AAC/AT CLASSROOM PROGRAM EVALUATION TOOL

Quality Indicators: Key

#1: Teacher and staff have positive attitudes toward students.

**Agree Totally**
Staff interacts directly and frequently with students and provides a high level of positive reinforcement
Staff makes positive comments about the students' work, progress, and classroom participation
Positive feedback is given directly to the student and to others in praise of the student
Students demonstrate a positive affect and appear happy to be in the classroom

**Agree Somewhat**
Staff interacts with students only during scheduled activities; there is little interaction during transition times, arrival, or dismissal.
Staff provides positive feedback to students regarding their behavior and physical appearance (not with regard to their communication, classwork, and progress).

**Totally Disagree**
Staff voice complaints about one or more students in the presence of the students
Staff interacts minimally with the students
Staff interacts primarily with each other

#2: Teachers and staff believe in the students' ability to learn.

**Agree Totally**
Student has appropriate and challenging work.
Teacher is prepared with a full classroom schedule and instructional activities appropriate to the abilities of all the students
Teacher uses eclectic approaches and strategies to address the wide range of learning needs

**Agree Somewhat**
Students are busy with educational activities that are not individualized to their learning needs
There is little effort to modify materials for students with more severe challenges

**Totally Disagree**
Student is not working at all or,
Student has work that is not age appropriate or challenging.
Staff expresses doubts about students' ability to learn.
Staff expresses doubts about students' interest in educational material

#3: The interaction in the classroom is primarily student-centered.

**Agree Totally**
Instruction involves small group and alternatives to lecture-style format.
Large group activities are process or product-oriented activities that actively engage students as participants
The focus in the classroom is on the students and all interaction/instruction is directed toward them
Students direct adult staff as needed (to get materials, equipment, make transitions)

Buzolich & Wahl (2001)
Agree Somewhat
There are only one or two activities per day that engage students as active participants.
The classroom environment is primarily adult dominated but provides some opportunities for
students to make choices that impact the classroom program.
There is both adult-adult interaction and adult-student interaction in the classroom environment.

Totally Disagree
The classroom staff interacts with each other and minimally interacts with the teacher.
The students physical care needs are met but otherwise they receive little attention from
classroom staff.
The classroom teacher is preoccupied with managing paraprofessionals.
The classroom is highly disorganized and staff are spending too much time looking for materials,
supplies, equipment, etc.

#4: Teachers actively plan and implement accommodations to the regular classroom activities.

Agree Totally
Classroom activities are modified to permit participation by all students in the classroom.
Classroom activities are meaningful and relevant to the student population (e.g. Managing the
classroom bank account, conducting transactions in the community, learning how to use e-mail
and access the Internet, learning about current events).

Agree Somewhat
Some classroom activities have been appropriately modified for the students.
Classroom activities are modified but not all students are able to participate (modifications for
some but not all).

Totally Disagree
There is instructional material in the classroom but no effort to make it accessible to the students
in the classroom.

#5: Students are communicating and actively participating in class.

Agree Totally
Staff engineer the environment to support communication and the use of technology for
educational participation (Classroom engineering and positioning of students).
Staff provide students access to their communication systems with appropriate vocabulary prior
to the start of an instructional /interactive activity.
Staff provides numerous turn opportunities for students throughout the instructional activity.
Students readily use their communication systems at their level of functional competence to
participate to their fullest extent.

Agree Somewhat
Student has very limited vocabulary to participate in the instructional/interactive activity.
Student is using a communication system but it is not matched to the instructional/interactive
demands of the activity.
The classroom staff uses a lecture-format, which only minimally engages the students as
participants relying mostly on yes/no and feedback signals (head nods, vocalizations).
**Totally Disagree**
There are limited or no opportunities for the student to communicate
The student does not have a system of communication available during the instructional/interactive activity
The student has a system but does not have appropriate vocabulary to enable participation in the activity

#6: Technology is the tool for learning, not the focus. AT is integrated into the curriculum and daily activities.

**Agree Totally**
Students use AT to communicate, write, read, and participate in the educational curriculum.
The focus in the classroom is on content (what) rather than form (how).
Students are expected to use their Assistive Technology as alternatives to traditional speaking and writing tools

**Agree Somewhat**
Students are engaged in skill-development activities to practice the use of their tools in the classroom
Students use their Assistive Technology in the classroom but separate from group instructional activities

**Totally Disagree**
Students use their Assistive Technology outside of the classroom in a pullout-related service
Students use their Assistive Technology only in the school resource room/center
Students rely exclusively on low technology in the classroom setting

#7 The instructional content of the classroom is based on regular educational curriculum modified to the individual needs of the diverse student population.

**Agree Totally**
Instructional content of the classroom is appropriate to the chronological age of the students
Content is modified and accessible to students with diverse needs and abilities as evidenced in staff’s ability to:

- provide alternative response formats
- ask questions of varying levels of difficulty to students based on developmental level
- make the activities meaningful and appropriate to the interests and abilities of all students.
Classroom instruction follows the scope and sequence of regular education (modified quantitatively and qualitatively)

**Agree Somewhat**
Instructional content is thematic and based on school calendar
Instructional content is limited to one or two important curricular areas (math, literacy)

**Totally Disagree**
Content is not age–level or skill-level appropriate

#8 The student uses multiple systems and strategies to accomplish tasks
Agree Totally
Student has high technology (AAC device, computer), low technology (Communication Boards, live voice scanning, E-Tran.) and unaided systems of communication available to them throughout the school day
Student uses high demand communication systems for routine instructional and interactive activities
Student uses low demand communication systems for high demand instructional activities
Student uses low technology strategies when appropriate to enable him to access the instructional curriculum especially for impromptu activities.
Students needs for modifications (for understanding and expression) have been defined and are implemented on a daily basis throughout activities

Agree Somewhat
Student has a computer and/or an AAC device available in the classroom
Students uses systems only for select activities throughout the day
Student responds to yes not and forced-choice question formats when AAC device or computer is not accessible
Student does not have access to systems during all activities.

Totally Disagree
Student lacks an AAC device and/or a computer individualized to their needs
Student has no low technology communication system available
Student is using only a few strategies to respond to questions (e.g. discrete behavioral response such as a smile, vocalization, eye gaze)

#9 Communication partners demonstrate skill in how to interact appropriately with system user.

Agree Totally
Partner provides adequate time for student to respond; demonstrating good waiting strategies
Partner validates students’ communication attempts; restates what student did/said to elicit a confirmation when necessary
Partner uses a variety of language forms with student: Asks open ended questions when appropriate, makes comments and statements to elicit language from student.
Partner interacts frequently with student and attempts to provide a balanced distribution of conversational turns during interactive activities
Partner insures that the student has an appropriate system of communication available at all times.

Agree Somewhat (4)
Partner provides opportunities for student to communicate only during structured or selected activities
Partner dominates the conversational space but provides some opportunities for the student to communicate
Partner frequently interprets communication behavior without consistently verifying the response
Partner offers communication system to student only during designated times (under the partner’s control)

Disagree Totally
Partner provides limited opportunities for student to communicate
Partner uses primarily yes/no or forced-choice question formats when interacting with student
Partner interacts with student for only a single conversational turn, e.g. What do you want….drink or cracker?.
Partner interacts with student without an appropriate system of communication made available to student.
Partner fails to respond to numerous communication attempts by students (Fails to recognize behavior as communication)
Partner overly-interprets student with little or no effort to validate

#10 There are ongoing efforts to communicate with families and AAC/AT users enabling them to take responsibility for components of the plan.

Agree Totally
Teacher uses a communication notebook or other such mechanism to communicate between home and school daily which is visible in the classroom
Students bring their communication devices home at least once weekly (weekends)
Students have homework and bring back completed assignments

Agree Somewhat
Communication between home and school occurs at least on a weekly basis
Communication systems are kept at school most of the time
Parent s are supportive of system use in the school setting

Disagree Totally
Communication between home and school only occurs annually at the time of the IEP
The communication system is used exclusively in the school setting