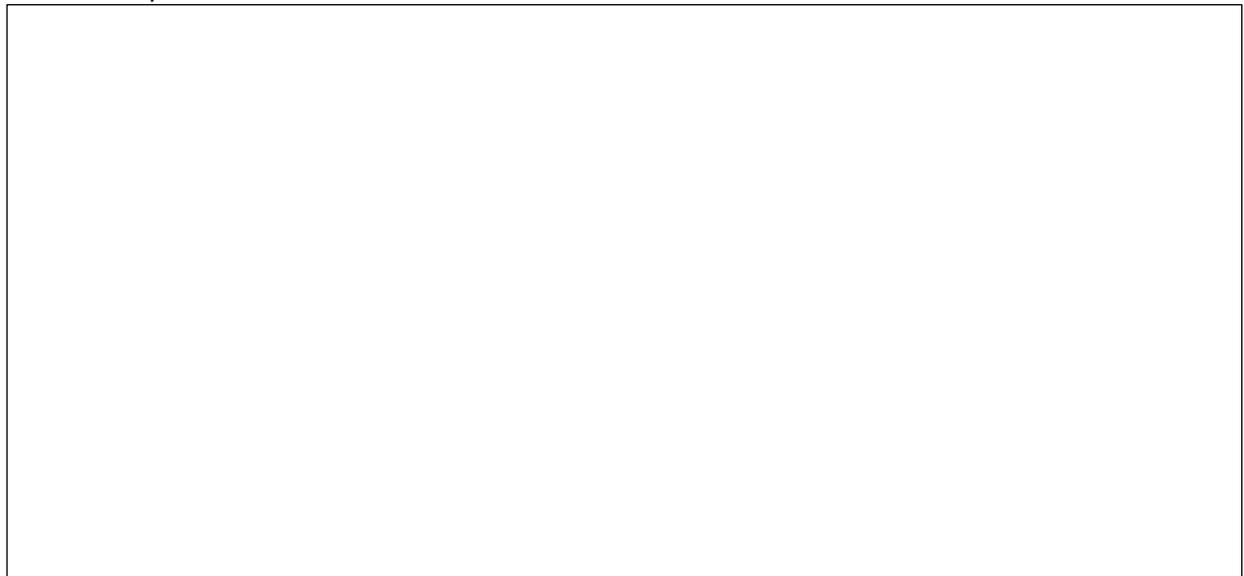


7.3 Commenting on an attribute in the immediate context

If [name] enters a new place that looks or feels different, how do they describe what they think about it?

Answers could include, but are not limited to, by:

- looking around / at it and using facial expressions
- using body movement or gesture to comment, e.g. gesturing 'big'
- vocalising or using word to comment, e.g. 'wow'
- using AAC resource to make a comment
- using AAC resource to build a message to comment, e.g. 'it's dark in here'
- other? – please describe



8 Giving information

8.1 Giving information about self

If [name] wants to give you information about themselves [e.g. their name, that they have just been swimming, that they have a pain], how does s/he tell you?

Answers could include, but are not limited to, by:

- using body movement or gesture representing the information, e.g. signing initial letter of name, pointing to their wet hair etc.
- vocalising [word, word approximation or sound associated with the information they are giving, e.g. 'ow' for a pain, attempts name etc.
- using AAC resource to say a word
- using AAC resource to say sentence or phrase, e.g. 'I went swimming'
- other? - please describe

8.2 Giving information about other people or events

If something happened while you weren't around, e.g. something was broken, someone fell over, someone came to visit, how would [name] let you know about this?

Answers could include, but are not limited to, by:

- using body movement or gesture representing the information, e.g. signs name of a person, points to place where it happened etc.
- vocalisation, word, word approximation or sound associated with the information they are giving, e.g. 'oops' to say it broke, attempts to name person etc.
- using AAC resource to say a word
- using AAC resource to say sentence or phrase, e.g. 'He fell down'
- other? - please describe

8.3 Giving information to direct other people or actions

If [name] is trying to instruct someone how to do something, [e.g. fasten their lap belt, get a peer to stand up], how do they go about it?

Answers could include, but are not limited to, by:

- using body movements or gestures to demonstrate
- vocalising [using word or word approximations to direct you]
- using AAC resource to direct you [single words] ['push']
- using AAC resource to build phrases to direct you ['push that up']
- other? - please describe

9 Asking questions

9.1 Asking questions using 'who?'

If [name] wants to know who you are talking to on the phone or who is at the door, how do they do this?

Answers could include, but are not limited to, by:

- using body movement or gesture, e.g. signs 'who?'
- using questioning / confused facial expression and looking at you [or the person if they are present]
- vocalising with a questioning intonation [word, word approximation or sound], e.g. 'oo?'
- using AAC resource to ask 'who?'
- using AAC resource to ask the question 'who is it?'
- other? - please describe

9.2 Asking questions using 'what?'

If [name] wants to know what something is, how do they do this?

Answers could include, but are not limited to, by:

- using body movement or gesture, e.g. signs 'what?'
- using questioning / confused facial expression and looking at the thing
- vocalising with a questioning intonation [word, word approximation or sound], e.g. 'huh?'
- using AAC resource to ask 'what?'
- using AAC resource to ask the question 'what is it?'
- other? – please describe

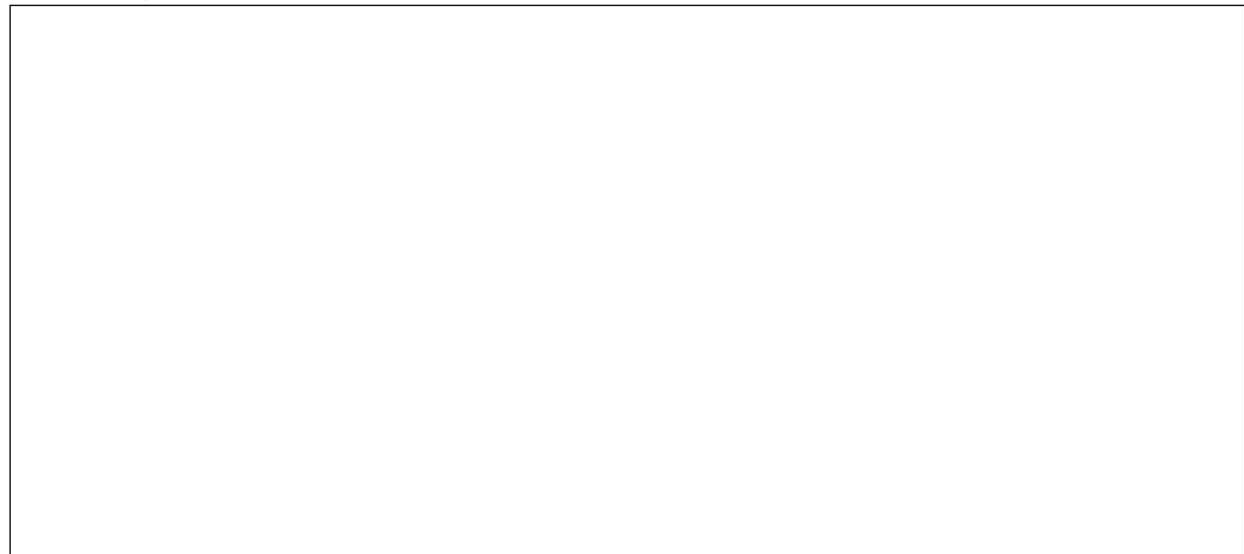


9.3 Asking questions using 'where?'

If [name] wants to know where you are going, how do they do this?

Answers could include, but are not limited to, by:

- using body movement or gesture, e.g. signs 'where?' or points
- using questioning / confused facial expression
- vocalising with a questioning intonation [word, word approximation or sound], e.g. 'ere go?'
- using AAC resource to ask 'where?'
- using AAC resource to ask the question 'where you go?'
- other? - please describe



9.4 Asking questions using 'when?'

If [name] wants to know when something is happening, how do they do this?

Answers could include, but are not limited to, by:

- using body movement or gesture, e.g. points to wrist / watch / clock, signs 'when'
- using questioning / confused facial expression and looking at the clock
- vocalising with a questioning intonation [word, word approximation or sound], e.g. 'now?'
- using AAC resource to ask 'when?'
- using AAC resource to ask the question 'when are we.....?'
- other? - please describe

9.5 Asking questions using 'why?'

If [name] wants to know why something is happening [e.g. why you're leaving], how do they do this?

Answers could include, but are not limited to, by:

- using body movement or gesture, e.g. signs 'why?'
- using questioning / confused facial expression and looking at what is happening [you walking towards the door]
- vocalising with a questioning intonation [word, word approximation or sound], e.g. 'ay?'
- using AAC resource to ask 'why?'
- using AAC resource to ask the question 'why are you....?'
- other? - please describe

9.6 Asking questions using 'how?'

If [name] wants to know how to do something or how something works, how do they do this?

Answers could include, but are not limited to, by:

- using body movement or gesture, e.g. signs 'how?'
- using questioning / confused facial expression and looking at the thing
- vocalising with a questioning intonation [word, word approximation or sound], e.g. 'ow?'
- using AAC resource to ask 'how?'
- using AAC resource to ask the question 'how do that?'
- other? - please describe

Part C: Contextual variation

10.1 People

Are there people [name] likes to communicate with more than others?

Answers could include, but are not limited to:

- family
- peers
- carers / education staff
- other? – please describe

10.2 Places

Are there places in which [name] is more communicative? If so, please give details.

10.3 Time

Are there times during the day at which [name] is more communicative? If so, please give details.

10.4 Topic

What things does [name] typically like to talk about?

Answers could include, but are not limited to:

- *here and now*
- *tends to stick to one topic*
- *beyond the here and now*
- *communicates abstract ideas*
- *other? – please describe*

Part D: Participation in conversation

11 Strategies used

11.1 Conversational breakdown

When a conversation/interaction between you and [name] gets into difficulties, what is the usual reason for this?

Answers could include, but are not limited to, [name]:

- has difficulties understanding you
- doesn't concentrate for very long
- cannot find the vocabulary they want in their AAC resource
- appears not to have the vocabulary they require in their AAC resource
- uses vocabulary that is available in their AAC resource but this does not appear to be relevant to the conversation/interaction
- does not provide enough information for you to know what or who they are referring to
- other? – please describe

11.2 Signalling communication breakdown

How does [name] signal that communication has broken down, for example when they do not understand what you are saying or when you have misunderstood them?

Answers could include, but are not limited to, by:

- using facial expression, eye pointing or gesture, e.g. looks distressed, wide eyes
- vocalising with a sound, word or word approximation, e.g. saying 'no no'
- using AAC resource to indicate communication breakdown using a single word and/or symbol
- using AAC resource to indicate communication breakdown using a phrase. If so how do they do this? What vocabulary do they use?
- other? - please describe

11.3 Repairing communication breakdown

What does [name] do if you have misunderstood what they are trying to communicate?

Answers could include, but are not limited to, [name]:

- uses facial expression, eye pointing or gesture, e.g. appears frustrated
- changes their mode of communication, e.g. if they had used a facial expression / gesture they now use a vocalisation or their AAC resource
- repeats their message. If so, is this by vocalisation, AAC resource using single word or AAC resource using a phrase?
- rephrases their message or elaborates it. If so, is this by vocalisation, AAC resource using single word or AAC resource using a phrase?
- uses repair strategy vocabulary, e.g. 'it's not in my book/device', 'I'll give you a clue...', 'I'll try to spell it...'
- asks for assistance to find the message, e.g. 'help me find'
- other? - please describe

11.4 Requesting clarification

What does [name] do if she/he doesn't understand something you have said?

Answers could include, but are not limited to, [name]:

- uses facial expression, eye pointing or gesture, e.g. looks confused
- vocalises with a sound, word or word approximation, e.g. vocalises with a questioning intonation or says 'huh?'
- uses AAC resource to indicate lack of understanding using a single word and/or symbol, e.g. 'what?'
- uses AAC resource to indicate lack of understanding using a phrase, e.g. 'I don't understand'; 'say it again'. If so how do they do this? What vocabulary do they use?
- other? - please describe

11.5 Maintaining an interaction or conversation over more than two turns

When an interaction gets started, how does [name] keep it going?

Answers could include, but are not limited to, by:

- using facial expression, eye pointing or gesture to signal they want to continue a communication interaction with you, e.g. nodding in agreement
- vocalising with a sound, word or word approximation, e.g. 'uh huh', 'mmm', 'right'
- using AAC resource to maintain a conversation by making small talk, e.g. 'uh huh', 'I understand', 'I know what you mean'. Is this using a single word and/or symbol or phrase?
- using AAC resource to maintain a conversation by contributing meaningful information, e.g. a relevant word. Is this a single word and/or symbol or a phrase?
- other? - please describe

11.6 Giving feedback to a communication partner when listening

How does [name] signal that they are listening to you while you are talking?

Answers could include, but are not limited to, by:

- using facial expression, eye pointing or gesture, e.g. turning to face you; nodding
- vocalising with a sound, word or word approximation, e.g. saying 'mu-huh'; 'yeah'
- using AAC resource to show they are listening using a single word and/or symbol, e.g. 'okay'
- using AAC resource to show they are listening using a phrase, e.g. 'that's interesting'. If so how do they do this? What vocabulary do they use?
- other? - please describe

11.7 Giving feedback to a communication partner when formulating a message

How does [name] signal that they are preparing their message / that they would like you to wait?

Answers could include, but are not limited to, by:

- using facial expression, eye pointing or gesture, e.g. looking frustrated if someone takes their turn in the interaction; raising hand to signal 'wait'
- vocalising with a sound, word or word approximation, e.g. 'eh!', 'oy!', 'me'
- using AAC resource to ask you to wait using a single word and/or symbol, e.g. 'my turn'
- using AAC resource to ask you to wait using a phrase, e.g. 'please give me time to build my message'. If so how do they do this? What vocabulary do they use?
- other? - please describe

11.8 Changing the topic

How does [name] change topic in a conversation? Here, consider how s/he links the preceding and the new topic and how s/he introduces a new topic when the preceding one appears complete.

Answers could include, but are not limited to, by:

- using facial expression, eye pointing or gesture to signal a change in topic
- vocalising with a sound, word or word approximation
- using AAC resource to change the topic using a single word and/or symbol
- using AAC resource to change the topic using a phrase. If so how do they do this? What vocabulary do they use?
- other? - please describe

11.9 Joining a conversation

If [name] tries to join a conversation that other people are having how do they go about it?

Answers could include, but are not limited to, by:

- using facial expression, eye pointing or gesture to signal they want to join the conversation
- vocalising with a sound, word or word approximation
- using AAC resource to join the conversation using a single word and/or symbol
- using AAC resource to join the conversation using a phrase. If so how do they do this? What vocabulary do they use? Do they use appropriate interjection vocabulary e.g. 'excuse me', 'I've heard about that...'
- other? - please describe

11.10 Terminating an interaction

If [name] wants to end an interaction with you how does s/he do it?

Answers could include, but are not limited to, by:

- using facial expression, eye pointing or gesture to signal they want to end the interaction, e.g. by looking away
- vocalising with a sound, word or word approximation, e.g. 'bye'
- using AAC resource to begin a conversation using a single word and/or symbol
- using AAC resource to begin a conversation using a phrase, e.g. 'nice to talk with you', 'see you later'. If so how do they do this? What vocabulary do they use?
- other? - please describe

12 Use of social etiquette

12.1 Use of social greetings and partings

Does [name] use social greetings and partings, e.g. hello & goodbye? If so, please describe how they do this?

Answers could include, but are not limited to:

- uses facial expression, eye pointing or gesture e.g. smiles at the person, waves or gestures hi/bye
- vocalises with a sound, word or word approximation, e.g. 'hiya'
- uses AAC resource using a single word and/or symbol
- uses AAC resource using a phrase. If so how do they do this? What vocabulary do they use?
- other? - please describe

12.2 Compliance with social conventions

To what extent does [name] show an awareness of fitting in with social conventions? For example does he/she use please/thank you, only swear when appropriate, not make personal comments in front of people, know when to use formal language etc.

Answers could include, but are not limited to:

- uses facial expression, eye pointing or gesture, e.g. smiles when wants to say 'please'; only pulls 'rude' facial expressions at appropriate times, such as when joking around with peers
- vocalises with a sound, word or word approximation, e.g. 'ta',
- uses AAC resource using a single word and/or symbol, e.g. 'please'
- uses AAC resource using a phrase. If so how do they do this? What vocabulary do they use?
- other? - please describe

12.3 Expressive joke telling

If [name] wants to make a joke, how do they do this?

Answers could include, but are not limited to, by:

- using eye pointing, facial expression, body movements or gesture, e.g. pulls a funny face
- vocalising with a sound, word or word approximation, e.g. making funny sounds
- using AAC resource to tell a pre-stored joke
- using AAC resource to tell a novel joke
- using AAC resource to fool or direct others to do something funny [practical joke]
- other? -please describe

12.4 Understanding of jokes

Does [name] understand jokes you tell them?

If so, please describe what type of humour it is, e.g. slap-stick, practical jokes, sarcasm, anecdotes

Appendix 1: Methods of communication chart

*FO = Understood by familiar only
 All = Understood by all

		Uses AAC resource: single words	Uses AAC resource: sentence or phrase	Eye pointing, eye contact		Body movement		Vocalisation, sound, word or word approximation		Sign		Gesture		Facial expression		Other
				FO*	ALL	FO	ALL	FO	ALL	FO	ALL	FO	ALL	FO	ALL	
1	Context and motivation															
1.1	Shows likes															
1.2	Shows dislikes															
2	Gaining attention															
2.1	Interest in interaction															
2.4	Gaining attention to prepare for an interaction															
3	Drawing attention															
3.1	... to self															
3.2	... to an event or action															
3.3	... to an object															
3.4	... to other people															
4	Requesting															
4.1	... a person															
4.2	... recurrence															
4.3	... cessation															
4.4	... assistance															
4.5	... an object															
4.6	Response to direct request for action															
4.7	... an event or action															
4.8	... information															
4.9	Responding to a request for information															
4.10	... confirmation of information															

*FO = Understood by familiar only
 All = Understood by all

		Uses AAC resource: single words	Uses AAC resource: sentence or phrase	Eye pointing, eye contact		Body movement		Vocalisation, sound, word or word approximation		Sign		Gesture		Facial expression		Other
				FO*	ALL	FO	ALL	FO	ALL	FO	ALL	FO	ALL	FO	ALL	
5	Rejecting															
5.1	... a person															
5.2	... an object															
5.3	... an event or action or task															
5.4	... assistance															
5.5	Protesting															
5.6	Responding to 'no'															
5.7	Negotiating															
6	Naming															
6.1	... an object															
6.2	... an action or event															
7	Commenting															
7.1	... on the existence of people, objects or events															
7.2	... on the non-existence of people, objects or events															
7.3	... on an attribute in the immediate context															
8	Giving information															
8.1	... about self															
8.2	... about other people or events															
8.3	... to direct other people or actions															
9	Asking questions															
9.1	... using 'who?'															
9.2	... using 'what?'															
9.3	... using 'where?'															

*FO = Understood by familiar only
 All = Understood by all

		Uses AAC resource: single words	Uses AAC resource: sentence or phrase	Eye pointing, eye contact		Body movement		Vocalisation, sound, word or word approximation		Sign		Gesture		Facial expression		Other
				FO*	ALL	FO	ALL	FO	ALL	FO	ALL	FO	ALL	FO	ALL	
9.4	... using 'when?'															
9.5	... using 'why?'															
9.6	... using 'how?'															
11	Strategies															
11.2	Signalling communication															
11.3	Repairing communication															
11.4	Requesting clarification															
11.5	Maintaining an interaction or conversation over more than 2 turns															
11.6	Giving feedback to a communication partner when listening															
11.7	Giving feedback to a communication partner when formulating a message															
11.8	Changing the topic															
11.9	Joining a conversation															
11.10	Terminating an interaction															
12	Use of social etiquette															
12.1	Using social greetings and															
12.2	Complying with social conventions															
12.3	Telling jokes															



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