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Observing the Communication Environment

Name: _____   Date: _____

Communication Partner: _____   Observer: _____

Activity: _____   Total Time (min): _____

General Description of Activity/Communication Environment:

Communication Partner Behaviors: If there is a leader or instructor for the activity, rate that individual. If the activity is more of a general conversation, rate some or all of the other partners. Rate the observed communication behaviors as:

O = often
S = sometimes
R = rarely

___ Provides pause time

___ Offers choices

___ Asks open-ended questions

___ Models use of AAC supports

___ Asks questions requiring short responses

___ Reinforces all communicative attempts

___ Simplifies vocabulary and sentence structure

___ Other (specify)

_____

Communication Functions: Tally the number of occurrences of the different communication functions observed for all involved.

	Other Communicaon Partners	Target Individual
Requesting		
Gaining Attention		
Rejecting/Protesting		
Commenting		
Asking Questions		
Answering		
Sharing Information		
Story Telling		
Social Etiquette		

Comparison of Communicative Functions: Is the target individual able to communicate the same communication functions as others in the environment? *(CIRCLE ONE)*

| NEVER | RARELY | SOMETIMES | OFTEN | ALWAYS |

Additional comments:

Comparison of Messages: Write down examples of messages (including gestures, drawings, etc.) communicated during the activity.

Other Communication Partners	Target Individual

Communication Support: Mark any supports that helped the target individual communicate more successfully during the activity.

☐ Providing wait time

☐ Providing a model

☐ Co-construction (e.g. working together to establish meaning)

☐ Providing opportunities for active participation

☐ Providing a cue (describe) _____

☐ Other (specify) _____

Success of Communication: How adequate were the target individual's methods of communication during activity? *(CIRCLE ONE)*

| NOT ADEQUATE | RARELY SOMETIMES | MOSTLY | ALWAYS |

Additional Information (e.g. others didn't understand sign or voice output; output not functional for quick responses, necessary vocabulary not available, etc.):

Possible Changes: Identify any changes that need to be made to support more successful communication.

Environment	Communication System

Skills to Teach: Identify skills that would help the target individual to be more successful.

Language Skills	Communication Partner Skills
	☐ Don't interrupt or try to guess
	☐ Provide wait time
	☐ Ask questions to expand on my messages
	☐ Co-construct a message with me
	☐ Provide opportunities for active participation
	☐ Help me find the right communication tool
	☐ Help me find the right communication tool
	☐ Other (specify) _____

REV A / 01-28-16
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