

**MAP OF SKILLS AND ABILITIES (MOSA)  
FOR DETERMINING AN AAC USER PROFILE LEVEL**

Client's Name \_\_\_\_\_ DOB \_\_\_\_\_

Estimated Developmental Level:

\_\_\_\_\_  
\_\_\_\_\_

Diagnosis: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Info: \_\_\_\_\_

\_\_\_\_\_

User Profile Level: Emergent   Entry   Intermediate   Advanced

Directions: Circle or **highlight** all descriptions on form which accurately describe user across all domains.

**Interpretation:**

Skills and abilities will cluster along the continuum (Emergent -> Advanced) and can be used as a guide to determine the AAC User's Profile. This information can then be used for feature matching and system selection.

Speech/Language Pathologist \_\_\_\_\_ Date \_\_\_\_\_

	Motor	Sensory	Speech
<b>E M E R G E N T</b>	Method of <b>access not yet determined</b> : <ul style="list-style-type: none"> <li>Site for volitional control not yet established</li> <li>Evaluation of motor skills postponed until seating system is established</li> </ul>	<b>Hearing and vision status:</b> Questionable/needing further testing	<b>Vocalizes</b> to express <b>feeling states</b> such as crying, whining, pleasure sounds
	No prior experience or extremely limited experience with <b>single switches</b>	<b>Sensory preference:</b> not yet determined	<b>No volitional control over vocalizations.</b>
	No prior experience with <b>keyboards</b> May select from a very limited field of object choices (1-3)	<b>Stimulating environment:</b> Agitated	
<b>E N T R Y</b>	<b>Developing volitional control:</b> <ul style="list-style-type: none"> <li><b>Single switch</b> activation</li> <li><b>Scans fields of 3 and up to 6</b> (auditorally/visually presented)</li> <li><b>Consistent use of discrete motor pattern</b> to signal a response</li> <li><b>Developing direct selection skills</b> <ul style="list-style-type: none"> <li>points</li> <li>directly selects an object from a field of up to 4</li> <li>Upper range of entry users may be able to select from a field of 4-8 graphic choices</li> <li>activates alternative keyboard</li> </ul> </li> </ul>	Shows a <b>sensory preference</b> for learning (auditory/visual/tactile-kinesthetic)	<b>Vocalizes</b> to: <ul style="list-style-type: none"> <li>convey <b>physical state</b>,</li> <li>solicit <b>attention</b>,</li> <li>establish <b>contact</b></li> </ul>
		<b>Stimulating environment:</b> Tolerant	<b>Verbal speech:</b> Limited or absent
		Responsive to <b>sensory input</b>	
<b>I N T E R M E D I A T E</b>	<b>Consistent volitional control</b> with predictable response time <ul style="list-style-type: none"> <li>Single switch</li> <li><b>Dual switches</b> to enhance rate (row/column scanning)</li> <li><b>Scans from field of up to 6-15</b> (auditorally/visually presented)</li> </ul>	Utilizes a <b>preferred learning modality</b> to process information	Uses <b>vocalizations</b> to establish <b>social closeness and joint attention</b>
	<b>Consistent and accurate direct selection</b> skills with a predictable response time <ul style="list-style-type: none"> <li><b>pointing response</b> (head, hand)</li> <li><b>points</b> to objects in environment for reference</li> <li>accurate &amp; efficient selection from an <b>increasing field of 8-32 graphic choices (2" – ¾" in size)</b></li> </ul>	<b>Stimulating environment:</b> Active participant	<b>Vocalizes</b> to express <b>personality</b> or to <b>refer</b> to someone/something
		Attends to <b>sensory input</b> and is able to process specific information given preparatory strategies	Uses <b>differentiated vocalizations</b> and <b>some verbal approximations</b> to convey specific information.
<b>A D V A N C E D</b>	<b>Selection skills:</b> <ul style="list-style-type: none"> <li>High degree of <b>accuracy</b></li> <li><b>Rapid rate of encoding</b> (relative to their physical limitations)</li> <li>Selects from a <b>large field</b> of graphic choices (&gt;32)</li> <li>Scans from a large field using group and/or row column scanning (&gt;32)</li> <li><b>Independent access</b> to other advanced technology (multiple input methods)</li> </ul>	Ability to <b>adapt</b> and actively participate in a <b>variety of settings</b> (home, school, community)	Uses <b>vocalizations and intonation</b> to convey physical and emotional state, solicit attention, establish eye contact, initiate, change topic, etc.
		Aware of <b>need for modifications</b> to maximize sensory input and <b>makes those needs known</b>	Uses <b>verbal speech with partners that are familiar</b> and have demonstrated an ability to understand them.

Language	Unaided Communication	Aided Communication	Cognition/Behavior
<b>No Expressive / Receptive gap</b>	<b>Unaided systems</b> not well defined or established	<b>Aided systems</b> of communication: Limited or absent	<b>Alert / responsive:</b> short periods
<b>Response to auditory-verbal input:</b> Limited or absent	<b>Nonverbal and vocal behavior to:</b> <ul style="list-style-type: none"> <li>Express affect</li> <li>regulate behavior</li> </ul>	<ul style="list-style-type: none"> <li>objects or symbols for choice-making (field of 2-4)</li> </ul>	<b>Crying / fussiness:</b> frequent episodes
<b>Symbolic language capacity:</b> Limited or absent	<b>Use of nonverbal and vocal for communication:</b> Limited	<ul style="list-style-type: none"> <li>Light technology</li> <li>Limited Digitized Message Communicators</li> </ul>	<b>Behavior:</b> Challenging
			<b>Extremely non-responsive</b>
<b>Expressive / Receptive Gap (Gap of at least 12 months)</b>	<b>Nonverbal and vocal behavior to:</b> <ul style="list-style-type: none"> <li>regulate behavior</li> <li>socially interact</li> <li>beginnings of joint attention</li> </ul>	<b>Uses some form of low technology communication</b> <ul style="list-style-type: none"> <li>Field of 4-8</li> <li>Two dimensional representations (photos, graphic symbols)</li> <li>Learning to use Partner Assisted Scanning (for multiply challenged)</li> </ul>	<b>Alert / responsive</b> during classroom activities
<b>Response to auditory-verbal input:</b> Consistent		<ul style="list-style-type: none"> <li>Field of 4-8</li> <li>Two dimensional representations (photos, graphic symbols)</li> <li>Learning to use Partner Assisted Scanning (for multiply challenged)</li> </ul>	<b>Attends to instructional material</b> in 1:1, small group, lesser in large group
<b>Symbolic language capacity:</b> Able to represent at <b>single word level</b>	<b>Uses natural resources</b> for communication: <ul style="list-style-type: none"> <li>gestures</li> <li>facial expression</li> <li>eye gaze</li> <li>vocalizations</li> </ul>		<b>Attempts response in classroom</b> to teacher using systems/tools
			Demonstrates <b>readiness</b> for K-1 level curriculum and early elementary level
		May use <b>some form of light technology SGD</b> in addition to low technology systems such as the Little Step by Step, Sequencer, Lingo	<b>Able to sustain activity for at least 30 minutes</b>
			<b>Accepts/complies with class rules</b>
<b>Follows Conversations /</b> Gives meaningful responses Responds appropriately in <b>large group discussions /</b> able to listen for specific information	<b>Active participant using variety of natural resources</b> in combination to communicate a variety of functions effectively with different partners.	<b>Effective &amp; spontaneous use of aided communication</b> across partners and settings <b>Partner Assisted Scan Scanning</b> well established <b>Consistent and reliable Yes/No</b> <b>Demonstrates some level of operational, functional, and linguistic competence with intermediate level technology</b> <ul style="list-style-type: none"> <li>Selects from fields of up to 32 (and as high as 45)</li> <li>Retrieves familiar vocabulary with minimal cues</li> <li>Conveys a wide range of communication functions using aided means</li> <li>Beginning to use rate enhancement features (word prediction, abbreviation expansion)</li> </ul>	<b>Actively participates in variety of instructional and typical classroom activities</b>
<b>Uses pre-selected vocabulary</b> to meet expressive demands of instructional activities of the day	<b>Maintains interaction for several turns.</b>		Interacts with instructional materials <b>using aided system as "tool"</b> in small and large group activities.
<b>Generates a few novel words</b> to communicate variety of requests, comments, and regulatory actions.	Uses some clarification or <b>repair strategies</b>		Beginning to <b>initiate</b> using systems/tools <b>when response is NOT solicited.</b>
Able to <b>classify and retrieve vocabulary</b> (words/pictures) for a variety of purposes	<b>Joint attention</b> is well-established		Understands classroom rules and consequences but will try to <b>negotiate boundaries.</b>
<b>Understands conversational language</b> Uses <b>aided system to generate novel language</b> (rather than using pre-stored vocabulary) Uses language to express intent, meaning – participates in <b>adult level conversation</b> Understands <b>needs of "listener" vs. "reader"</b> & uses <b>telegraphic messages</b> and other strategies to meet rate demands of face-to-face interaction	<b>COMMUNICATION... ..</b> <b>Integrates</b> unaided, low, and high technology systems and strategies to accomplish multiple communication functions Able to <b>teach and direct communication partners</b> Can <b>analyze communicative situations</b> and determine what is required of themselves and their partner	<b>Recognizes opportunities to communicate</b> and actively takes advantage of them Takes a <b>role in programming</b> their aided systems <b>Navigates system independently</b> May use (or need) an advanced level dedicated SGD May use an integrated (computer-based) system	<b>Uses aided systems as tools for achieving other goals</b> <ul style="list-style-type: none"> <li>education</li> <li>vocation</li> <li>community membership</li> </ul> <b>Uses aided systems as a means to further develop relationships</b> <ul style="list-style-type: none"> <li>e-mail / texting, messaging</li> <li>regularly uses the telephone</li> <li>sends written correspondence to others</li> </ul>

## THUMBNAIL SKETCHES OF AAC USER PROFILES

### Emergent Level <sup>1</sup>

- Chronologically or developmentally young children who have had limited or no prior exposure to AAC/AT
- Method of access not yet determined
- Site for volitional control not yet established
- Sensory information may be questionable; requiring further testing
- Vocalizes to express affect
- No receptive/expressive gap
- Limited or no symbolic capacity
- Developmentally less than 12 months
- Choosing from a field of 2 objects

### Entry Level (E2500, E2502)

- Demonstrate skills, which indicate readiness for aided communication systems.
- May use unaided and aided systems and strategies to try to communicate and compensate for their lack of speech.
- Demonstrates a discrepancy of at least 12 months between understanding and their ability to express themselves
- Consistent response to auditory-verbal input
- Able to represent language symbolically at the single word level (object, picture, symbol)
- Developing volitional control of a single switch (scanning up to 3 auditorally/visually presented choices) or
- Directly selecting from a field of up to 4-8 (objects, graphic symbols)

### Intermediate Level (E2504, E2506)

- Demonstrate a moderate level of ability or capacity to use aided systems of communication
- Selecting from 8-32 graphic symbols on each custom overlay/display
- Uses aided communication effectively and spontaneously to augment unaided communication across settings and partners.
- Use unaided communication to supplement aided system use.
- May have significant challenges (motor, linguistic, cognitive), which limit their ability to use advanced technologies.
- Demonstrates a receptive-expressive gap of more than one year
- Uses pre-selected, pre-stored vocabulary to meet the expressive demands of activities through the day
- Able to generate a few novel words to communicate a variety of communicative functions but has limited generative capabilities.
- Maintains interaction for several turns

### Advanced Level (E2508, E2510)

- Experienced system users
- Require high technology systems to communicate at a level commensurate with their language understanding.
- Able to use a large pre-stored vocabulary.
- Selecting from >32 graphic symbols
- Generates novel language within their expressive capacity.
- Uses a variety of strategies to generate novel language including text to speech, prediction, abbreviation expansion, single words,
- Able to use their systems to accomplish multiple communication functions (speak, write, email, phone)

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<sup>1</sup> There are a number of SGDs at the emergent level that do not have the capacity of an E2500 (7 minutes of recording time). There are systems and strategies appropriate at all levels of functioning from emergent to advanced.