AAC-Aphasia Categories of Communicators Checklist

Adapted from Garrett, K. & Lasker, J. (2005). Adults with severe aphasia. In D.R. Beukelman and P. Mirenda (Eds.) *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs, 3rd edition.* **Baltimore: Brookes Publishing Co. Available at:** *http://aac.unl.edu.*

Instructions: Observe the person with aphasia during Needs Assessment, Impairment Testing, AAC Skills Assessment and in functional activities when possible. *Check* the box in the Skills or Challenges column if communication behaviors are observed more than once. Use a "cluster" approach to identify the most representative communicator type – that is, look for a *predominance* of behaviors in a category. *Circle* the communicator type that represents the most advanced level of communication for which a cluster of behaviors has been identified. *Draw an arrow* to the next communicator type if you think that communicator is advancing to the next level but hasn't yet mastered all of the skills. *Readminister* this checklist if it appears that the person's capabilities, needs, or setting have changed.

Partner Dependent Communicators		
Communicator Type	**Skills**	**Challenges**
Emerging Communicator	❑ Increased attentiveness to tangible objects (e.g, clothing), personal photos, or reminiscence items ❑ Emerging ability to demonstrate (nonverbal) acceptance or rejection of a tangible choice ❑ Looks up when greeted ❑ Takes objects and returns them to command within familiar routines	❑ Poor comprehension without visual or personal context ❑ Inconsistent or nonexistent signal for "yes" or "no" ❑ May demonstrate emerging awareness of daily routine, but is easily confused by changes in the routine or new events ❑ No functional speech or gestures
Contextual Choice Communicator	❑ Some attempts to communicate via natural modalities ❑ Can clearly indicate an answer or preference by pointing to a choice of objects, pictures, or large print written words ❑ Can participate in multi-turn conversations given partner supported strategies (written choice, tagged yes-no questions, augmented comprehension) ❑ Confirms or selects topics of interest ❑ Clearly aware of daily routine (e.g., tries to get shoes on before therapy) ❑ Augmented partner input and support enhances comprehension	❑ Speech or gestures are minimally comprehensible ❑ Generate little information on their own ❑ Seldom initiates, even by pointing or vocalizing ❑ Poor comprehension of decontextual auditory information (e.g., commands, questions that do not pertain to events in the present and/or personally relevant information)
Transitional Communicator	❑ Can access holophrastic messages on a board or device with cues ❑ Can shift modalities with cues ❑ Can initiate a partial message on occasion and in specific contexts, but requires support to communicate a complete message ❑ Can request by pointing or vocalizing ❑ Can greet or produce gestural or spoken word responses in automatic social conversation	❑ Requires constant cueing to think to access stored messages ❑ Requires constant cueing to use alternate modes of communication ❑ Unable to repair conversation breakdowns independently ❑ Does not initiate questions, but may initiate requests for physical needs or comment without cues ❑ Uses mostly automatic speech, if any