BOOTHBY
THERAPY SERVICES

Re-Evaluations/Triennials for Students Who Use or Need AAC

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Jessica Fink, MA, CCC-SLP

Introductions: ME

JESS FINK, MA CCC-SLP

- Grand Rapids, MI
- Boothby Therapy Services, SLP and AAC Specialist
- GVSU, Visiting Faculty Communication Sciences and Disorders

DISCLOSURE: I am an employee of the aforementioned organizations, and an ASHA Member. I do not have other financial or non-financial disclosures, presently.

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Introductions: You

SHARE: Name, Title

- Geographic Practice Area
- Practice Setting and Focus
- Primary Aims for Presentation

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Principles of Our Discussion

FOCUS on growth by admitting and accepting challenges

BE RESPECTFUL and positive in our language:
- Towards our colleagues
- Towards the students we work with
  - Use language that is strengths based, inclusive, communicates value, and *presumes potential*
  - Refrain from language that uses "functioning" labels

OPERATE under the least dangerous assumption[4]:
- This is on us as the professionals, *not* the student

Reasons for Our Discussion: Yours

SHARE:

What are your experiences with Language Evaluations for AAC Users?

- Your thoughts, experiences, and challenges
- Observed thoughts, experience, challenges

What were your common primary aims?

CONSIDER

What is the purpose (& Importance) of a triennial re-evaluation?

Reasons for Our Discussion: Policy, Research, and Practice

ASHA PPP #17/18: *Spoken and Written Language Assessment/Intervention for School Age Children and Adolescents* [2]

- Administration of standardized assessment tools and/or non standardized, sampling, or observation methods.
- Assessment across areas or speaking, listening, reading and writing.
- Consideration of context and factors for facilitating skills

IDEA Section 1414

IDEA Section 300.305

IDEA Section 300.304

Reasons for Our Discussion: Policy, Research, and Practice

ASHA PPP #17/18

IDEA Section 1414 Evaluation, Eligibility Determination, IEP programming, and Educational Placements

- Variety of Assessment Tools
- Determination and planning for academic setting, programming, and intervention

IDEA Section 300.305

IDEA Section 300.304

Section 1414

Statute/Regs Main » Statute » Subchapter II (Part B) » 1414

§1414. Evaluations, eligibility determinations, individualized education programs, and educational placements

(2) Conduct of evaluation

In conducting the evaluation, the local educational agency shall—

(A) use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining—

(i) whether the child is a child with a disability; and

(ii) the content of the child's individualized education program, including information related to enabling the child to be involved in and progress in the general education curriculum, or, for preschool children, to participate in appropriate activities;

(B) not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child; and

(C) use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

Reasons for Our Discussion:
Policy, Practice, and Practice

ASHA PPP #17/18

IDEA Section 1414

IDEA Section 300.305 Additional Requirements for Evaluation and ReEvaluation

- Current grade-level classroom achievement and needs
- Consider any modification to current services for success

IDEA Section 300.304

(a) Review of existing evaluation data. As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must—

(1) Review existing evaluation data on the child, including—

(i) Evaluations and information provided by the parents of the child;

(ii) Current classroom-based, local, or State assessments, and classroom-based observations; and

(iii) Observations by teachers and related services providers; and

(2) On the basis of that review, and input from the child's parents, identif[y] what additional data, if any, are needed to determine—

(i)

(A) Whether the child is a child with a disability, as defined in §300.8, and the educational needs of the child; or

(B) In case of a reevaluation of a child, whether the child cor[tin]ues to have such a disability, and the educational needs of the [chil]d;

(ii) The present levels of academic achievement and related developmental needs of the child;

(iii)

(A) Whether the child needs special education and related services; or

(B) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and

(iv) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

Reasons for Our Discussion: Policy, Practice, and Practice

ASHA PPP #17/18

IDEA Section 1414

IDEA Section 300.305

IDEA Section 300.304, Evaluation and reevaluation

- Again, variety of assessment tools
- Administered in the child's native language
- Administration and selection that is accommodating

(1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining—

    (i) Whether the child is a child with a disability under §300.8; and

    (ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);

(2) Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

    (ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;

    (iii) Are used for the purposes for which the assessments or measures are valid and reliable;

    (iv) Are administered by trained and knowledgeable personnel; and

    (v) Are administered in accordance with any instructions provided by the producer of the assessments.

(2) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

(3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

What do you do when you evaluate language skills with your students who *do not* use AAC?

COMPREHENSIVE ASSESSMENT

Across Language Areas

- Reading, writing, speaking, listening
- Five Domains of Language

Multiple Assessment Measures

- Observational Measures
  - Language Sampling
  - Interviews
- Formal Measures
  - Standardized Testing

... YET

Unfair testing practices

"Bypass testing," "review records" only, "can't test," etc. [3]

SO

Inaccurate assessment

Limitations for appropriate supports, programming, intervention. [7]

What *can* you do when you evaluate language skills with your students who *do* use AAC?

COMPREHENSIVE ASSESSMENT

Across Language Areas

- Reading, writing, speaking, listening
- Five Domains of Language

Multiple Assessment Measures

- Observational Measures
  - Language Sampling
  - Interviews
- Formal Measures
  - Standardized Testings

Augmentative Communication/ Speaking

Reading Language Writing

Language

Listening

Oral and Written Language De
In the Common Core

(Koppenhaver, Coleman, Kalman & Yoder, 1991
adapted from Teale & Sulzby, 1989)

Include assessment of AAC communication competencies [6]

- Linguistic
- Operational
- Social
- Strategic

Remember the purpose of assessment

Understand what they *can* do and where they need *support*, and consider *factors* affecting these skills [2]

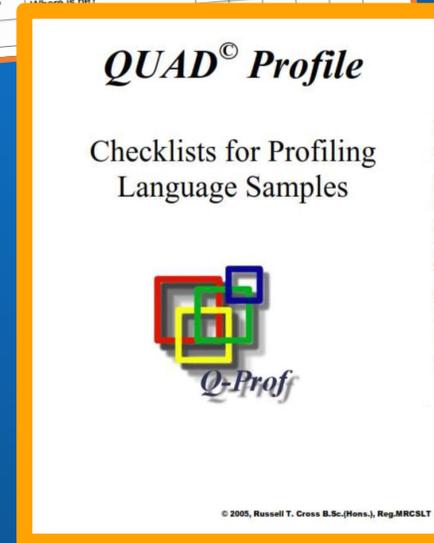# Informal or Observational Measures for AAC Users

- Comprehensive Language Sample
  - 25-50 Utterances
    - Traditional
    - Over time
    - Written Language
  - Consider:
    - Communication functions
    - Modality
    - Syntactic Complexity
    - Lexical Diversity
  - Quad Profile
- DAAG-3
- AAC Profile
- Communication Matrix
- The Pragmatics Profile for PWUAAC

QUAD© Profile: Sentence Types Checklist

Age	Type	Example	Date	Date	Date	Date	Date
1.5 – 2.0	S + V	Me go, you eat					
	V + O	Go home, eat dinner					
	S + O	Daddy car, shoe table					
	Q + X	What eat?					
2.0 – 2.5	S + V + O	I eat apple, She want coat					
	S + V + A	You go under, Mommy run fast					
	V + O + O	Give daddy cookie					
	V + O + A	Want daddy tonight					
	Q + X + Y	Where daddy gone?					
	V + S	Can you?					
2.5 – 3.0	S + V + O + A	I go park tomorrow					
	S + V + O + C	You					
	S + V + O + O	Daddy give me apple					
	Q + X + Y + Z	Who give me the apple?					
	Q + V + S	Where is he?					
3.0 – 3.5	and						

QUAD© Profile: Language Functions Checklist

Age	Type	Example	Date	Date	Date	Date	Date
9 – 12 months	Instrumental	requesting things asking for physical help quantifier ("more") "I want …"					
9 – 12 months	Regulatory	"Do as I say" controlling others					
9 – 12 months	Interactional	information exchange "me and you" statements greetings and social					
9 – 12 months	Personal	maintaining contact interests "I feel … "					
16 – 35 months	Heuristic	asserting identity "tell me why" discovery choices					
16 – 35 months	Imaginative	let's pretend creative imagery					
16 – 35 months	Informative	statements of fact story telling					

QUAD© Profile

Checklists for Profiling Language Samples

Q-Prof

© 2005, Russell T. Cross B.Sc.(Hons.), Reg.MRCSLT

QUAD© Profile: Morphology Checklist

Age (years)	Morphology	Date	Date	Date	Date	Date
2.0 – 2.5	Plural "s" (e.g., dogs, shoes, chairs)					
2.0 – 2.5	Possessive "'s" (e.g., mom's coat, dad's car)					
2.0 – 2.5	First / second person (I, me, you)					
2.5 – 3.0	Gender (he, she, they)					
2.5 – 3.0	Present progressive (-ing ending)					
2.5 – 3.0	3rd person singular (-s ending e.g.eats, wants)					
2.5 – 3.0	Uncontracted aux/copula (is/are: e.g. He is washing)					
2.5 – 3.0	Contracted aux/copula ('s/'re: e.g., He's tired and We're hungry)					
2.5 – 3.0	Regular past tense (-ed ending e.g., She washed the dishes)					
2.5 – 3.0	in, on, under					
3.0 – 3.5	Future tense (going to and will)					
3.0 – 4.0	Object Pronoun (him, her, us, them)					
3.5 – 4.0	Irregular past tense (e.g., wrote, ate, drank, slept, went)					
3.5 – 4.0	Possessive Pronouns (his, hers, ours, theirs)					
3.5 – 4.0	S-V inversion (e.g., are you…, is he…, will they…?)					
3.5 – 4.0	Question words (what, where, who, when, why, which, how)					

Practice:

Consider in small groups: use the QUAD profile to analyze this language sample from an AAC communicator

want more cracker	want cookie
need help	look
open	see bird
dog big	up
want go outside	My turn
not want apple	I need to take a break
	I feel tired

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Practice:

In small groups, discussion (without identification) a student of yours who uses AAC or could benefit from AAC, and work through a few sections of the DAGG-3

- Consider:
  - Limitations of current system
  - Potential goals

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Formal Measures (Adapted) for AAC Users

Adapting standardized tests in any way does invalidate the standard score

HOWEVER Permits evaluation and probing of variety of language skills

- Tips and Tricks:
    - Pace yourself
    - Be selective
    - Modify response methods

Formal Measures for AAC Users

Consider the following

- Semantics/Vocabulary: PPVT, CASL, TOLD, OWLS
- Phonology: CTOPP, TILLS, etc.
- Morphology: CELF, TOLD
- Syntax: CELF, TOLD, OWLS
- Pragmatics: SLDT, CELF Pragmatics Checklist
- Narrative measures: CUBED, TNL, informal

Dynamic Assessment

*"a method that seeks to **identify an individual's skills** as well as his or her **learning potential**. Dynamic assessment is highly interactive and emphasizes the **learning process over time**. [1]"*

CONSiDER

"No way tells us everything, but every way tells us something"

Assessment Implications

Make it *clear* that their ability to communicate is contingent on

    a.   A robust AAC system
    b.   Instruction

IEP Considerations
- Check IEP AT devices *and* services
- Consider AAC consult in the service gird

Implementation Considerations:
- Instructional methodologies
- AAC System

Consideration of Special Factors in Developing IEP

These are a non-exhaustive list of Special Factors. If the team determines in their consideration of special factors that the student needs a particular device, service, accommodation or modification in order for the child to receive a FAPE the Department anticipates the IEP will reflect that determination.

If yes, and this child is deaf or hard of hearing, the team considered the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

Child is not deaf or hard of hearing

Does the child need assistive technology devices and services?
Child does not need assistive technology

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Resources

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2. ASHA. (2004). *Preferred practice patterns for the profession of speech-language pathology* [Preferred Practice Patterns]. https://www.asha.org/policy/.

3. Brigham, F. J., Claude, C. M., & McKenna, J. W. (2021). Triennial Evaluations: Divorcing the Means from the Ends. *Education Sciences*, *11*(7), 314. https://doi.org/10.3390/educsci11070314

4. Donnellan, A. M. (1984). The criterion of the least dangerous assumption. *Behavioral Disorders, 9*(2), 141–150.

5. Light, J. (1989). Toward a definition of communicative competence for individuals using augmentative and alternative communication systems. *Augmentative and Alternative Communication*, *5*(2), 137–144. https://doi.org/10.1080/07434618912331275126

6. Kovach, T. M., Frisbie, A., & Moore, S. M. (2016). Using ongoing outcomes based assessment and monitoring to drive intervention in AAC. *Perspectives of the ASHA Special Interest Groups*, *1*(12), 153–163. https://doi.org/10.1044/persp1.sig12.153

7. Soto Rodríguez, G. M., & Zangari, C. (2009). *Practically speaking: Language, literacy, and academic development for students with AAC needs*. Paul H. Brookes Publishing.
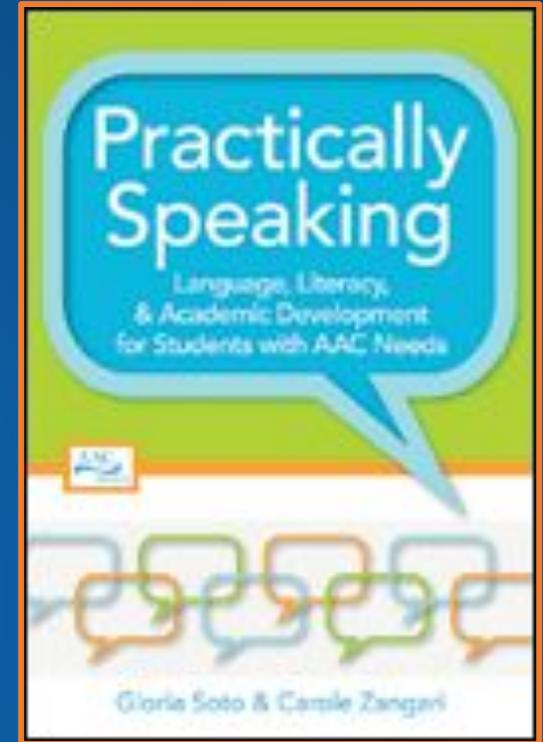
Discussion

Connect:

Jess Fink, M.A., CCC-SLP

jfink@boothbytherapy.com

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Assessment framework

Case Study: CA 12-17 (2018-2023), LAMP WFL

- Standardized: PPVT-5, ROWPVT, portions of TILLS
- Non-standardized/informal:
  - Subtests of <u>CELF ages 5-8</u>: item analysis on Sent Comp, Ling Concepts, Word Structure, Word Classes, Following Dirs, Form'd Sentences, USP
  - Subtests of <u>CELF ages 9-21</u>: Sentence Assembly, Word Definitions
  - EOWPVT
  - Portions of TILLS (Vocab Awareness, Non-word spelling, List Comp, Follow Directions)
  - Narrative: CUBED NLM Listening for K (task/item analysis), narrative sample with micro and macro structure, Hearbuilder Story Retell Test
  - QUAD Profile
  - Brown's Stages
  - AAC Profile - change over time
  - Phonological awareness probes (rhyme, syllabication, etc.)
- Language Sample Analysis: taken from conversation/clinical observation

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