Module: Speech Generating Devices (SGD)

Implementation Checklist for SGD

Franzone, E., & Collet-Klingenberg, L. (2008). *Overview of speech generating devices for children and youth with autism spectrum disorders*. Madison, WI: The National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin.

***Instructions**:* The Implementation Checklist includes each step in the process of implementing use of an SGD. Please complete all of the requested information including the site and state, individual being observed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____
Individual(s) Observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent, or other team member

	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Planning (Steps 1 – 5)									
Step 1. Identifying and Setting Up the Device		**Score****							
1. Select an appropriate device, taking into account how the information is displayed, the learner's present and potential abilities (e.g., attention span, experience with symbols, ability to establish joint attention), portability of the device, available training and technical assistance, and funding sources.									
2. Introduce the device to the learner by having a device with few symbols and/or buttons with nothing on them.									
3. Include desirable and undesirable symbols to facilitate the learner's ability to discriminate.									
Step 2. Introducing Direct Support Persons to the Device									
1. Team members are identified and trained in how to program and use the device.									
2. One or two key members of the team are identified as primary contacts regarding its use.									

***Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable*

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Step 3. Identifying Environments Where the Device Will Be Used and With Which Communication Partners		**Score****							
1. The device is introduced during familiar routines which allow for frequent communicative attempts (e.g., circle time, English class, snack, lunch, free play).									
Step 4. Identifying Vocabulary Appropriate to the Learner and the Environments									
1. Words and phrases are age-appropriate.									
2. Words and phrases are meaningful and motivating for the learner.									
3. Words and phrases serve an identifiable communicative function (e.g., greeting, requesting).									
Step 5. Allowing the Learner to Explore the Device									
1. Give the learner an opportunity to independently explore the device.									
Intervention (Step 6 – 9)									
Step 6. Setting up Communicative Opportunities									
1. Arrange opportunities within naturally occurring environments that provide the cues and motivation necessary for the learner's success (e.g., takes into account materials needed and needs of learners, places items out of reach).									
2. Instruct peers in how to respond to learners' SGD use (e.g., responding to learner rather than teacher).									
3. Use frequent questioning to facilitate communicative exchanges during routines and activities.									

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Step 7. Providing as Few Prompts as the Learner Requires		**Score****							
1. Allow pause time (i.e., 4-5 seconds) before using a prompt, depending on the needs of the learner.									
2. Do not begin the communicative exchange by using prompts that are not needed by the learner (e.g., hand-over-hand assistance) when a more subtle prompt would suffice.									
Step 8. Honoring the Communication									
1. Immediately grant the learner's requests upon the communication even if it is not a desired item, object, or action.									
2. Explain when a choice is no longer an option.									
3. Give learners choices during routines and activities and follow their lead when appropriate communication is used (e.g., staying on playground to swing, playing on computer during reading time).									
Step 9. Reducing Prompts As Soon As Possible									
1. After a few successful trials, use a less-restrictive prompt and provide pause time (i.e., 4-5 seconds) in which the learner may activate the SGD.									
2. Be aware of learners' attention, frustration, and motivation and adjust demands during routines and activities accordingly (e.g., more/less intensive prompts, more/less pause time).									

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Progress Monitoring (Steps 10-11)									
Step 10. Increasing the Environments Where the SGD is Used		**Score****							
1. Provide opportunities for the learner to use the SGD in environments around the school, home, and/or community.									
2. Encourage the use of the SGD with multiple communicative partners.									
Step 11. Increasing Vocabulary									
1. Increase the number of symbols in a single field as the learner becomes more proficient with the device.									
2. Increase the number of overlays as the learner becomes more proficient with the device.									
3. Introduce a new device as the learner's needs require.									

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