

(T____) Please list some items/ activities/ foods that the student:

Likes: _____

Dislikes: _____

(SLP____, T____) Answer these questions using SPECIFIC and DESCRIPTIVE language.

Current Communication:

TYPE	Description of Student Communication
Unconventional Communication (cry, body posture, facial expression, vocalizations, body movements, etc):	
Gestures:	
Sign Language:	
Photographs/ Picture Symbols/ Objects:	
Verbal Speech (sounds, words, phrases, etc):	
Type of Device:	
Language (1 word, phrases, sentences, etc.):	
Current Speech Goals:	

(OT ____) Describe Current Fine Motor Skills (finger isolation, manipulation, motor planning, manual dexterity, potential access points, etc.)

(PT ____) Describe Current Gross Motor Skills (motor planning, potential access points, range of motion, abnormal muscle tone/ reflexes, etc.):

(T ____, Other ____) Describe Current Vision Abilities (visual perception skills to locate correct icons, scan display to locate picture, can see close objects within ____ inches/feet, requires bright colors on black background, benefits from light box, etc.) :

(T ____, SLP ____, Other ____) Describe Current Hearing Abilities (auditory discrimination, localization to sound, hearing impairment/ hearing acuity, etc.):

(SLP ____, T ____) Alternative and Augmentative Communication (AAC)

Please attach a picture of student with their communication set up

What is currently being used? *specific device/ system*	
What about it is not working? Why?	
Describe the student's ability to visually attend to materials (i.e. distractible)	
Describe the student's ability to scan and track visuals	

What do you think the student might benefit from? *be specific*	
Days and times the student is seen for speech:	
Days and times the student can be observed (i.e. group, leisure, lunch/ snack)	

(T____, OT____) Computer

What is the student currently using to access the computer?	Keyboard Touchscreen Mouse	Adapted Keyboard Track pad Switch (Type): _____
What about it is not working?		
Describe the student's ability to scan and track visuals		
How do you think the student's motor skills may impact access solutions?		
What do you think the student might benefit from?		
What computer programs might the student be interested in?		
Are there computer programs you think may be beneficial to help the student with writing? (Classroom Suite, Clicker 6, Read Write Type, Etc.)		

(T____, OT____, SLP____) Switch Access

Please attach a picture of student with their switch set up

Does the student currently use switches? (for what – communication, computer access, toy access, adaptive equipment, etc.)	
Where are the switches placed?	

Level of assistance needed to activate switch	
Type of switch used (i.e. big switch, little switch, plate switch, sensory switch, etc.)	
Does the student use switch scanning? If so what type (automatic, step, partner assisted) (inverse, row/column, block, etc.)	
What do you want the student to use switches for? (literacy, access, AAC, etc.)	

(T____) Literacy

Current literacy goals:	
How does the student currently participate in literacy activities?	
Impairments affecting student's ability to participate in literacy activities (i.e., vision, fine motor, gross motor, etc.)	
Modality to participate in reading (objects, pictures, symbols, words, Braille, tangible symbols, etc.)	
What stage of literacy development is the student currently at?	
Have you completed the Bridge Literacy Assessment? What are the student's strengths and areas of need?	
What skills would you like the student to be able to do (follow directions, read a story, answer questions about a story, participate in reading, etc.)	

How does the student participate in writing? (pencil, alternative pencil)	
If the student does not currently write, what are possible ways the student might participate in writing?	

Team members who participated in filling out this referral:

	NAME	SIGNATURE
TEACHER		
SLP		
OT		
PT		
VISION SPECIALIST		
AUDIOLOGIST		
AT SPECIALIST		
BEHAVIOR SPECIALIST		
OTHER		
OTHER		

Guides for Determining Switch Access and Literacy Level

Options for Switch Access

Note – Switch access for communication NEEDS to be EASY. We want to choose an access point that the student can easily access, not a body part we are working on strengthening/using.

*Access Points →Fingers, hands, arms, elbows, feet, knees, legs, head, nose, eyebrow, tongue, mouth, eyes, etc. BE PRACTICAL AND CREATIVE

Access Method	Scanning Method	Pattern
Partner Assisted	<ul style="list-style-type: none"> - A partner points to each location and the student signals to the partner that it is the correct word/ location using a determined method (i.e. single message SGD, shake head, eye blink, vocalization, etc.) 	Linear Inverse Row/ Column Column/ Row Block
Single Switch	Autoscan <ul style="list-style-type: none"> - Latched scanning (tap to start the scan, tap to select and stop the scan) 	Linear Inverse
	Step Scanning <ul style="list-style-type: none"> - Tap the switch to manually progress through each location, selection occurs when you don't hit the switch for a specified amount of time 	Linear Inverse Row/ Column Column/ Row Block
	Hold Scanning <ul style="list-style-type: none"> - Tap and hold the switch to manually progress through each location, when you let go of the switch it will select the word 	Linear Inverse Row/ Column Column/ Row Block
Two Switches	Step Scanning <ul style="list-style-type: none"> - Tap one switch to manually scan each location, tap a second switch to select the correct word 	Linear Inverse Row/ Column Column/ Row Block
	Hold Scanning	Linear

	- Tap and hold one switch to manually scan each location, tap the second switch to select the correct word	Inverse Row/ Column Column/ Row Block
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Stages of Literacy Development

1. Building a Foundation for Literacy Development <ul style="list-style-type: none"> Attends to pictures Pats pictures Holds and carries books Points to and names objects Turns pages with help Mouths books Brings a book/Asks to be read to "Reads" to self Handles writing materials, scribbles Recites familiar passages Searches for favorite pictures Notifies and/or protests when adult gets wrong/leaves out a word 	2. Early Emergent Literacy <ul style="list-style-type: none"> Learn that reading and writing are activities in which people engage Show interest in books, print Handle books Become aware that books have stories Listen to stories Recites phrases and/or stories Begin to prefer certain stories Scribble, make letter-like shapes or imitate cursive writing 	3. Emergent Literacy <ul style="list-style-type: none"> Understand that text/pictures convey meaning Make the connection between signed or spoken language and print Understand picture books Recognize and begin to read familiar environmental print Begin to read some words, such as their name May write letters
4. Developing Literacy <ul style="list-style-type: none"> Awareness that words are made of different sounds Decode words (apply knowledge of letter-sound relationships to correctly pronounce written words) Comprehend picture books, short chapter books, information materials Beginning sight vocabulary Put words together to form simple sentences Learn to develop ideas in a logical progression Write about topics of personal interest in various modes (e.g. letters, stories, notes, poems) 	5. Early Independent Literacy <ul style="list-style-type: none"> Begin to read for interest or information Write own ideas Answer questions about text Read independently for extended periods of time Use detail and organization in writing Record observations; ask and answer open-ended questions in writing Produce writing and artwork to reflect personal response to/understanding of text 	6. Independent Reading <ul style="list-style-type: none"> Decreasing support for new tasks or contexts Experience new feelings/attitudes through reading Reading for information/acquisition of knowledge Increased comprehension Self-correct quickly Read confidently and independently in multiple modes of text Written work is organized, coherent and easily understood
7. Expanding Literacy <ul style="list-style-type: none"> Reading for information/acquisition of knowledge Analyze and think critically about ideas presented in text Form own opinions based on facts, invent point of view different from those read Read widely, critically and frequently Read for a variety of purposes and in a variety of modes Can read analytically and thoughtfully Write for a variety of reasons and in diverse modes 		

Link to the Bridge Literacy Assessment: <https://www.med.unc.edu/ahs/clds/files/early-childhood-resources/Bridge%20Protocol%20Guidelines.pdf>

Literacy – Adapted Books

Object Books	Experience Books	Books with Tactile Symbols
Tactile Adaptations	Access Adaptations (Page turners, stickers for individual words, etc.)	Picture Symbols
Adapted Text <ul style="list-style-type: none"> S-V-O Adding descriptors Compound sentences Etc. 	Braille	Large Print

Visual Schedules

- Additional Supports → Personalize them, make sure icons are CLEAR to the student
- Schedules should be at the MASTERED level (i.e. if a student is learning to read, the schedule MAY include words but must include picture supports)
- Schedules can include a combination of types (objects, pictures, etc.) but the routine should remain the same throughout the day

TYPE	LENGTH	LAYOUT	INTERACTION	LOCATION
Functional Objects	Transitions (1 Object at a time)	One object at a time is put in a designated basket	Use the object in the next activity	Teacher brings schedule to the learner
Tangible/ Tactile Symbols	First/ Then	Left/ Right Top/ Bottom	Match the object/photo/icon/ word to the location	Stationary schedule in a central location (i.e. shelf, wall, table)
Photographs	Half Day	Location	Move the icon to finished and identify the next activity	Student carries a portable schedule
Words with Pictures	Full Day	Time and Location	Cross off/ Check the finished activity	
Words		Time, Location, and Subject	Just look at the schedule and go to the next activity	
Braille		Time, Location, Subject, and Teacher		

*Additional Elements

- Color coding
- Motivational Components (i.e. favorite characters)
- Rules/ Expectations