

INTRODUCTION TO SOCIAL NETWORKS: SUPPORTING INTERVENTIONS THAT LEAD TO MEANINGFUL OUTCOMES IN AAC

Sarah Blackstone and Mary Hunt Berg
Augmentative Communication Inc.
The Bridge School

sarahblack@aol.com

huntberg@bridgeschool.org

Purpose of presentation

- Introduce Social Networks Inventory and its use in the area of AAC
- Provide example of use of tool with children at Bridge School and discuss rationale
- Quickly go through tool using Inventory Booklets

Handouts

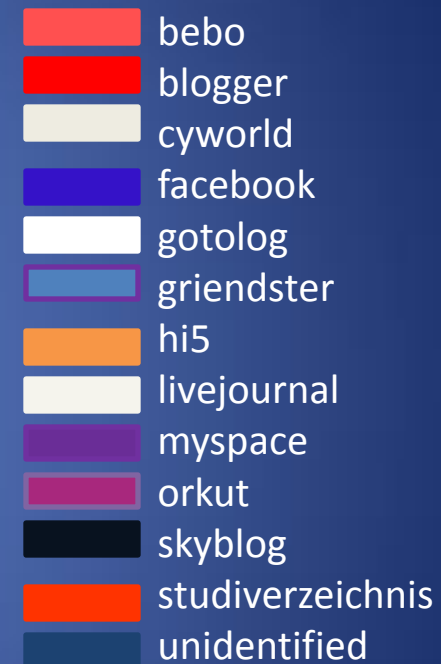
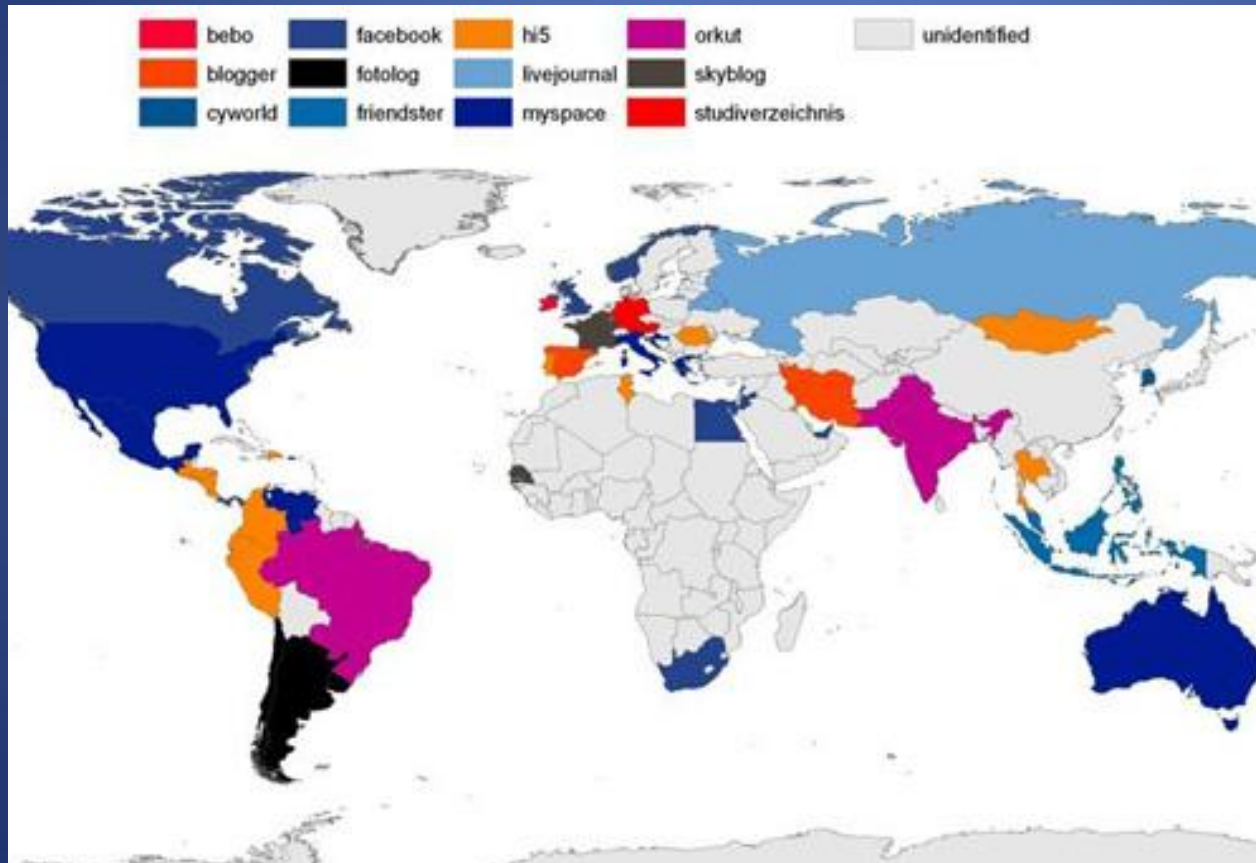
- Inventory Booklet
- Power Point
Go to www.augcominc.com
- Newsletter on Social Networks
Go to www.augcominc.com

FIRST...What are social networks?

- Widely used term to describe complex patterns of relationships (Kaczmarek, 2002)
- Researchers from multiple disciplines employ SN concepts in frameworks and methodologies
- Study individuals, groups, institutions, etc.

Access to social networks depends upon communication skills

21st Century Social Network websites



Personal SNs

- SNs identify existing relationships
- SNs are an index of person's social world or life space (Feiring & Lewis, 1989)
- SNs can identify opportunities and barriers to participation in life activities.



Adopting and Adapting a 'social networks' framework for use in AAC

- Requires thinking beyond traditional assessment protocols that often focus on impairments and disabilities (consistent with ICF focus)
- Increases potential to achieve outcomes that matter to client and family

Social Networks and Disability

- After years of laws and policies aimed at support people with disabilities, many are **at high risk for exclusion** from social networks typical of peers
- Many face **social isolation**, even those who use advanced AAC technologies

Bryen, Carey & Frantz, 2003; Collier, 2000, 2010; Scott & Murphy, 1995

Evidence shows that

- Strong social networks result in better
 - Health
 - Quality of life
 - Employment
 - Acquisition of competencies (e.g. educational success, social skills)

Social networks influence the kinds of opportunities and experiences a person will have.

Thus, they contribute to the kinds of competencies a person will demonstrate.

“Individuals with chronic disabilities face unique threats & challenges; and they need robust social networks to support them so they can remain resilient and experience a high quality of life.”

(David Beukelman, *ACN*, 2003)

Social Networks of families of young children with CCN

Breakdown of parent's personal CCPs

"I hadn't really thought about what this is doing to us. Wow!"

Increased awareness of need to build child's social networks.

"We obviously need to think about how to help build friendships. We need to facilitate this or it ain't gunna happen."

(S. Blackstone, T. Kovach, S. Moore, 2006)

SN of adults with acquired disabilities and their families

- Communication partners issues (hearing, vision, cognition, time, nature of relationships)
- Often a significant impact on spouse, other family members
- Mixing/shifting roles
 - Spouse - primary caregiver/AAC facilitator
 - PCA – friend, family member

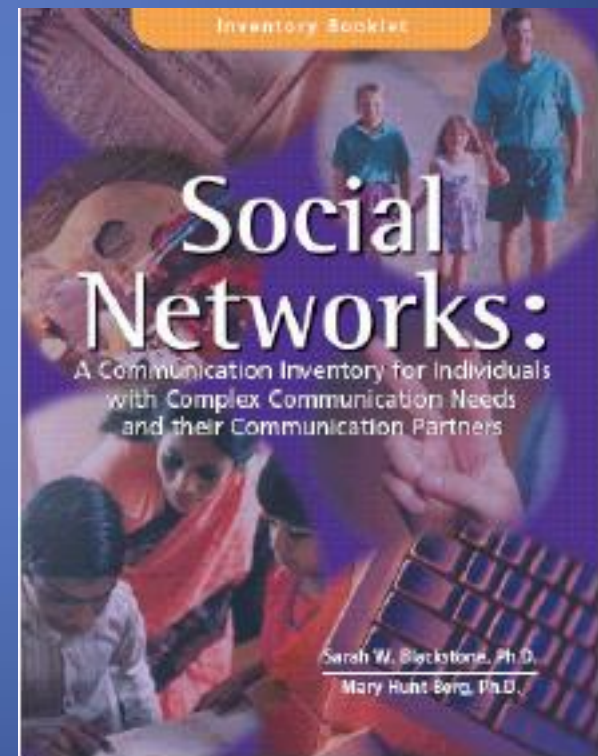
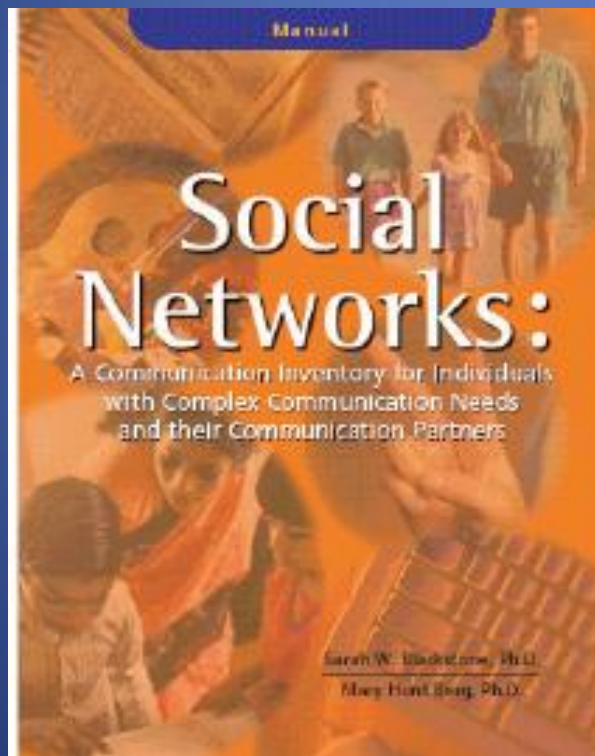
(David R. Beukelman, 2006)

As social connections increase,
social inclusion expands

Conversely, individuals who do not have opportunities to build SNs develop a sense of isolation or loneliness

(see Granlund & Eriksson, 2004)

Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners



Social Networks is a tool that helps
identify Where we are?
Where we might want to go?

It also can help tell us
Did we get there?

SN Inventory has 10 sections

Sections I-III: Tells us who individual is and his/her current social networks

Sections IV-VII: Collects information on communication modes, tools and strategies individual currently uses

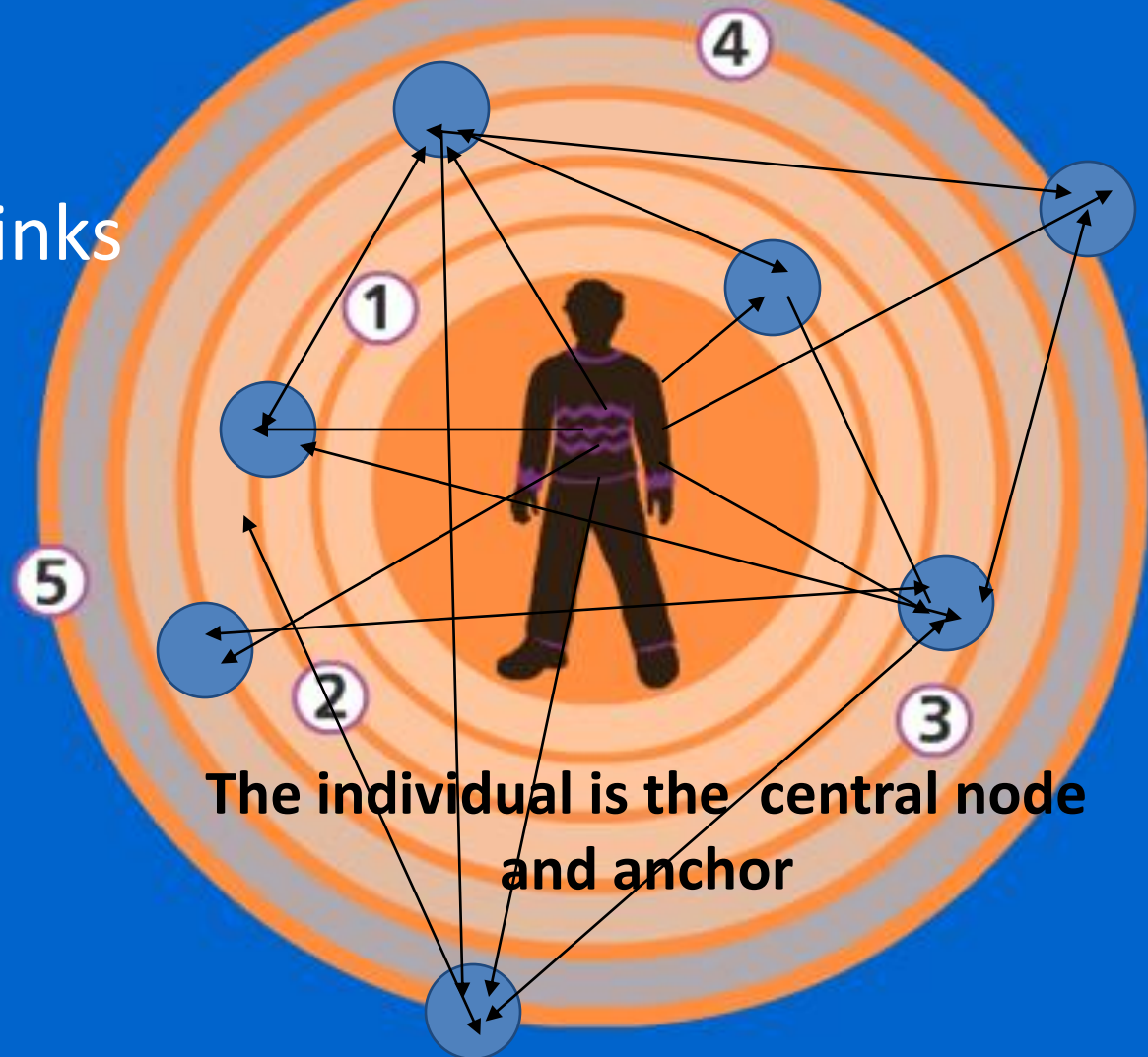
Sections VIII-IX: Provides information about how individual uses different communication modes, tools and strategies within their social networks

Section X: Summarizes information in one place.

Circle of communication partners

Nodes & Links

1= Family
2=Friends
3=Acquaintances
4=Paid Workers
5=Unfamiliar
partners



Use of Social Networks Inventory at the Bridge School

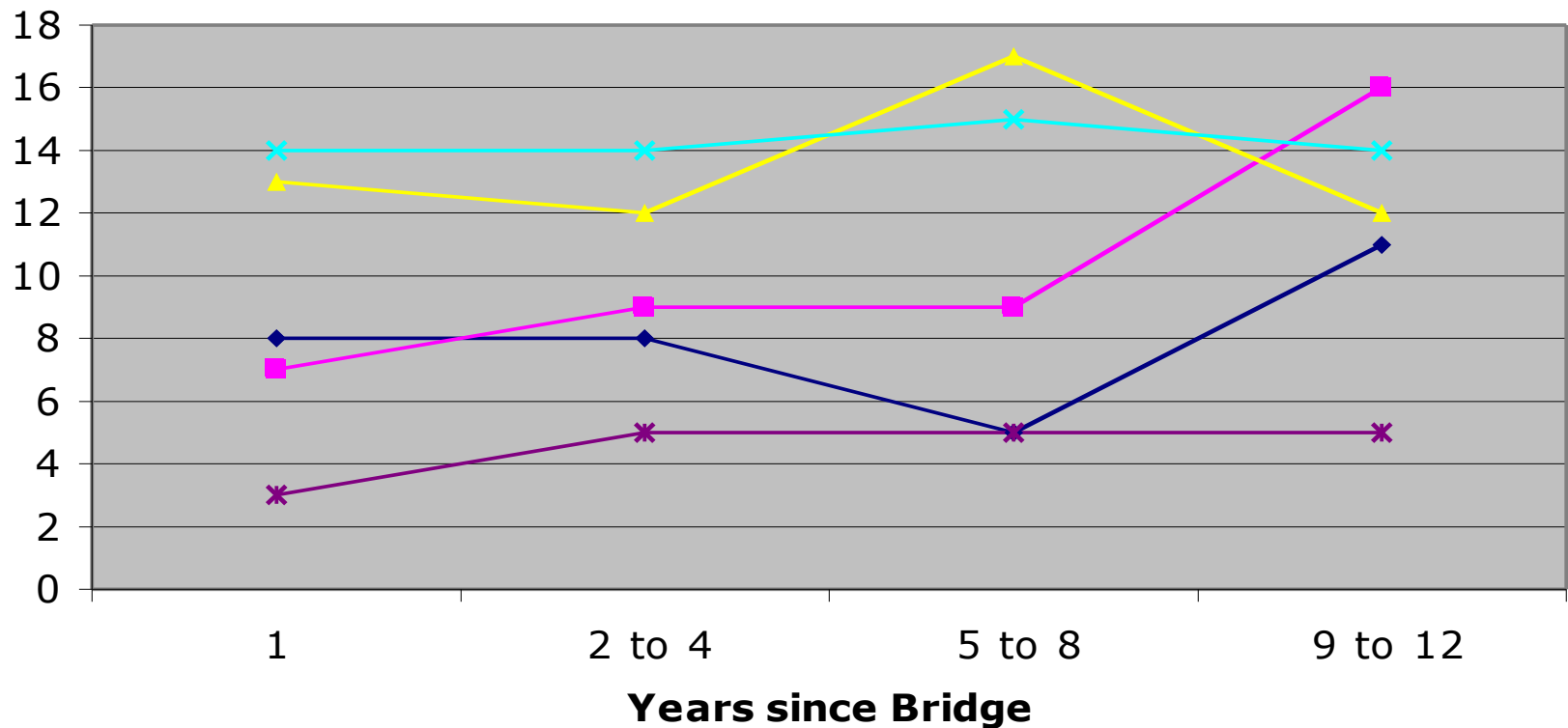
1. To examine outcomes of former students who previously attended Bridge School
 - **Mary Hunt Berg.** Bridge School: Educational Inclusion Outcomes over 15 Years, *Augmentative and Alternative Communication*, 21, 116-131.
2. For assessment, goal setting, and monitoring progress.
3. To inform curriculum development & partner training.

SN provides data that can be used to describe profiles of research participants.

ID	Gender	Age	Diagnoses	Receptive language	Expressive language	Cognition	Reading	Speech	Motor	Mobility	Number years attended	Number years since	Age when entered	Age When exited
AS	M	13	-Seizure disorder	moderate	severe	moderate	severe	severe	severe	ambulatory	2	1	10	11
SB	M	11	-brain injury	severe	severe	moderate	severe	severe	severe	nonambulatory	3.5	1	5	8
NW	M	12	-cerebral palsy	WNR	mild	WNR	moderate	severe	severe	nonambulatory	2	1	9	10
ES	F	12	-cerebral palsy -visual impairment -seizure disorder	severe	severe	severe	severe	severe	severe	nonambulatory	3	1	7	11
CT	F	11	-cerebral palsy -visual - impairment -seizure disorder	severe	severe	severe	severe	severe	severe	nonambulatory	2	2	7	9
HF	F	12	-cerebral palsy -visual impairment	mild	severe	moderate	severe	severe	severe	nonambulatory	5	3	5	10
JS	M	17	-cerebral palsy -visual impairment	moderate	severe	moderate	severe	severe	severe	nonambulatory	6	3	9	15

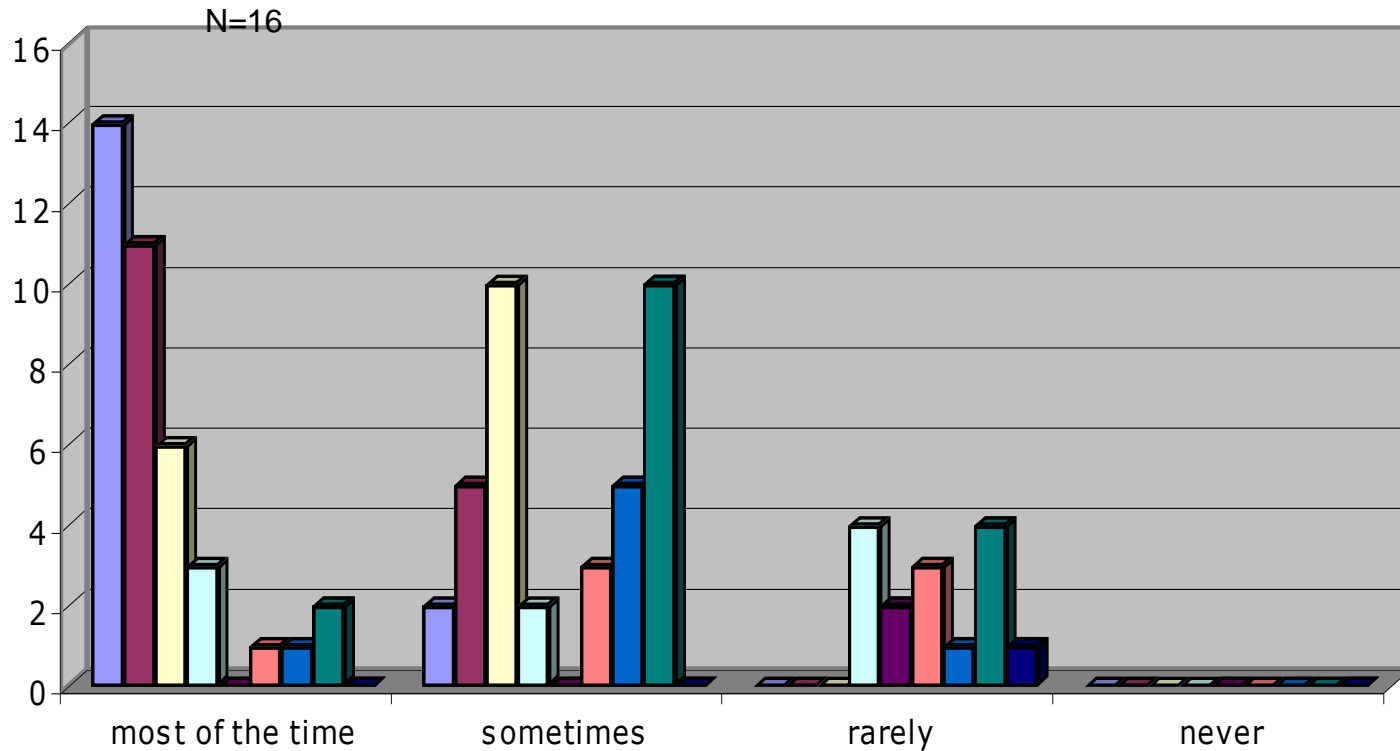
Illustrating Some Research Findings

Communication Partners at Follow-up



Follow-up data from The Bridge School's longitudinal, retrospective study (Hunt-Berg, 2005)
All participants have severe speech & physical impairment.

Modes : Frequency of Use



■ facial expressions/body language
■ vocalizations
■ writing/drawing
■ simple VOCA
■ communication software

■ gestures
■ speech
■ nonelectronic
■ complex VOCA

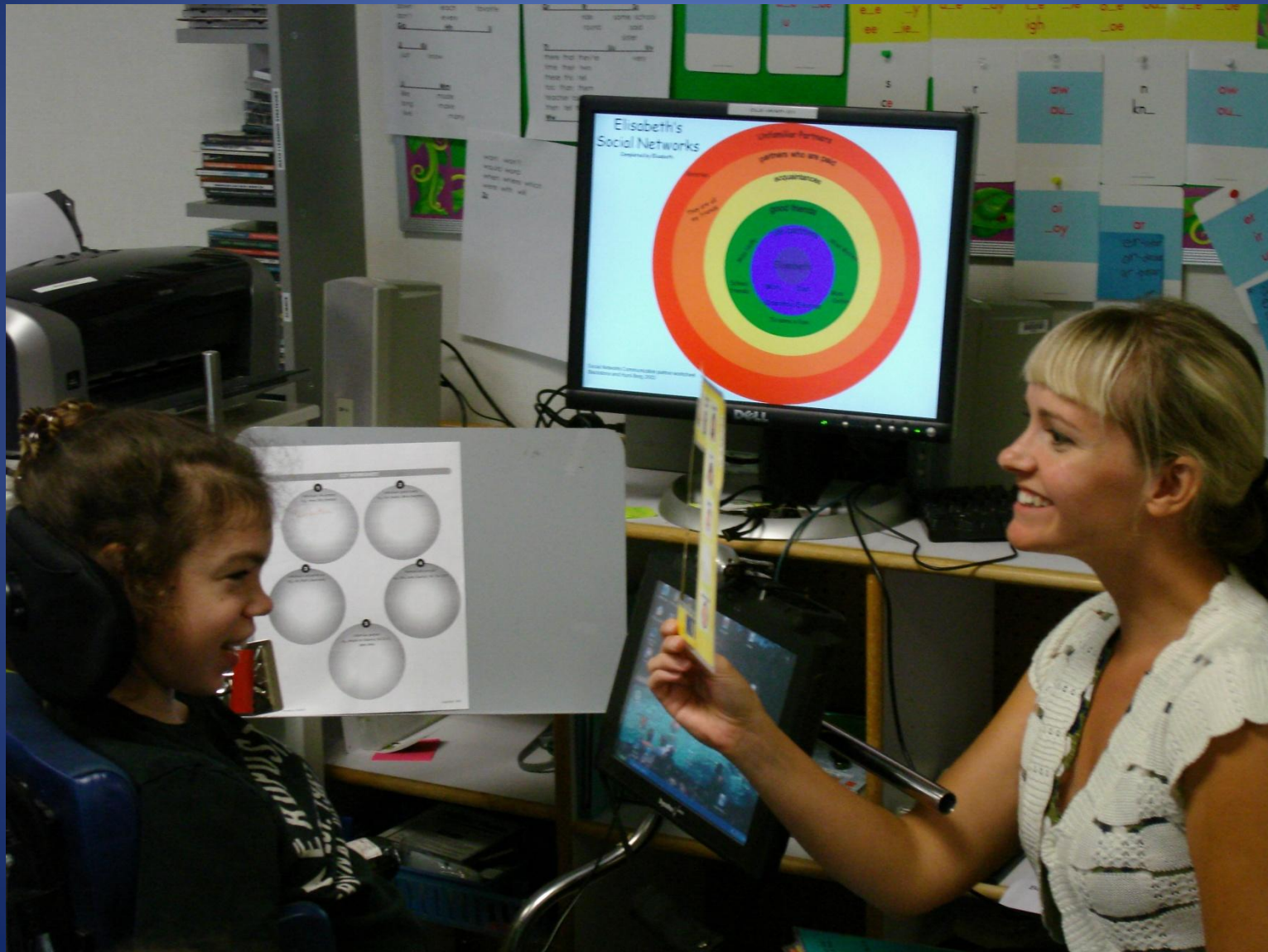
Social networks is used for initial assessment.



Social Networks informs AAC system development



Social Networks is used for person-centered planning in preparation for IEP meetings



Supporting the curriculum

- Collages of children at the Bridge School
- The thematic unit was "community" with the sub themes of "me" & then "family" and then friends, etc.

Art teacher Rebecca Hazeltine.







Social networks is used to inform
curriculum development:
Expanding circles
beyond 1 & 4



Expanding circles beyond 1 & 4





Providing experiences beyond circle 1&4



Social Networks informs curriculum development: Expanding circle 2.



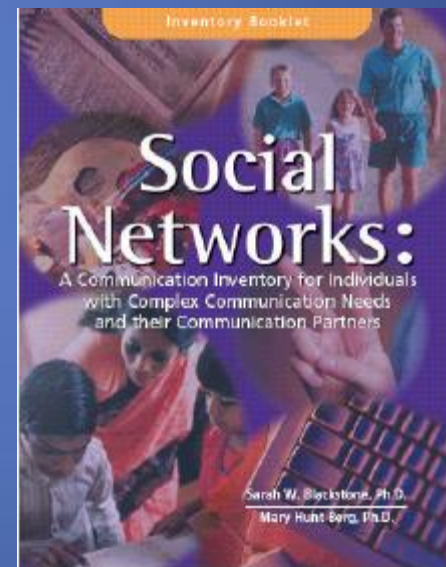
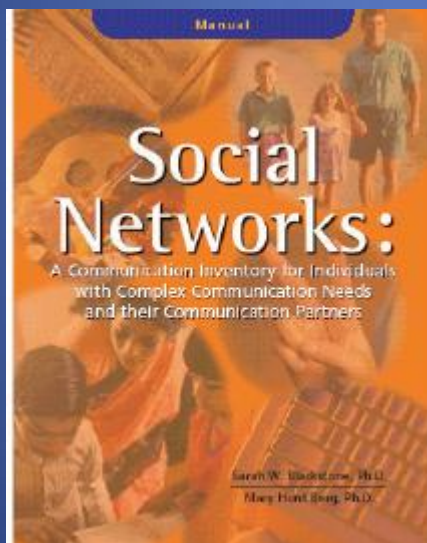
Social Networks provides direction regarding partner training and friendship building



Social networks informs curriculum development and partner training



Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners



Who completes the CCP?

Social Networks is administered to .

- Individual, if at all possible
- Family member: **1st Circle**

AND

- Professional (SLP/teacher): **4th Circle**

Some tips to remember...

- DON'T have to administer ALL.
- DON'T have to complete in a session.
- DON'T have to give sections in order.
- DO have to follow instructions when administering each section.
- DO have rationale for decisions.
- Meant to be re-administered over time.

Information obtained from SN

Inventory Booklet

Table of Contents

I. Identifying Information	6
II. Skills and Abilities of the Individual	7
III. Circles of Communication Partners	9
IV. Modes of Expression	11
V. Representational Strategies	17
VI. Selection Techniques	19
VII. Strategies That Support Interaction	20
VIII. Topics of Conversation	21
IX. Types of Communication	22
X. Summary Sheets	23

Please note: It is not possible to administer the *Social Networks Inventory* without carefully following the Inventory Booklet Instructions. These are located in Chapter II of *Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners Manual*.

- Identifying Information
- Skills and Abilities



Circles of Communication Partners

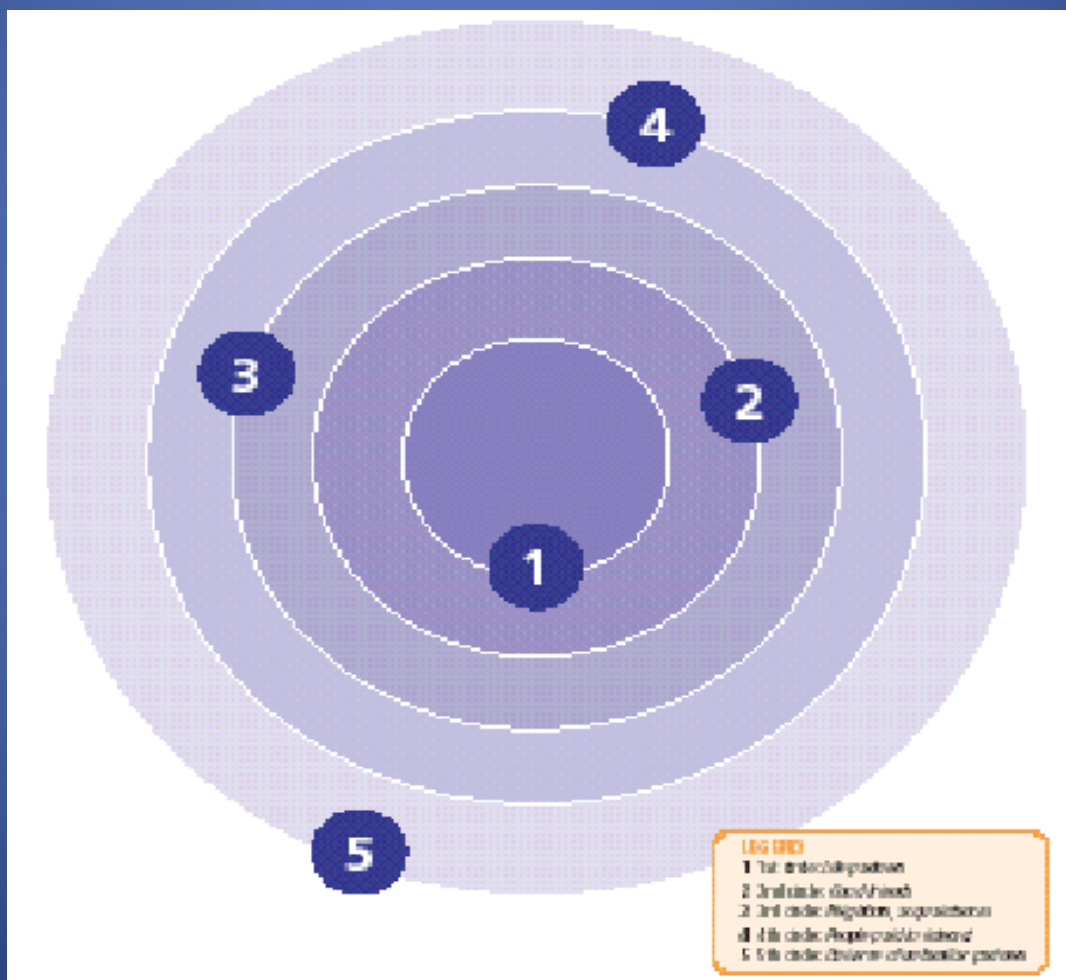
- Modes of Communication
- Representational Strategies
- Selection Strategies
- Strategies that support interaction
- Topics of Conversation
- Types of Communication



Summary Sheets

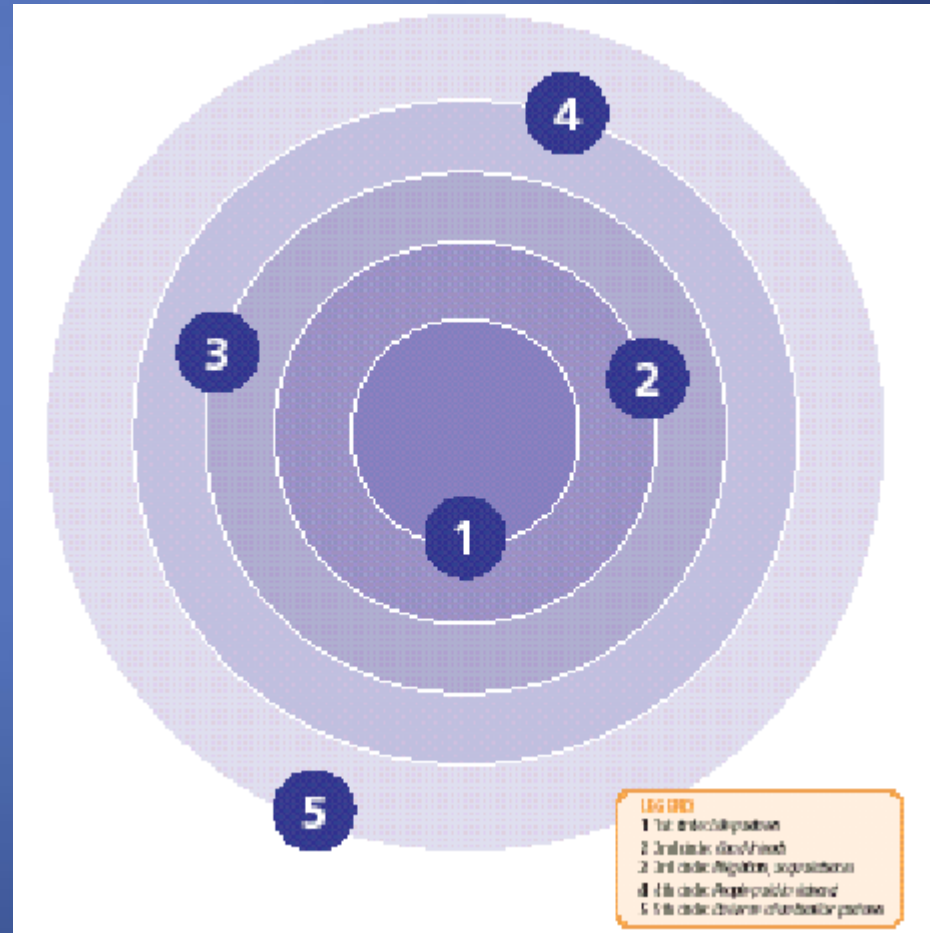
Circles of Communication Partners

Adapted from Marsha Forest, Judith Snow, et. al.



Who is in your circles?

1. Family
2. Friends
3. Acquaintances
4. Paid workers
5. Unfamiliar partners



Accuracy of a CCP

- # of partners
- Balance across your circles
- # of people in each circle
- Thinking back and thinking forward
 - How do your circles today compare with your circles a year ago? 5 years ago?

Social networks change over the lifespan.



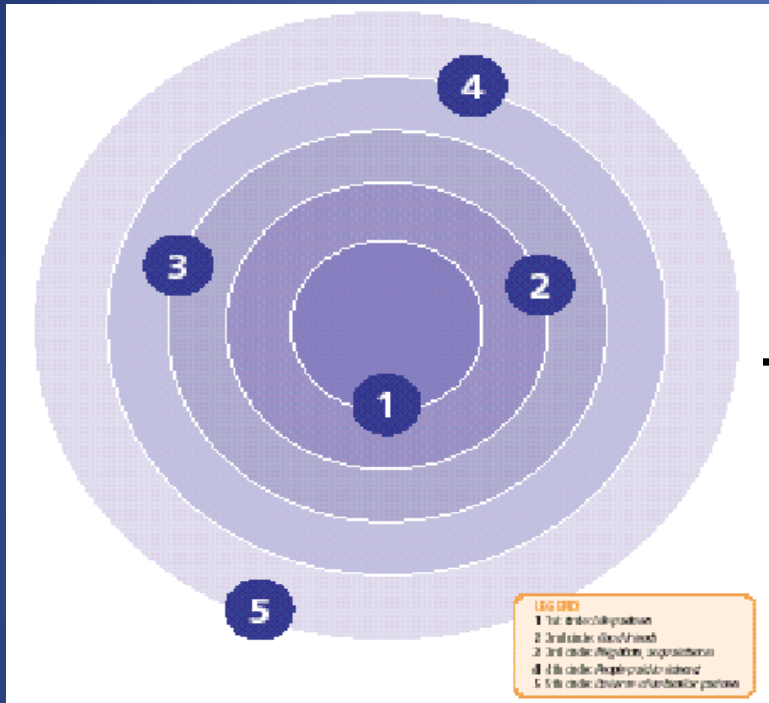
Infancy & preschool School years Adulthood & middle years Third thirty

What happens here

underlies what happens here

**How might your circles
compare to individuals with
disabilities you know?**

Why?



CCP WORKSHEET

1 Individual's life partners
e.g., mom, Billy (brother)

2 Individual's good friends
e.g., Joe (cousin), Maria (neighbor)

3 Individual's acquaintances
e.g., Jen, Matt (classmates)

4 Partners who are paid
e.g., Mrs. Jones (teacher), Mr. Cho (SLP)

5 Unfamiliar partners
e.g., people on listserves (ACOLUG),
store clerks

10 Inventory Booklet

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Step 1. Identify
important partners in
each circle

Step 2. Identify specific partners & their circles

IDENTIFY IMPORTANT PARTNERS

	NAME	CIRCLE
Individual's primary communication partner	_____	_____
Most skilled communication partner	_____	_____
Partner with whom the individual spends the most time	_____	_____
Individual's favorite partner	_____	_____
Communication partner most willing to learn new skills	_____	_____
Partner most willing to teach other people how to communicate with the individual	_____	_____

ADDITIONAL COMMENTS

Questions . . .

- Are person's circles balanced?
- Would circles look different if informant was person? Family member? Some other professional?
- Did CCP help identify any important issues? considerations?

Communication Partners: Pilot data

The most skilled partners are not always the person's preferred partners

Many individuals with complex communication needs do not spend most of their time with their most skilled partners

Many partners thought to be most willing to learn are not being taught

Summary Sheet

What circles will you target?

What might be a reasonable goal to meet current communication needs?

What might be a reasonable goal to meet future communication needs?

SUMMARY SHEET D – INTERVENTION PLANNING

Use this form to summarize and highlight relevant findings for each circle.

DATE _____ TYPE OF COMMUNICATOR _____ INFORMANT(S) _____

1

2

3

4

5

26 Inventory Booklet

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The Social Networks Tool

Inventory Booklet

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Identifying Information



Skills and Abilities

- **Circles of Communication Partners**
- Modes of Communication
- Representational Strategies
- Selection Strategies
- Strategies that support interaction
- Topics of Conversation
- Types of Communication



Summary Sheets

II. SKILLS AND ABILITIES OF THE INDIVIDUAL

PLEASE NOTE: Refer to page 23 of the Manual for definitions and instructions.

LANGUAGE AREAS

RECEPTIVE LANGUAGE

- ☐ age appropriate
☐ mild impairment
☐ moderate impairment
☐ severe impairment

HOW MEASURED

- ☐ formal tests
☐ informal measures
☐ structured observations
☐ educated guess
☐ don't know, needs further assessment
☐ other _____

- Speech
- Expressive language
- Writing
- Reading
- Adaptive Behavior
- Vision
- Hearing
- Motor
- Cognition
- Assistive Technology

ASSISTIVE TECHNOLOGY USE

TOOLS CURRENTLY USING	HOW HELPFUL			
AAC DEVICE	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
NON-ELECTRONIC COMMUNICATION AID	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
POWER WHEELCHAIR	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
MANUAL WHEELCHAIR	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
GLASSES	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
HEARING AIDS	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
CANE	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
WALKER	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
POINTER (HEAD, HAND-HELD)	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
ELECTRONIC POINTER (E.G., HEAD MOUSE)	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
SWITCH(ES)	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
OTHER COMMUNICATION-RELATED DEVICES	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
PLEASE SPECIFY _____				

ADDITIONAL COMMENTS

SUMMARY SHEET C – SKILLS, STRATEGIES, TOPICS

NAME _____ TYPE OF COMMUNICATOR _____ DATE _____

SKILL AREAS

SKILLS AND ABILITIES

Skills and Abilities

AREAS NEEDING FURTHER ASSESSMENT

Further Assessment

REPRESENTATIONAL STRATEGIES USED

SELECTION TECHNIQUES USED

EFFECTIVE STRATEGIES THAT SUPPORT INTERACTION

EXPRESSION

COMPREHENSION

TOPICS OF CONVERSATION

CURRENTLY USED

WOULD LIKE TO USE

Goals:

Do any goals emerge from these sections for the person you're thinking about?

SUMMARY SHEET D – INTERVENTION PLANNING

Use this form to summarize and highlight relevant findings for each circle.

DATE _____ TYPE OF COMMUNICATOR _____ INFORMANT(S) _____

1

2

3

4

5

26 Inventory Booklet

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- Identifying Information
- Skills and Abilities
- Circles of Communication Partners



Modes of Communication

- Representational Strategies
- Selection Strategies
- Strategies that support interaction
- Topics of Conversation
- Types of Communication



Summary Sheets

Modes of Communication

- Facial expression/body language
- Gestures/eye gaze
- Vocalizations
- Manual signs
- Speech
- Writing/drawing
- Nonelectronic communication aids
- Simple communication device
- Complex communication device
- Communication software
- Phone
- Email
- Other_____

Defined in the *SNs* manual

Additional Information about Modes

For modes person
CURRENTLY
uses, ask
about

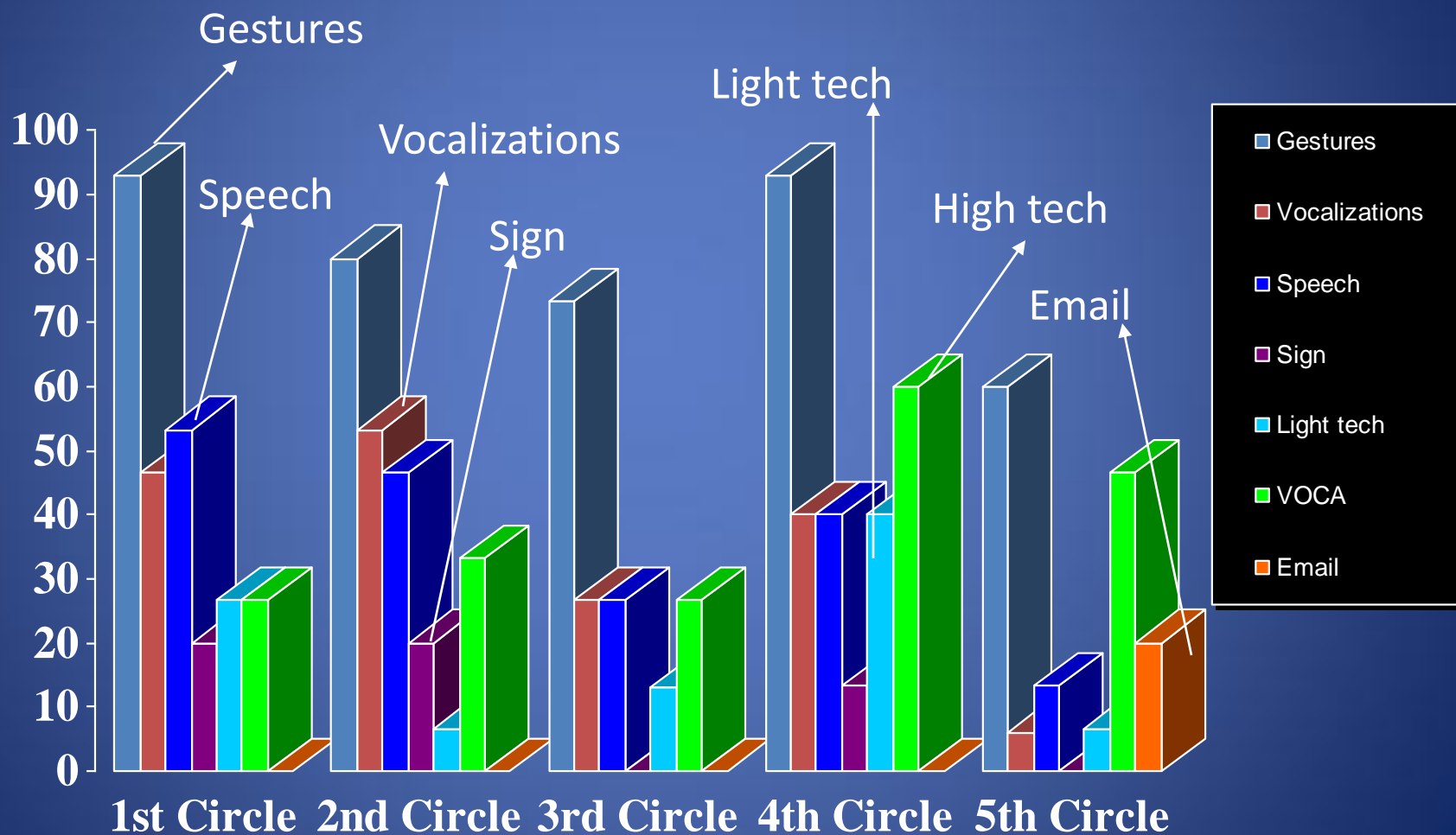
- Frequency
- Effectiveness
- Efficiency
- Intelligibility
- Size of vocabulary
- Length of time used

SPEECH					<input type="radio"/> Yes	<input type="radio"/> No
FREQUENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never		
EFFECTIVENESS	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never		
EFFICIENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never		
INTELLIGIBILITY	Who best understands? _____		Which circle is this partner in? _____			
LENGTH OF TIME USED?	<input type="radio"/> less than 6 months	<input type="radio"/> 6 months to 1 year	<input type="radio"/> 1 to 3 years	<input type="radio"/> 3 to 5 years	<input type="radio"/> more than 5 years	<input type="radio"/> don't know
SIZE OF VOCABULARY?	<input type="radio"/> 1-2 words	<input type="radio"/> 3-5 words	<input type="radio"/> 6-10 words	<input type="radio"/> 11-25 words	<input type="radio"/> 26-50 words	<input type="radio"/> more than 50 words
Example 1 _____ Example 2 _____						

WRITING/DRAWING					<input type="radio"/> Yes	<input type="radio"/> No
FREQUENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never		
EFFECTIVENESS	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never		
EFFICIENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never		
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SIZE OF VOCABULARY?	<input type="radio"/> 1-2 words	<input type="radio"/> 3-5 words	<input type="radio"/> 6-10 words	<input type="radio"/> 11-25 words	<input type="radio"/> 26-50 words	<input type="radio"/> more than 50 words
Example 1 _____ Example 2 _____						

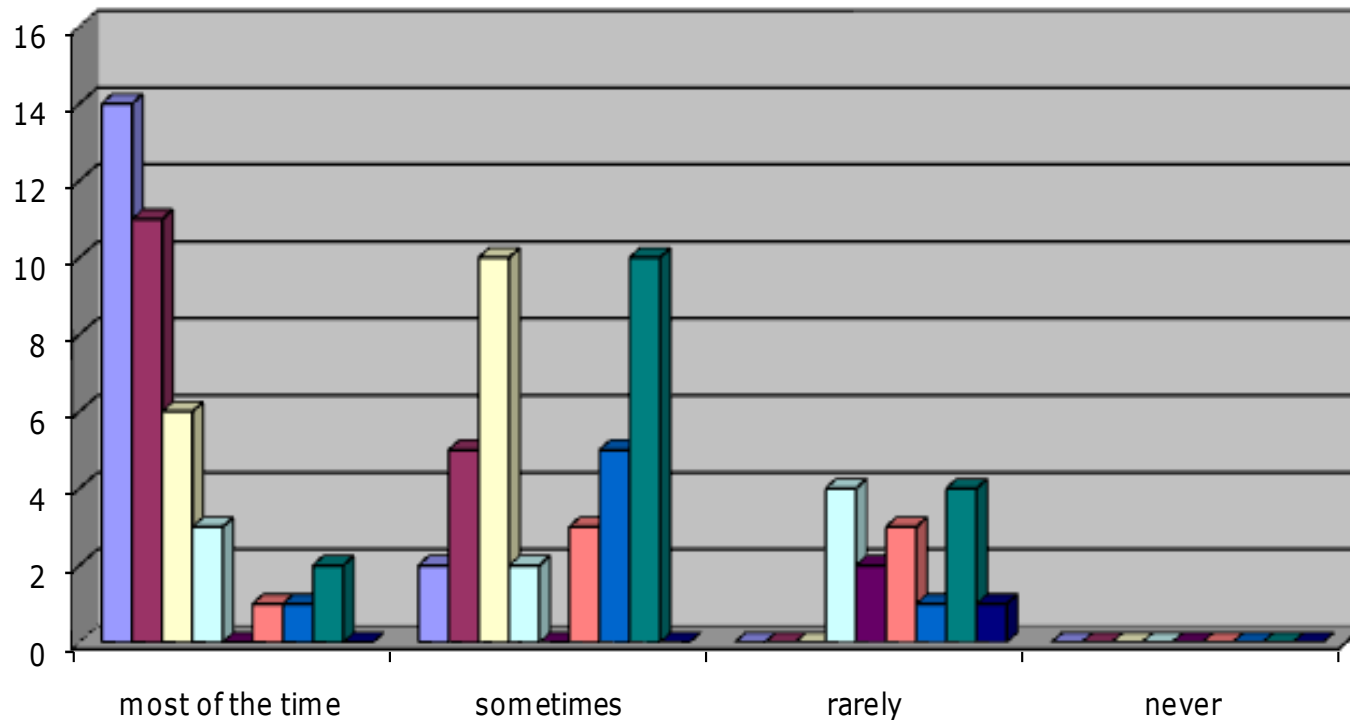
NON-ELECTRONIC COMMUNICATION BOARD/BOOK					<input type="radio"/> Yes	<input type="radio"/> No
Describe types _____						
FREQUENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never		
EFFECTIVENESS	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never		
EFFICIENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never		
INTELLIGIBILITY	Who best understands? _____		Which circle is this partner in? _____			
LENGTH OF TIME USED?	<input type="radio"/> less than 6 months	<input type="radio"/> 6 months to 1 year	<input type="radio"/> 1 to 3 years	<input type="radio"/> 3 to 5 years	<input type="radio"/> more than 5 years	<input type="radio"/> don't know
SIZE OF VOCABULARY?	<input type="radio"/> 1-10 items	<input type="radio"/> 11-20 items	<input type="radio"/> 21-50 items	<input type="radio"/> 51-75 items	<input type="radio"/> 76-200 items	<input type="radio"/> unlimited

Primary Modes Across Circles: Pilot Data



Bridge School Data

Modes : Frequency of Use



facial expressions/body language

vocalizations

writing/drawing

simple VOCA

communication software

gestures

speech

nonelectronic

complex VOCA

Important relationship between **Modes and Circles**

- Person with CCN AND their partners often have strong preferences for modes.
- Attitudes about modes in different circles will influence success.

Relationships between Modes and Meaning

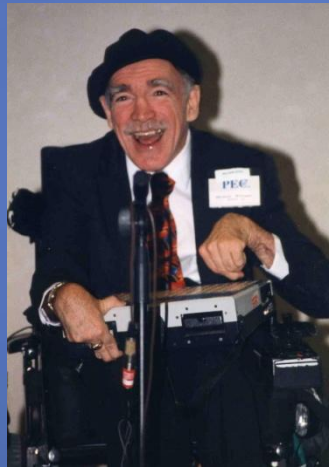
- Choice of modes is influenced by the situation, intent, content, individuals involved
- All performance is multi-modal
- Modes uniquely constrain types of information conveyed

Modes differ in types of information conveyed

Body proximity- **Attitude**

Face- **emotion**

Eyes- **Deictic
information**



Hands & arms-
Spatial orientation

Social Networks. ISAAC Research Symposium
(2004)

Different Modes support different kinds of interactions

- Social closeness
- Basic needs/
wants
- Social etiquette
- Information
exchange
- Interior dialogue
- Face to face
communication
- Communication
across distances
- Spoken/written

Administering Modes Section

- Step 1: Ask informant to identify ALL modes person relies on
- Step 2: Ask informant to identify PRIMARY mode for each circle
- Step 3: Collect additional information about modes

Step #1: Identify All Modes

IV. MODES OF EXPRESSION

PLEASE NOTE: Refer to pages 25 to 27 of the Manual for definitions and instructions.

CHECK ALL MODES THAT APPLY:

- ☐ facial expression/body language
- ☐ gestures
- ☐ vocalizations
- ☐ manual signs/sign language
- ☐ speech
- ☐ writing/drawing
- ☐ nonelectronic communication board/book
- ☐ simple communication device
- ☐ complex communication device
- ☐ special communication software used on a computer
- ☐ phone
- ☐ email
- ☐ other modes of communication _____

#2 Check primary mode for each circle

1

CHECK THE PRIMARY MODE FOR EACH CIRCLE:

1

- ☐ facial expression/body language
- ☐ gestures
- ☐ vocalizations
- ☐ manual signs/sign language
- ☐ speech
- ☐ writing/drawing
- ☐ nonelectronic communication board/book

- ☐ simple communication device
- ☐ complex communication device
- ☐ special communication software used on a computer
- ☐ phone
- ☐ email
- ☐ other modes of communication _____

2

2

- ☐ facial expression/body language
- ☐ gestures
- ☐ vocalizations
- ☐ manual signs/sign language
- ☐ speech
- ☐ writing/drawing
- ☐ nonelectronic communication board/book

- ☐ simple communication device
- ☐ complex communication device
- ☐ special communication software used on a computer
- ☐ phone
- ☐ email
- ☐ other modes of communication _____

3

3

- ☐ facial expression/body language
- ☐ gestures
- ☐ vocalizations
- ☐ manual signs/sign language
- ☐ speech
- ☐ writing/drawing
- ☐ nonelectronic communication board/book

- ☐ simple communication device
- ☐ complex communication device
- ☐ special communication software used on a computer
- ☐ phone
- ☐ email
- ☐ other modes of communication _____

4

4

- ☐ facial expression/body language
- ☐ gestures
- ☐ vocalizations
- ☐ manual signs/sign language
- ☐ speech
- ☐ writing/drawing
- ☐ nonelectronic communication board/book

- ☐ simple communication device
- ☐ complex communication device
- ☐ special communication software used on a computer
- ☐ phone
- ☐ email
- ☐ other modes of communication _____

5

5

- ☐ facial expression/body language
- ☐ gestures
- ☐ vocalizations
- ☐ manual signs/sign language
- ☐ speech
- ☐ writing/drawing
- ☐ nonelectronic communication board/book

- ☐ simple communication device
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- ☐ phone
- ☐ email
- ☐ other modes of communication _____

Additional Information about Modes

For modes person
CURRENTLY
uses, ask about

- Frequency
- Effectiveness
- Efficiency
- Intelligibility
- Size of vocabulary
- Length of time used

SPEECH		<input type="radio"/> Yes	<input type="radio"/> No
FREQUENCY	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never		
EFFECTIVENESS	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never		
EFFICIENCY	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never		
INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____			
LENGTH OF TIME USED?	<input type="radio"/> less than 6 months <input type="radio"/> 6 months to 1 year <input type="radio"/> 1 to 3 years <input type="radio"/> 3 to 5 years <input type="radio"/> more than 5 years <input type="radio"/> don't know		
SIZE OF VOCABULARY?	<input type="radio"/> 1-2 words <input type="radio"/> 3-5 words <input type="radio"/> 6-10 words <input type="radio"/> 11-25 words <input type="radio"/> 26-50 words <input type="radio"/> more than 50 words		
Example 1 _____ Example 2 _____			

WRITING/DRAWING		<input type="radio"/> Yes	<input type="radio"/> No
FREQUENCY	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never		
EFFECTIVENESS	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never		
EFFICIENCY	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never		
INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____			
LENGTH OF TIME USED?	<input type="radio"/> less than 6 months <input type="radio"/> 6 months to 1 year <input type="radio"/> 1 to 3 years <input type="radio"/> 3 to 5 years <input type="radio"/> more than 5 years <input type="radio"/> don't know		
SIZE OF VOCABULARY?	<input type="radio"/> 1-2 words <input type="radio"/> 3-5 words <input type="radio"/> 6-10 words <input type="radio"/> 11-25 words <input type="radio"/> 26-50 words <input type="radio"/> more than 50 words <input type="radio"/> unlimited		
Example 1 _____ Example 2 _____			

NON-ELECTRONIC COMMUNICATION BOARD/BOOK		<input type="radio"/> Yes	<input type="radio"/> No
Describe types _____			
FREQUENCY	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never		
EFFECTIVENESS	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never		
EFFICIENCY	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never		
INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____			
LENGTH OF TIME USED?	<input type="radio"/> less than 6 months <input type="radio"/> 6 months to 1 year <input type="radio"/> 1 to 3 years <input type="radio"/> 3 to 5 years <input type="radio"/> more than 5 years <input type="radio"/> don't know		
SIZE OF VOCABULARY?	<input type="radio"/> 1-10 items <input type="radio"/> 11-20 items <input type="radio"/> 21-50 items <input type="radio"/> 51-75 items <input type="radio"/> 76-200 items <input type="radio"/> more than 200 items <input type="radio"/> unlimited		

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SUMMARY SHEET B – CCP AND MODES

DATE _____ **KEITH** _____ TYPE OF COMMUNICATOR _____

OF PARTNERS/PRIMARY MODE

3 #_of partners
Primary mode:
gestures

OF PARTNERS/PRIMARY MODE

4 #_of partners
Primary mode:
Vanguard

OF PARTNERS/
PRIMARY MODE

2 #_of partners
Primary
mode:
vocalizations

OF PARTNERS/PRIMARY MODE

1 #_of partners
Primary mode:
gestures

OF PARTNERS/PRIMARY MODE

5 #_of partners
Primary mode:
gestures

ALL MODES RELIED ON:

- ☒ facial expressions/body language
- ☒ gestures
- ☒ vocalizations
- ☒ manual signs
- ☒ speech
- ☐ writing/drawing
- ☒ nonelectronic communication board/book
- ☒ electronic communication device
- ☐ special communication software used on a computer
- ☒ phone
- ☒ email
- ☐ other _____

MODES CURRENTLY USED THAT ARE:

EFFECTIVE/EFFICIENT

- 1** Vocalizations, sign
- 2** Gesture, sign
- 3** VOCA, fac exp
- 4** gestures
- 5** Fac expression, vocalization

NOT EFFECTIVE/NOT EFFICIENT

- 1** Complex VOCA
- 2** Complex VOCA
- 3** signs
- 4** signs
- 5** Complex VOCA

Goals:

Do any goals emerge as a result of the modes section?

SUMMARY SHEET D – INTERVENTION PLANNING

Use this form to summarize and highlight relevant findings for each circle.

DATE _____ TYPE OF COMMUNICATOR _____ INFORMANT(S) _____

1

2

3

4

5

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Examples of how Modes section may influence goal setting/intervention planning

Only uses SGD in 4th circle	Use telephone to call grandma 2x month using SGD
	Use SGD to order donuts in bakery 2x week
Wants to keep a diary.	Use wd processing with prediction. Develop plan to ensure privacy.
Gestures are not understood	Target 2 gestures. Improve intelligibility with 2 people in 3rd circle.

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- Identifying Information
- Skills and Abilities
- Circles of Communication Partners
- Modes of Communication



Representational Strategies



Selection Strategies

- Strategies that support interaction
- Topics of Conversation
- Types of Communication
- Summary Sheets

Step #1: Identify All representational strategies used

V. REPRESENTATIONAL STRATEGIES

PLEASE NOTE: Refer to page 27 of the Manual for definitions and instructions.

CHECK ALL REPRESENTATIONAL STRATEGIES THAT APPLY:

- | | |
|--|--|
| <input type="radio"/> object-based | <input type="radio"/> orthographically-based |
| <input type="radio"/> photographs | <input type="radio"/> manual signs |
| <input type="radio"/> pictographic-based sets | <input type="radio"/> auditory |
| <input type="radio"/> pictographic-based systems | <input type="radio"/> other _____ |

Step 2: Frequency, effectiveness, efficiency, intelligibility of use

OBJECT-BASED <input type="radio"/> Yes <input type="radio"/> No				
Example _____				
FREQUENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
EFFECTIVENESS	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
EFFICIENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____				
PHOTOGRAPHS <input type="radio"/> Yes <input type="radio"/> No				
Example _____				
FREQUENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
EFFECTIVENESS	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
EFFICIENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____				
PICTOGRAPHIC-BASED SETS <input type="radio"/> Yes <input type="radio"/> No				
Example _____				
FREQUENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
EFFECTIVENESS	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
EFFICIENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____				

PICTOGRAPHIC-BASED SYSTEMS <input type="radio"/> Yes <input type="radio"/> No				
Example _____				
FREQUENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
EFFECTIVENESS	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
EFFICIENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____				
ORTHOGRAPHICALLY-BASED <input type="radio"/> Yes <input type="radio"/> No				
Example _____				
FREQUENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
EFFECTIVENESS	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
EFFICIENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____				
MANUAL SIGNS <input type="radio"/> Yes <input type="radio"/> No				
Example _____				
FREQUENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
EFFECTIVENESS	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
EFFICIENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____				
AUDITORY <input type="radio"/> Yes <input type="radio"/> No				
Example _____				
FREQUENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
EFFECTIVENESS	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
EFFICIENCY	<input type="radio"/> most of the time	<input type="radio"/> some of the time	<input type="radio"/> rarely	<input type="radio"/> never
INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____				

Selection Techniques

VI. SELECTION TECHNIQUES

PLEASE NOTE: Refer to page 27 of the Manual for definitions and instructions.

CHECK ALL SELECTION TECHNIQUES THAT APPLY:

- ☐ direct selection using a body part
- ☐ direct selection using a tool
- ☐ iconic coding
- ☐ alphanumeric coding

- ☐ scanning/non-electronic
- ☐ scanning/electronic
- ☐ other _____

Give description/example of how person uses techniques to communicate.

SUMMARY SHEET C – SKILLS, STRATEGIES, TOPICS

NAME _____ TYPE OF COMMUNICATOR _____ DATE _____

SKILL AREAS

SKILLS AND ABILITIES

Skills and Abilities

AREAS NEEDING FURTHER ASSESSMENT

Further Assessment

REPRESENTATIONAL STRATEGIES USED

Representational
Strategies

SELECTION TECHNIQUES USED

Selection techniques

EFFECTIVE STRATEGIES THAT SUPPORT INTERACTION

EXPRESSION

COMPREHENSION

TOPICS OF CONVERSATION

CURRENTLY USED

WOULD LIKE TO USE

Goals:

- What type of goals might goals emerge from sections on
- Representational Strategies
- Selection Techniques

SUMMARY SHEET D – INTERVENTION PLANNING

Use this form to summarize and highlight relevant findings for each circle.

DATE _____ TYPE OF COMMUNICATOR _____ INFORMANT(S) _____

1

2

3

4

5

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VIII. Topics of Conversation	21
IX. Types of Communication	22
X. Summary Sheets	23

Please note: It is not possible to administer the *Social Networks Inventory* without carefully following the Inventory Booklet Instructions. These are located in Chapter II of *Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners Manual*.

- Identifying Information
- Skills and Abilities
- Circles of Communication Partners
- Modes of Communication
- Representational Strategies
- Selection Strategies



Strategies that support interaction

- Topics of Conversation
- Types of Communication
- Summary Sheets

Strategies that support interaction

VII. STRATEGIES THAT SUPPORT INTERACTION

PLEASE NOTE: Refer to page 27 of the Manual for instructions and examples.

STRATEGIES THAT CURRENTLY SUPPORT EXPRESSION

IDENTIFY STRATEGIES FOR EACH CIRCLE

EFFECTIVENESS

1		<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
2		<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
3		<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
4		<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
5		<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never

STRATEGIES THAT CURRENTLY SUPPORT COMPREHENSION

IDENTIFY STRATEGIES FOR EACH CIRCLE

EFFECTIVENESS

1		<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
2		<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
3		<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
4		<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
5		<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never

Strategies that support expression/comprehension

- **Expression**
 - Verbal and physical prompts
 - Pause/delay
 - Acting dumb
 - Carrier phrases
 - Social stories
 - Communication displays
- **Comprehension**
 - Augmented input
 - Aided language stimulation
 - Schedules within/between activities
 - Finished box

SUMMARY SHEET C – SKILLS, STRATEGIES, TOPICS

NAME _____ TYPE OF COMMUNICATOR _____ DATE _____

SKILL AREAS

SKILLS AND ABILITIES

Skills and Abilities

AREAS NEEDING FURTHER ASSESSMENT

Further Assessment

REPRESENTATIONAL STRATEGIES USED

Represent. strategies

SELECTION TECHNIQUES USED

Selection techniques

EFFECTIVE STRATEGIES THAT SUPPORT INTERACTION

EXPRESSION

Strategies: Expression

COMPREHENSION

Strategies: Comprehension

TOPICS OF CONVERSATION

CURRENTLY USED

WOULD LIKE TO USE

Goals:

Do any goals emerge from this section?

SUMMARY SHEET D – INTERVENTION PLANNING

Use this form to summarize and highlight relevant findings for each circle.

DATE _____ TYPE OF COMMUNICATOR _____ INFORMANT(S) _____

1

2

3

4

5

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How does Strategies section help with goal setting/intervention planning?

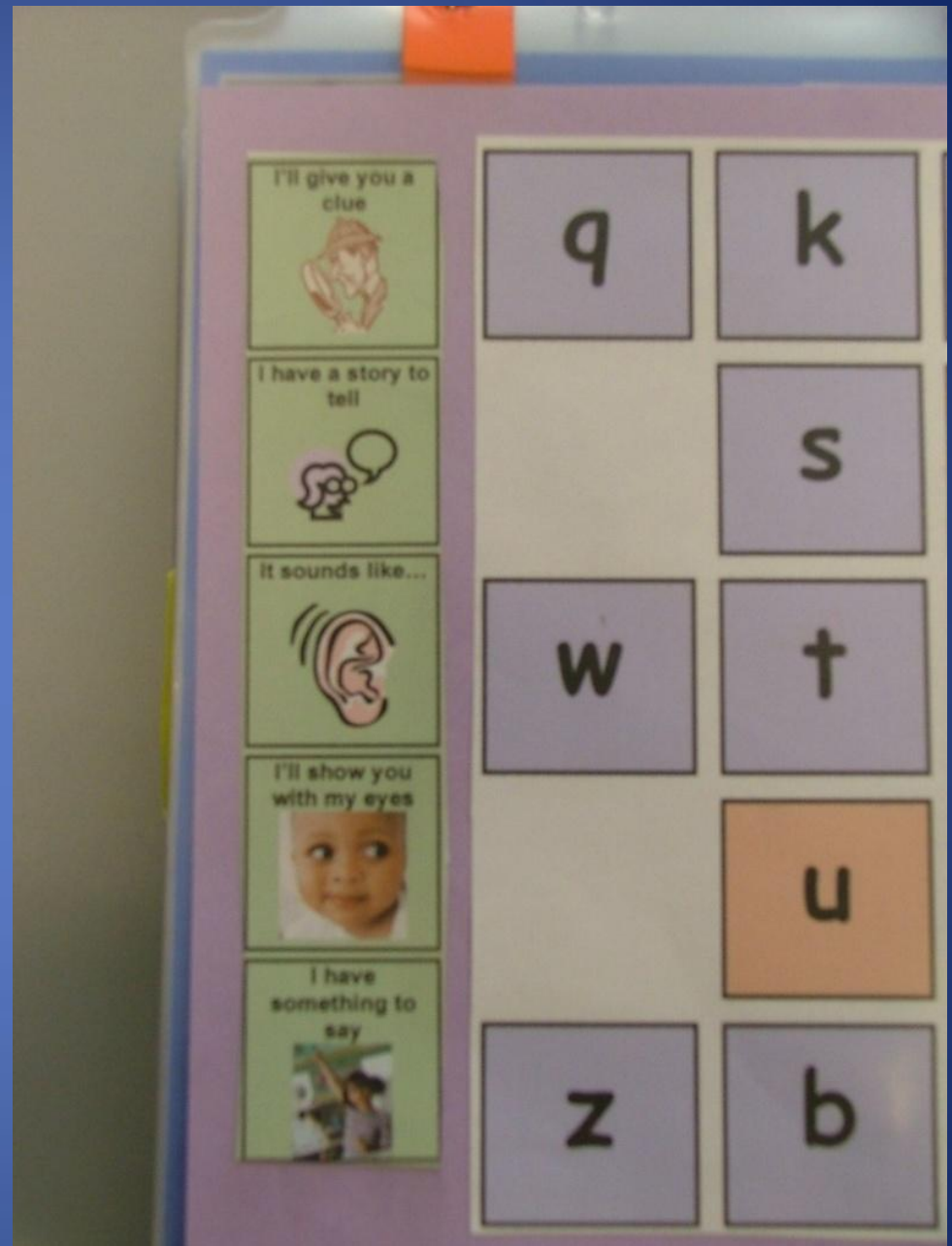
Teach ‘closed fist’ strategy to classmates and teachers

Use at least 5 times daily when trained to provide choices and chances to make comments.
[Limited use of “quick and dirty” interaction strategies.]

Set up within activity visual supports to decrease dependence on prompting

During art and cooking, replace direct prompts with visual supports to increase independence. Try making flip books or velco schedule

Teach conversational repair strategies



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- Identifying Information
- Skills and Abilities
- Circles of Communication Partners
- Modes of Communication
- Representational Strategies
- Selection Strategies
- Strategies that support interaction



Topics of Conversation

- Types of Communication
- Summary Sheets

Topics of conversation

- What does person talk about with partners in each circle?
- What would person MOST like to talk about with partners in each circle?

Topics

VIII. TOPICS OF CONVERSATION

PLEASE NOTE: Refer to page 28 of the Manual for definitions and instructions.

TOPICS PERSON CURRENTLY USES WITH PRIMARY PARTNER(S)

IDENTIFY TOPICS FOR EACH CIRCLE

1

2

3

4

5

TOPICS PERSON WOULD LIKE TO "TALK" ABOUT WITH PRIMARY PARTNER(S), IF HE/SHE HAD THE MEANS TO DO SO

IDENTIFY TOPICS FOR EACH CIRCLE

1

2

3

4

5

SUMMARY SHEET C – SKILLS, STRATEGIES, TOPICS

NAME _____ TYPE OF COMMUNICATOR _____ DATE _____

SKILL AREAS

SKILLS AND ABILITIES

Skills and Abilities

AREAS NEEDING FURTHER ASSESSMENT

Further Assessment

REPRESENTATIONAL STRATEGIES USED

Represent. strategies

SELECTION TECHNIQUES USED

Selection techniques

EFFECTIVE STRATEGIES THAT SUPPORT INTERACTION

EXPRESSION

Strategies: Expression

COMPREHENSION

Strategies: Comprehension

TOPICS OF CONVERSATION

CURRENTLY USED

Topics: Current

WOULD LIKE TO USE

Topics: Desired

Goals:

Do any goals emerge
from this section?

SUMMARY SHEET D – INTERVENTION PLANNING

Use this form to summarize and highlight relevant findings for each circle.

DATE _____ TYPE OF COMMUNICATOR _____ INFORMANT(S) _____

1

2

3

4

5

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How does Topics section help with goal setting/intervention planning?

Team doesn't know what person would most like to talk about.

Observe, discuss areas of interest and consider providing vocabulary accordingly. Find ways to familiarize partners with topics.

Topics at home are very different from topics at work. Need more vocabulary

Complete vocabulary inventories of favorite topics in both locations. Modify SGD and low-tech displays accordingly

Setting topics





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- Identifying Information
- Skills and Abilities
- Circles of Communication Partners
- Modes of Communication
- Representational Strategies
- Selection Strategies
- Strategies that support interaction
- Topics of Conversation



Types of Communication

- Summary Sheets

Components of Social Networks

Identifying Information	Skills and Abilities	Circles of Communication Partners
Modes of Communication Strategies that	Representational strategies	Selection Strategies
support interaction	Topics of Conversation	Continuum of Types of Communication

Types of Communication

(Dr. Pat Dowden, University of Washington)

Emergent	Context Dependent	Independent
No reliable method of symbolic communication	Use symbolic and nonsymbolic modes with success limited to contexts, partners or activities	Can interact with both familiar and unfamiliar partners about <u>any</u> topic in any context
Gestures, vocalizations, body language	Perhaps because only familiar partners understand or because individual is dependent on others to provide vocabulary	Communicates novel messages independently
Limited contexts limited partners	Limited contexts/ limited partners to multiple contexts/ multiple partners	May not always chose to be independent

SUMMARY SHEET D – INTERVENTION PLANNING

Use this form to summarize and highlight relevant findings for each circle.

DATE _____ TYPE OF COMMUNICATOR _____ Emergent, _____ INFORMANT(S) _____
Context Dependent,
Independent

1

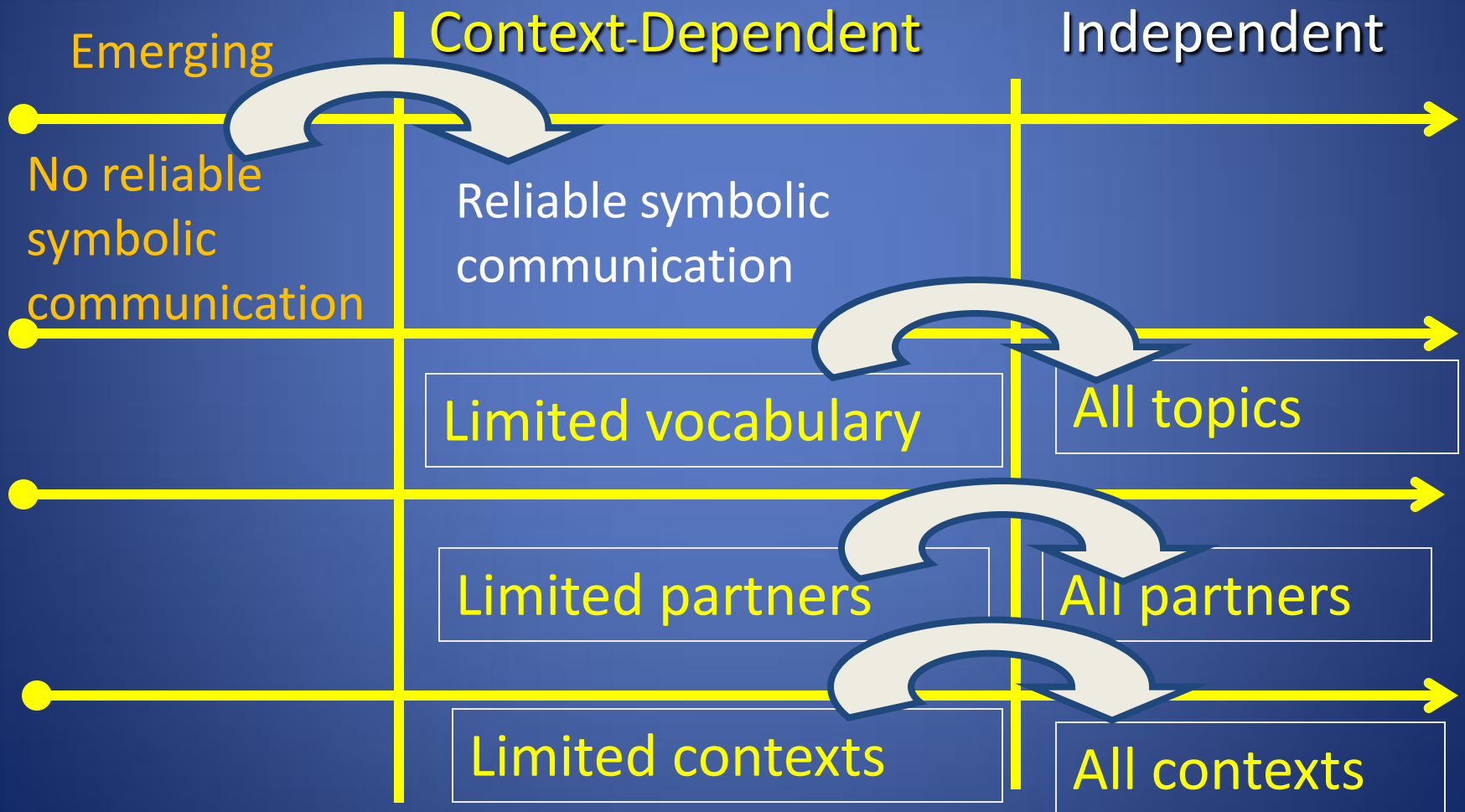
2

5

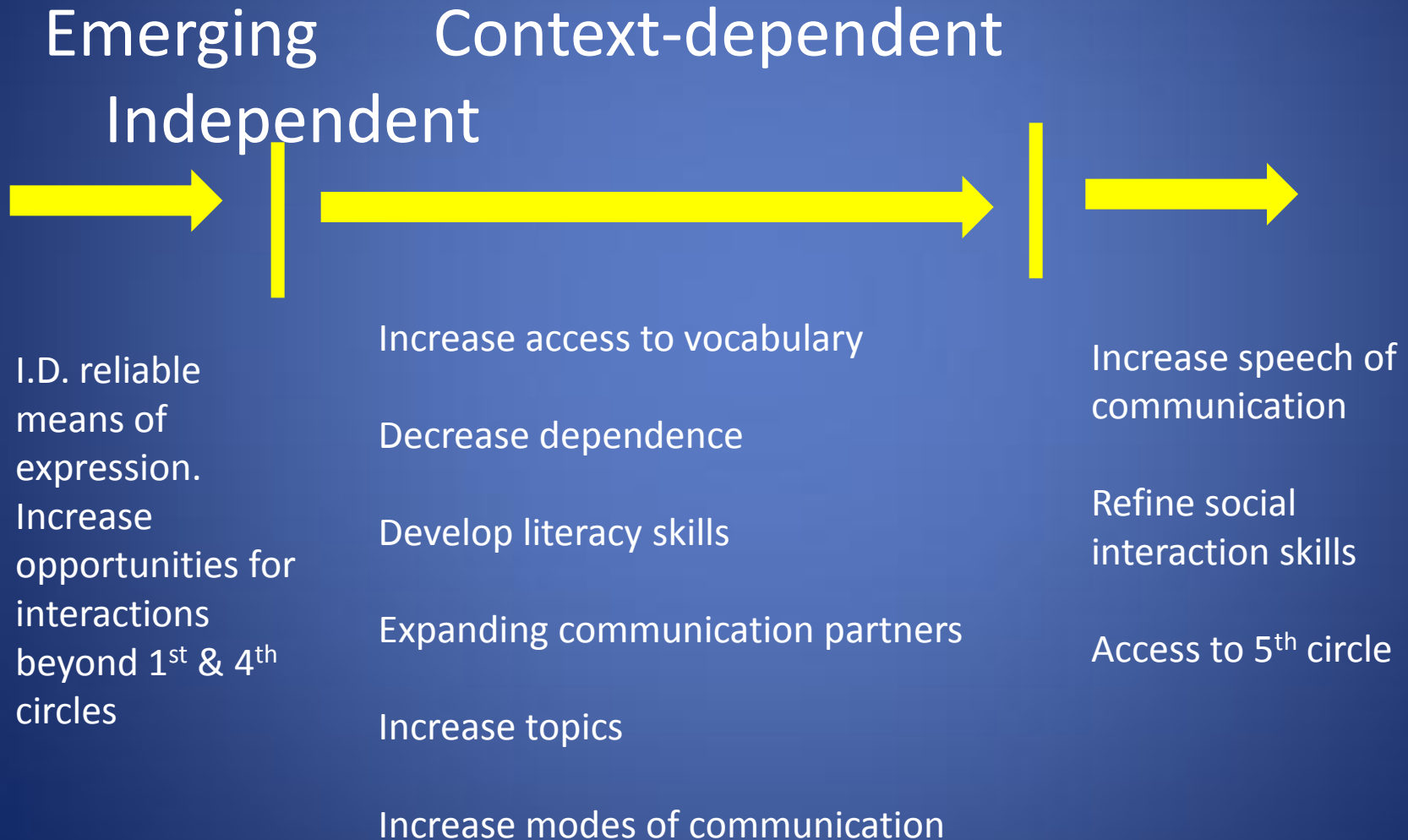
3

4

Intervention Goals: Context-Dependent



A life-long continuum



Wrap Up and Questions

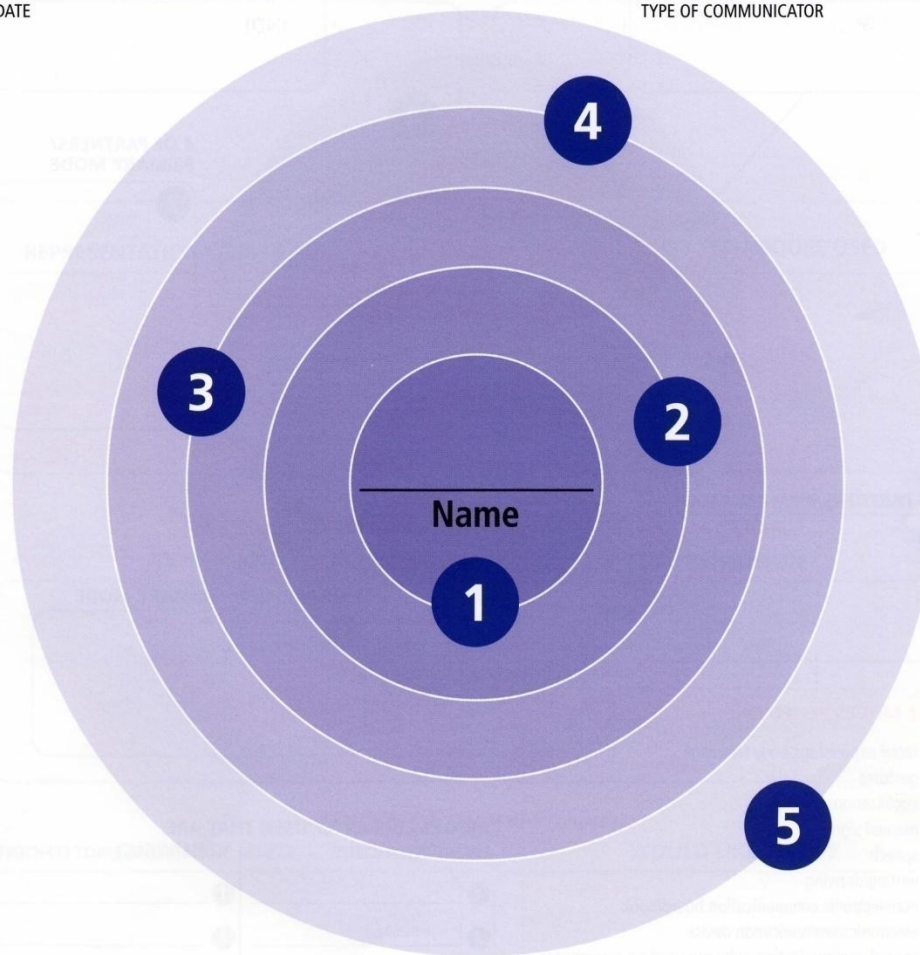
X. SUMMARY SHEETS

PLEASE NOTE: Refer to page 28 of the Manual for instructions. These sheets should be completed after the interview.

SUMMARY SHEET A – CIRCLES OF COMMUNICATION PARTNERS

DATE _____

TYPE OF COMMUNICATOR _____



Primary partner (P) _____ Favorite partner (F) _____

Most skilled partner (S) _____ Most willing to learn (L) _____

Spends most time with (MT) _____ Most willing to teach (T) _____

SUMMARY SHEET B – CCP AND MODES

DATE _____ TYPE OF COMMUNICATOR _____

OF PARTNERS/PRIMARY MODE

3

OF PARTNERS/PRIMARY MODE

4

OF PARTNERS/
PRIMARY MODE

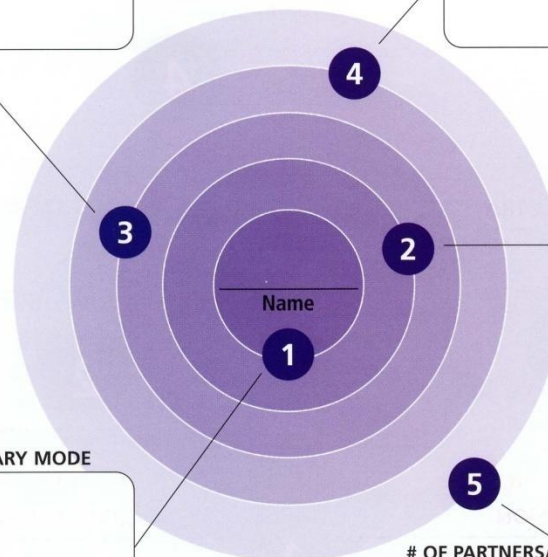
2

OF PARTNERS/PRIMARY MODE

1

OF PARTNERS/PRIMARY MODE

5



ALL MODES RELIED ON:

- ☐ facial expressions/body language
- ☐ gestures
- ☐ vocalizations
- ☐ manual signs
- ☐ speech
- ☐ writing/drawing
- ☐ nonelectronic communication board/book
- ☐ electronic communication device
- ☐ special communication software used on a computer
- ☐ phone
- ☐ email
- ☐ other _____

MODES CURRENTLY USED THAT ARE:

EFFECTIVE/EFFICIENT

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

NOT EFFECTIVE/NOT EFFICIENT

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

SUMMARY SHEET C – SKILLS, STRATEGIES, TOPICS

NAME _____ TYPE OF COMMUNICATOR _____ DATE _____

SKILL AREAS

SKILLS AND ABILITIES

Skills and Abilities

AREAS NEEDING FURTHER ASSESSMENT

Further Assessment

REPRESENTATIONAL STRATEGIES USED

Represent. strategies

SELECTION TECHNIQUES USED

Selection techniques

EFFECTIVE STRATEGIES THAT SUPPORT INTERACTION

EXPRESSION

Strategies: Expression

COMPREHENSION

Strategies: Comprehension

TOPICS OF CONVERSATION

CURRENTLY USED

Topics: Current

WOULD LIKE TO USE

Topics: Desired

SUMMARY SHEET D – INTERVENTION PLANNING

Use this form to summarize and highlight relevant findings for each circle.

DATE _____ TYPE OF COMMUNICATOR _____ Emergent, _____ INFORMANT(S) _____
Context Dependent,
Independent

1

2

5

3

4

Social networks change over the lifespan.



Infancy & preschool School years Adulthood & middle years Third thirty

What happens here

underlies what happens here

While SNs are dynamic entities,
the need for membership in
social circles is persistent and
inherent to being human

**Social networks are ALWAYS very
limited without access to effective
communication**

Social Networks is a tool that helps identify

Position: **Where we are?**

Destination: **Where we need to go?**

Direction: **How we will get there?**

Speed: **How fast we will go?**

It also can help tell us...DID WE GET THERE?

Social Networks Inventory



The essence of navigation is knowing one's position, direction and speed. Of these, position is hardest to find, but, once obtained, direction and speed become more obvious.

(Royal British Columbia Natural History Museum, Victoria, B.D.)

Conceptual Frameworks underlying Tool (SNs)

- Psycholinguistic theory
- Circles of Friends/Communication Partners
- ICF Model (WHO)
- Person-centered/Family-centered
- Participation model (Beukelman/Mirenda)
- Inclusion
- Model of communicative competence (Light)
- Authentic measurement / qualitative approach