

## ASSESSMENT OF SYMBOL USE FOR COMMUNICATION

### A. Receptive Language Format

#### Steps

1. Present two symbols and ask student to “Point to \_\_\_\_\_” (or “Look at \_\_\_\_\_”); “Give me \_\_\_\_\_”; “Show me \_\_\_\_\_”; depending on the cue that the student is familiar with and is capable of motorically.
2. Indicate if a trial is correct (+) or incorrect (-)
3. Repeat procedure two more times. If student does not respond accurately on any one of these three trials, do seven more trials at this level.
4. If student responds correctly on all three trials, place three items out in front of student.
5. If student responds correctly on all three trials using three items, place four items out in front of student.
6. If student is still responding with 80% accuracy with 4 items, carry on (you will have to start a new sheet), until you find the level at which s/he is responding with less than 80% accuracy.

Trial #	Target Item	Real Object*	Object Miniature*	Colour Photo*	Colour Line Drawing*	Black/White Line Drawing*	Part of an Object*	Other* (e.g. other commercial Picture Set)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

\*Indicate number of items in array

## ASSESSMENT OF SYMBOL USE FOR COMMUNICATION

### B. Yes-No Format

#### Steps

1. Present an item one at a time and ask, "Is this a \_\_\_\_\_?"
2. Make sure that you randomize "yes/no" responses for the items.
3. Indicate if trial is correct (+) or incorrect (-). Also, indicate how the student responded (e.g., smiles for "yes; looks away for "no").

Trial #	Target Item	Real Object*	Object Miniature*	Colour Photo*	Colour Line Drawing*	Black/White Line Drawing*	Part of an Object*	Other* (e.g. other commercial Picture Set)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

\*Indicate number of items in array

## ASSESSMENT OF SYMBOL USE FOR COMMUNICATION

### C. Match to Sample

#### Steps

1. Take two of the items and name them as you place them in front of the student, approximately 6" apart.
2. Show an item (e.g., identical/similar object; miniature, colour photo, etc.) that matches one of the items.
3. Say, "Here's \_\_\_\_\_. Find the same or find another."
4. Indicate if the trial is correct (+) or incorrect (-).
5. Repeat procedure 2 more times. If the student does not respond accurately on any one of the three trials, do seven more trials at this level (i.e., 2 item array).
6. If the student responds correctly on all 3 trials, use a 3 item array with the student.
7. If the student responds correctly on all 3 trials, use a 4 item array with the student.
8. If student is still responding with 80% accuracy with 4 items, carry on (you will have to start a new sheet), until you find the level at which s/he is responding with less than 80% accuracy.

Trial #	Target Item**	Real Object*	Object Miniature*	Colour Photo*	Colour Line Drawing*	Black/White Line Drawing*	Part of an Object*	Other* (e.g. other commercial Picture Set)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

\*Indicate number of items in array

\*\*Indicate whether Identical (I) or Similar (S)

## ASSESSMENT OF SYMBOL USE FOR COMMUNICATION

### D. Functional Use

#### Steps

1. Follow procedure as outlined for other assessment formats.
2. Ask the student to find an item based on its function (e.g., "Show me the one that you eat.")

Trial #	Target Item	Real Object*	Object Miniature*	Colour Photo*	Colour Line Drawing*	Black/White Line Drawing*	Part of an Object*	Other* (e.g. other commercial Picture Set)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

\*Indicate number of items in array (2, 3, 4, etc.)

## ASSESSMENT OF SYMBOL USE FOR COMMUNICATION - Examples

### A. Receptive Language Format - Example

#### Steps

1. Present two symbols and ask student to “Point to \_\_\_\_\_” (or “Look at \_\_\_\_\_”); “Give me \_\_\_\_\_”; Show me \_\_\_\_\_”; depending on the cue that the student is familiar with and is capable of motorically.
2. Indicate if a trial is correct (+) or incorrect (-)
3. Repeat procedure two more times. If student does not respond accurately on any one of these three trials, do seven more trials at this level.
4. If student responds correctly on all three trials, place three items out in front of student.
5. If student responds correctly on all three trials using three items, place four items out in front of student.
6. If student is still responding with 80% accuracy with 4 items, carry on (you will have to start a new sheet), until you find the level at which s/he is responding with less than 80% accuracy.

Trial #	Target Item	Real Object	Object Miniature	Colour Photo	Colour Line Drawing	Black/White Line Drawing	Part of an Object	Other (e.g. other commercial Picture Set)
1	Juice box	2	2	2	2	2	2	2
2	Toothbrush	2	2	2	2	2	2	2
3	Sock	2	2	2	2	2	2	2
4	Ball							
5	Music tape							
6	Cookie							
7	Book							
8	Hat							
9	Banana							
10	Comb							

## ASSESSMENT OF SYMBOL USE FOR COMMUNICATION- Examples

### B. Yes-No Format - Example

#### Steps

1. Present an item one at a time and ask, "Is this a \_\_\_\_\_?"
2. Make sure that you randomize "yes/no" responses for the items.
3. Indicate if trial is correct (+) or incorrect (-). Also, indicate how the student responded (e.g., smiles for "yes; looks away for "no").

Trial #	Target Item	Real Object	Object Miniature	Colour Photo	Colour Line Drawing	Black/White Line Drawing	Part of an Object	Other (e.g. other commercial Picture Set)
1	Juice box							
2	Toothbrush							
3	Sock							
4	Ball							
5	Music tape							
6	Cookie							
7	Book							
8	Hat							
9	Banana							
10	Comb							

## ASSESSMENT OF SYMBOL USE FOR COMMUNICATION - Examples

### C. Match to Sample -Example

#### Steps

1. Take two of the items and name them as you place them in front of the student, approximately 6" apart.
2. Show an item (e.g., identical/similar object; miniature, colour photo, etc.) that matches one of the items.
3. Say, "Here's \_\_\_\_\_. Find the same or find another."
4. Indicate if the trial is correct (+) or incorrect (-).
5. Repeat procedure 2 more times. If the student does not respond accurately on any one of the three trials, do seven more trials at this level (i.e., 2 item array).
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2	Toothbrush	2	2	2	2	2	2	2
3	Sock	2	2	2	2	2	2	2
4	Ball							
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8	Hat							
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2	Toothbrush	2	2	2	2	2	2	
3	Sock	2	2	2	2	2	2	
4	Ball							
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7	Book							
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9	Banana							
10	Comb							