

Inventory Booklet

# Social Networks

A Communication Inventory for Individuals  
with Complex Communication Needs  
and their Communication Partners



Sarah W. Blackstone, Ph.D.

Mary Hunt Berg, Ph.D.

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## INVENTORY BOOKLET

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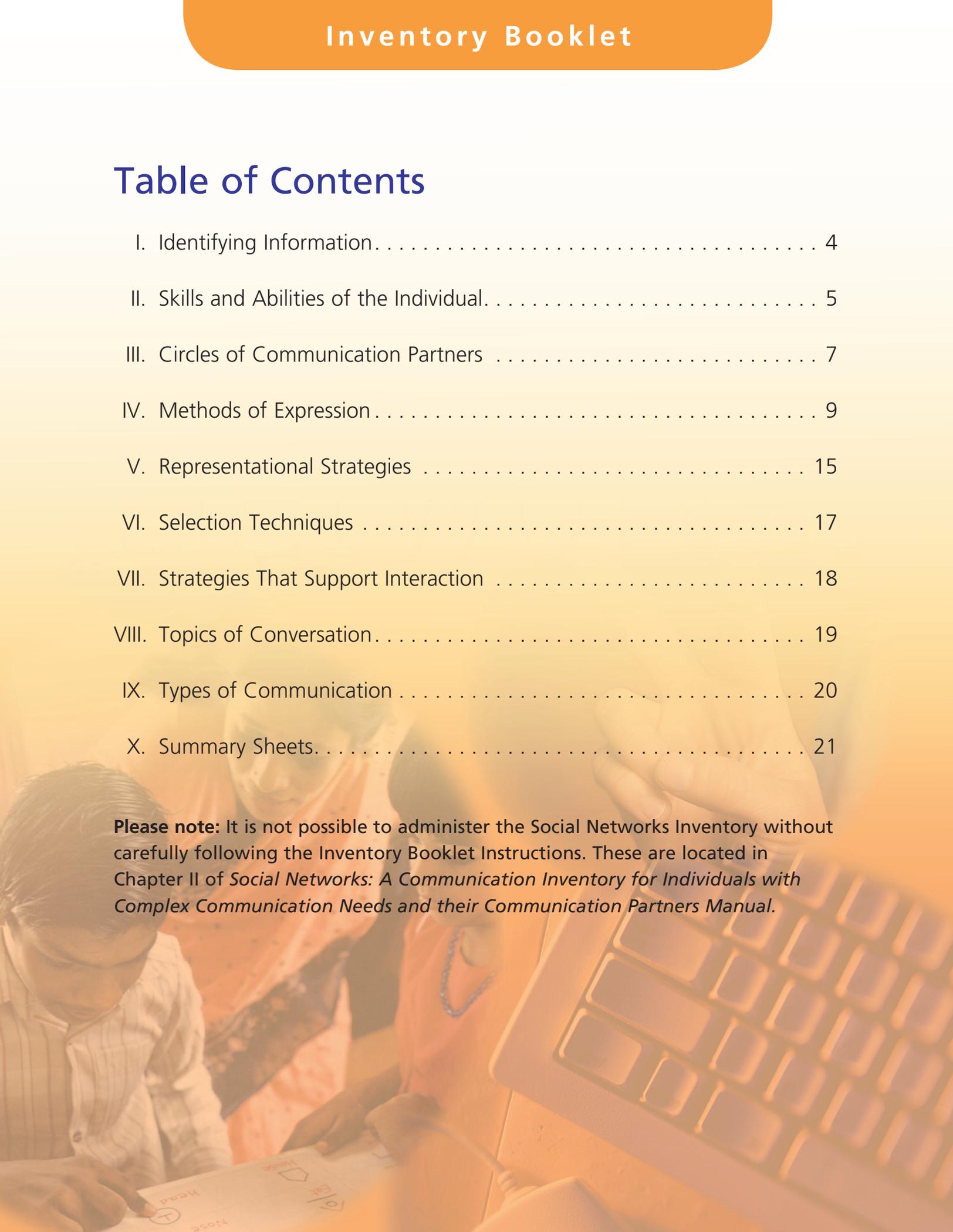
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The photo of teacher and students is printed courtesy of Raghavendra Rao and ISAAC.

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**Please note:** It is not possible to administer the Social Networks Inventory without carefully following the Inventory Booklet Instructions. These are located in Chapter II of *Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners Manual*.



## I. IDENTIFYING INFORMATION

PLEASE NOTE: Refer to pages 18 and 19 of the Manual for definitions and instructions.

### INDIVIDUAL WITH COMPLEX COMMUNICATION NEEDS

Male

Female

NAME \_\_\_\_\_ ID CODE \_\_\_\_\_ AGE \_\_\_\_\_

#### CULTURE (Note: Change categories as needed)

European American

Asian American

Hispanic/Latino

Native American

African American

Other \_\_\_\_\_

#### DIAGNOSES – Check all that apply

Amyotrophic lateral sclerosis

Developmental delay unknown

Parkinson's disease

Aphasia

Down syndrome

Traumatic brain injury

Autism spectrum disorder

Dysarthria

Verbal apraxia

Cerebral palsy

Hearing impairment

Visual impairment

Cognitive impairment

Motor impairment

Degenerative condition

Other, please specify \_\_\_\_\_

### INFORMANT

NAME \_\_\_\_\_

Relationship of informant to individual

Circle 1

Circle 4

Individual with communication needs

Length of time informant has known individual

less than 1 year

1-2 years

2-5 years

5-10 years

more than 10 years

### ADDITIONAL INFORMATION

DATE OF INTERVIEW \_\_\_\_\_ INTERVIEWER'S NAME \_\_\_\_\_

Consent form

Yes

No

Relationship of interviewer to individual

Speech-language pathologist

Teacher

Rehabilitation consultant

Other, please specify \_\_\_\_\_

#### COMMENTS

## II. SKILLS AND ABILITIES OF THE INDIVIDUAL

PLEASE NOTE: Refer to page 19 of the Manual for definitions and instructions.

### LANGUAGE AREAS

#### RECEPTIVE LANGUAGE

- age appropriate
- mild impairment
- moderate impairment
- severe impairment

#### HOW MEASURED

- formal tests
- informal measures
- structured observations
- educated guess
- don't know, needs further assessment
- other \_\_\_\_\_

#### SPEECH

- age appropriate
- mild impairment
- moderate impairment
- severe impairment

#### HOW MEASURED

- formal tests
- informal measures
- structured observations
- educated guess
- don't know, needs further assessment
- other \_\_\_\_\_

#### EXPRESSIVE LANGUAGE

- age appropriate
- mild impairment
- moderate impairment
- severe impairment

#### HOW MEASURED

- formal tests
- informal measures
- structured observations
- educated guess
- don't know, needs further assessment
- other \_\_\_\_\_

#### WRITING

- age appropriate
- mild impairment
- moderate impairment
- severe impairment

#### HOW MEASURED

- formal tests
- informal measures
- structured observations
- educated guess
- don't know, needs further assessment
- other \_\_\_\_\_

#### READING

- age appropriate
- mild impairment
- moderate impairment
- severe impairment

#### HOW MEASURED

- formal tests
- informal measures
- structured observations
- educated guess
- don't know, needs further assessment
- other \_\_\_\_\_

## RELATED AREAS

### ADAPTIVE BEHAVIOR

- within normal range
- mild impairment
- moderate impairment
- severe impairment

#### HOW MEASURED

- written assessment report
- structured observation
- educated guess
- don't know, needs further assessment
- other \_\_\_\_\_

### VISION

- within normal range
- mild impairment
- moderate impairment
- severe impairment

#### HOW MEASURED

- written assessment report
- structured observation
- educated guess
- don't know, needs further assessment
- other \_\_\_\_\_

### HEARING

- within normal range
- mild impairment
- moderate impairment
- severe impairment

#### HOW MEASURED

- written assessment report
- structured observation
- educated guess
- don't know, needs further assessment
- other \_\_\_\_\_

### MOTOR

- within normal range
- mild impairment
- moderate impairment
- severe impairment

#### HOW MEASURED

- written assessment report
- structured observation
- educated guess
- don't know, needs further assessment
- other \_\_\_\_\_

### COGNITION

- within normal range
- mild impairment
- moderate impairment
- severe impairment

#### HOW MEASURED

- written assessment report
- structured observation
- educated guess
- don't know, needs further assessment
- other \_\_\_\_\_

## ASSISTIVE TECHNOLOGY USE

TOOLS CURRENTLY USING	HOW HELPFUL			
<b>COMMUNICATION-RELATED TOOLS</b>				
Non-electronic communication aid	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
Dedicated speech generating device (SGD)	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
Communication software/app on a computer or mobile device (e.g., tablet smartphone, MP3 player)	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
Phone (e.g., cellphone, landline, speaker phone)	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
Text on a mobile device or computer (e.g., texting, social networking, email, instant messaging)	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
Video on a computer or mobile device (e.g., videoconferencing)	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
Other communication tools. Please specify. _____	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
<b>OTHER AT TOOLS</b>				
Power wheelchair	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
Manual wheelchair	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
Glasses	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
Hearing aids	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
Cane	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
Walker	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
Pointer (head, hand-held)	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
Electronic pointer (e.g., eye gaze, laser, infrared technologies)	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
Switch(es)	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful
Other AT tools. Please specify. _____	<input type="radio"/> very helpful	<input type="radio"/> helpful	<input type="radio"/> so...so	<input type="radio"/> not helpful

### ADDITIONAL COMMENTS

## III. CIRCLES OF COMMUNICATION PARTNERS

PLEASE NOTE: Refer to pages 20 and 21 of the Manual for definitions and instructions.

### ORIENTATION

Use diagrams on pages 26 and 27 of the Manual for this section of the interview.

## CCP WORKSHEET

1

Individual's life partners  
e.g., mom, Billy (brother)

2

Individual's good friends  
e.g., Joe (cousin), Maria (neighbor)

3

Individual's acquaintances  
e.g., Jen, Matt (classmates)

4

Partners who are paid  
e.g., Mrs. Jones (teacher), Mr. Cho (SLP)

5

Unfamiliar partners  
e.g., people on listserves (ACOLUG),  
store clerks



## CHECK THE PRIMARY METHOD FOR EACH CIRCLE:

1

- facial expression/body language
- gestures
- vocalizations
- manual signs/sign language
- speech
- writing/drawing
- nonelectronic communication aid
- dedicated speech generating device (SGD)

- communication software/app on a computer or mobile device (e.g., tablet, smartphone, MP3 player)
- phone (e.g., cellphone, landline, speaker phone)
- text on a mobile device or computer (e.g., texting, social networking, email, instant messaging)
- video on a computer or mobile device (e.g., videoconferencing)
- other communication tools; please specify. \_\_\_\_\_

2

- facial expression/body language
- gestures
- vocalizations
- manual signs/sign language
- speech
- writing/drawing
- nonelectronic communication aid
- dedicated speech generating device (SGD)

- communication software/app on a computer or mobile device (e.g., tablet, smartphone, MP3 player)
- phone (e.g., cellphone, landline, speaker phone)
- text on a mobile device or computer (e.g., texting, social networking, email, instant messaging)
- video on a computer or mobile device (e.g., videoconferencing)
- other communication tools; please specify. \_\_\_\_\_

3

- facial expression/body language
- gestures
- vocalizations
- manual signs/sign language
- speech
- writing/drawing
- nonelectronic communication aid
- dedicated speech generating device (SGD)

- communication software/app on a computer or mobile device (e.g., tablet, smartphone, MP3 player)
- phone (e.g., cellphone, landline, speaker phone)
- text on a mobile device or computer (e.g., texting, social networking, email, instant messaging)
- video on a computer or mobile device (e.g., videoconferencing)
- other communication tools; please specify. \_\_\_\_\_

4

- facial expression/body language
- gestures
- vocalizations
- manual signs/sign language
- speech
- writing/drawing
- nonelectronic communication aid
- dedicated speech generating device (SGD)

- communication software/app on a computer or mobile device (e.g., tablet, smartphone, MP3 player)
- phone (e.g., cellphone, landline, speaker phone)
- text on a mobile device or computer (e.g., texting, social networking, email, instant messaging)
- video on a computer or mobile device (e.g., videoconferencing)
- other communication tools; please specify. \_\_\_\_\_

5

- facial expression/body language
- gestures
- vocalizations
- manual signs/sign language
- speech
- writing/drawing
- nonelectronic communication aid
- dedicated speech generating device (SGD)

- communication software/app on a computer or mobile device (e.g., tablet, smartphone, MP3 player)
- phone (e.g., cellphone, landline, speaker phone)
- text on a mobile device or computer (e.g., texting, social networking, email, instant messaging)
- video on a computer or mobile device (e.g., videoconferencing)
- other communication tools; please specify. \_\_\_\_\_

**ADDITIONAL INFORMATION:** For each method the person CURRENTLY uses, indicate the following information and provide examples.

**FACIAL EXPRESSIONS/BODY LANGUAGE**  Yes  No

**FREQUENCY**  most of the time  some of the time  rarely  never

**EFFECTIVENESS**  most of the time  some of the time  rarely  never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

Example 1 \_\_\_\_\_ Example 2 \_\_\_\_\_

**GESTURES**  Yes  No

**FREQUENCY**  most of the time  some of the time  rarely  never

**EFFECTIVENESS**  most of the time  some of the time  rarely  never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

Example 1 \_\_\_\_\_ Example 2 \_\_\_\_\_

**VOCALIZATIONS**  Yes  No

**FREQUENCY**  most of the time  some of the time  rarely  never

**EFFECTIVENESS**  most of the time  some of the time  rarely  never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

Example 1 \_\_\_\_\_ Example 2 \_\_\_\_\_

**MANUAL SIGNS**  Yes  No

**FREQUENCY**  most of the time  some of the time  rarely  never

**EFFECTIVENESS**  most of the time  some of the time  rarely  never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

**LENGTH OF TIME USED?**  less than 6 months  6 months to 1 year  1 to 3 years  3 to 5 years  more than 5 years  don't know

**SIZE OF VOCABULARY?**  1-4 signs  5-10 signs  11-25 signs  26-50 signs  51-100 signs  more than 100 signs  unlimited

Example 1 \_\_\_\_\_ Example 2 \_\_\_\_\_

## SPEECH

Yes

No

### FREQUENCY

most of the time

some of the time

rarely

never

### EFFECTIVENESS

most of the time

some of the time

rarely

never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

**LENGTH OF TIME USED?**  less than 6 months  6 months to 1 year  1 to 3 years  3 to 5 years  more than 5 years  don't know

**SIZE OF VOCABULARY?**  1-2 words  3-5 words  6-10 words  11-25 words  26-50 words  more than 50 words

Example 1 \_\_\_\_\_ Example 2 \_\_\_\_\_

## WRITING/DRAWING

Yes

No

### FREQUENCY

most of the time

some of the time

rarely

never

### EFFECTIVENESS

most of the time

some of the time

rarely

never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

**LENGTH OF TIME USED?**  less than 6 months  6 months to 1 year  1 to 3 years  3 to 5 years  more than 5 years  don't know

**SIZE OF VOCABULARY?**  1-2 words  3-5 words  6-10 words  11-25 words  26-50 words  more than 50 words  unlimited

Example 1 \_\_\_\_\_ Example 2 \_\_\_\_\_

## NON-ELECTRONIC COMMUNICATION BOARD/BOOK

Yes

No

Describe types \_\_\_\_\_

### FREQUENCY

most of the time

some of the time

rarely

never

### EFFECTIVENESS

most of the time

some of the time

rarely

never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

**LENGTH OF TIME USED?**  less than 6 months  6 months to 1 year  1 to 3 years  3 to 5 years  more than 5 years  don't know

**SIZE OF VOCABULARY?**  1-10 items  11-20 items  21-50 items  51-75 items  76-200 items  more than 200 items  unlimited

## ELECTRONIC COMMUNICATION DEVICES

Yes

No

**DEDICATED SPEECH GENERATING DEVICE (SGD)** Name of device(s) \_\_\_\_\_

**FREQUENCY**  most of the time  some of the time  rarely  never

**EFFECTIVENESS**  most of the time  some of the time  rarely  never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

**LENGTH OF TIME USED?**  less than 6 months  6 months to 1 year  1 to 3 years  3 to 5 years  more than 5 years  don't know

**SIZE OF VOCABULARY?**  1-10 items  11-20 items  21-100 items  101-500 items  more than 500 items

Example 1 \_\_\_\_\_ Example 2 \_\_\_\_\_

---

**COMMUNICATION SOFTWARE/APP ON A COMPUTER OR MOBILE DEVICE** Name of software/app(s) \_\_\_\_\_

**FREQUENCY**  most of the time  some of the time  rarely  never

**EFFECTIVENESS**  most of the time  some of the time  rarely  never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

**LENGTH OF TIME USED?**  less than 6 months  6 months to 1 year  1 to 3 years  3 to 5 years  more than 5 years  don't know

**SIZE OF VOCABULARY?**  1-10 items  11-20 items  21-100 items  101-500 items  more than 500 items  unlimited

Example 1 \_\_\_\_\_ Example 2 \_\_\_\_\_

---

## PHONE

Describe type of phone \_\_\_\_\_

**FREQUENCY**  most of the time  some of the time  rarely  never

**EFFECTIVENESS**  most of the time  some of the time  rarely  never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

**LENGTH OF TIME USED?**  less than 6 months  6 months to 1 year  1 to 3 years  3 to 5 years  more than 5 years  don't know

Example 1 \_\_\_\_\_ Example 2 \_\_\_\_\_

**TEXT ON A MOBILE DEVICE OR COMPUTER** Describe device \_\_\_\_\_

**FREQUENCY**  most of the time  some of the time  rarely  never

**EFFECTIVENESS**  most of the time  some of the time  rarely  never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

**LENGTH OF TIME USED?**  less than 6 months  6 months to 1 year  1 to 3 years  3 to 5 years  more than 5 years  don't know

Example 1 \_\_\_\_\_ Example 2 \_\_\_\_\_

---

**VIDEO ON A COMPUTER OR MOBILE DEVICE** Describe device \_\_\_\_\_

**FREQUENCY**  most of the time  some of the time  rarely  never

**EFFECTIVENESS**  most of the time  some of the time  rarely  never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

**LENGTH OF TIME USED?**  less than 6 months  6 months to 1 year  1 to 3 years  3 to 5 years  more than 5 years  don't know

Example 1 \_\_\_\_\_ Example 2 \_\_\_\_\_

**OTHER COMMUNICATION TOOLS**  Yes  No

Please specify \_\_\_\_\_

**FREQUENCY**  most of the time  some of the time  rarely  never

**EFFECTIVENESS**  most of the time  some of the time  rarely  never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

**LENGTH OF TIME USED?**  less than 6 months  6 months to 1 year  1 to 3 years  3 to 5 years  more than 5 years  don't know

Example 1 \_\_\_\_\_ Example 2 \_\_\_\_\_

## V. REPRESENTATIONAL STRATEGIES

PLEASE NOTE: Refer to page 23 of the Manual for definitions and instructions.

### CHECK ALL REPRESENTATIONAL STRATEGIES THAT APPLY:

- object-based
- photographs
- pictographic-based sets/systems
- orthographically-based
- manual signs
- auditory
- other \_\_\_\_\_

#### OBJECT-BASED

Yes

No

Example \_\_\_\_\_

#### FREQUENCY

most of the time

some of the time

rarely

never

#### EFFECTIVENESS

most of the time

some of the time

rarely

never

INTELLIGIBILITY Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

#### PHOTOGRAPHS

Yes

No

Example \_\_\_\_\_

#### FREQUENCY

most of the time

some of the time

rarely

never

#### EFFECTIVENESS

most of the time

some of the time

rarely

never

INTELLIGIBILITY Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

#### PICTOGRAPHIC-BASED SETS/SYSTEMS

Yes

No

Example \_\_\_\_\_

#### FREQUENCY

most of the time

some of the time

rarely

never

#### EFFECTIVENESS

most of the time

some of the time

rarely

never

INTELLIGIBILITY Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

## ORTHOGRAPHICALLY-BASED

Yes

No

Example \_\_\_\_\_

**FREQUENCY**

most of the time

some of the time

rarely

never

**EFFECTIVENESS**

most of the time

some of the time

rarely

never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

## MANUAL SIGNS

Yes

No

Example \_\_\_\_\_

**FREQUENCY**

most of the time

some of the time

rarely

never

**EFFECTIVENESS**

most of the time

some of the time

rarely

never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

## AUDITORY

Yes

No

Example \_\_\_\_\_

**FREQUENCY**

most of the time

some of the time

rarely

never

**EFFECTIVENESS**

most of the time

some of the time

rarely

never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_

## OTHER

Example \_\_\_\_\_

**FREQUENCY**

most of the time

some of the time

rarely

never

**EFFECTIVENESS**

most of the time

some of the time

rarely

never

**INTELLIGIBILITY** Who best understands? \_\_\_\_\_ Which circle is this partner in? \_\_\_\_\_



## VII. STRATEGIES THAT SUPPORT INTERACTION

PLEASE NOTE: Refer to page 23 of the Manual for instructions and examples.

### STRATEGIES THAT CURRENTLY SUPPORT EXPRESSION

IDENTIFY STRATEGIES FOR EACH CIRCLE

EFFECTIVENESS

1	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
2	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
3	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
4	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
5	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never

### STRATEGIES THAT CURRENTLY SUPPORT COMPREHENSION

IDENTIFY STRATEGIES FOR EACH CIRCLE

EFFECTIVENESS

1	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
2	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
3	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
4	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never
5	<input type="radio"/> most of the time <input type="radio"/> some of the time <input type="radio"/> rarely <input type="radio"/> never

## VIII. TOPICS OF CONVERSATION

PLEASE NOTE: Refer to page 24 of the Manual for definitions and instructions.

### TOPICS PERSON CURRENTLY USES WITH PRIMARY PARTNER(S)

IDENTIFY TOPICS FOR EACH CIRCLE

1

2

3

4

5

### TOPICS PERSON WOULD LIKE TO "TALK" ABOUT WITH PRIMARY PARTNER(S), IF HE/SHE HAD THE MEANS TO DO SO

IDENTIFY TOPICS FOR EACH CIRCLE

1

2

3

4

5

## IX. TYPES OF COMMUNICATION

**PLEASE NOTE:** Refer to page 24 of the Manual for definitions and instructions.

### WHICH CATEGORY BEST DESCRIBES THE INDIVIDUAL'S MOST EFFECTIVE COMMUNICATION, AND WHY?

**EMERGING**

**CONTEXT-DEPENDENT**

**INDEPENDENT**

Limited contexts/limited partners

Multiple contexts/multiple partners

**PLEASE DESCRIBE WHY YOU SELECTED THE CATEGORY.**

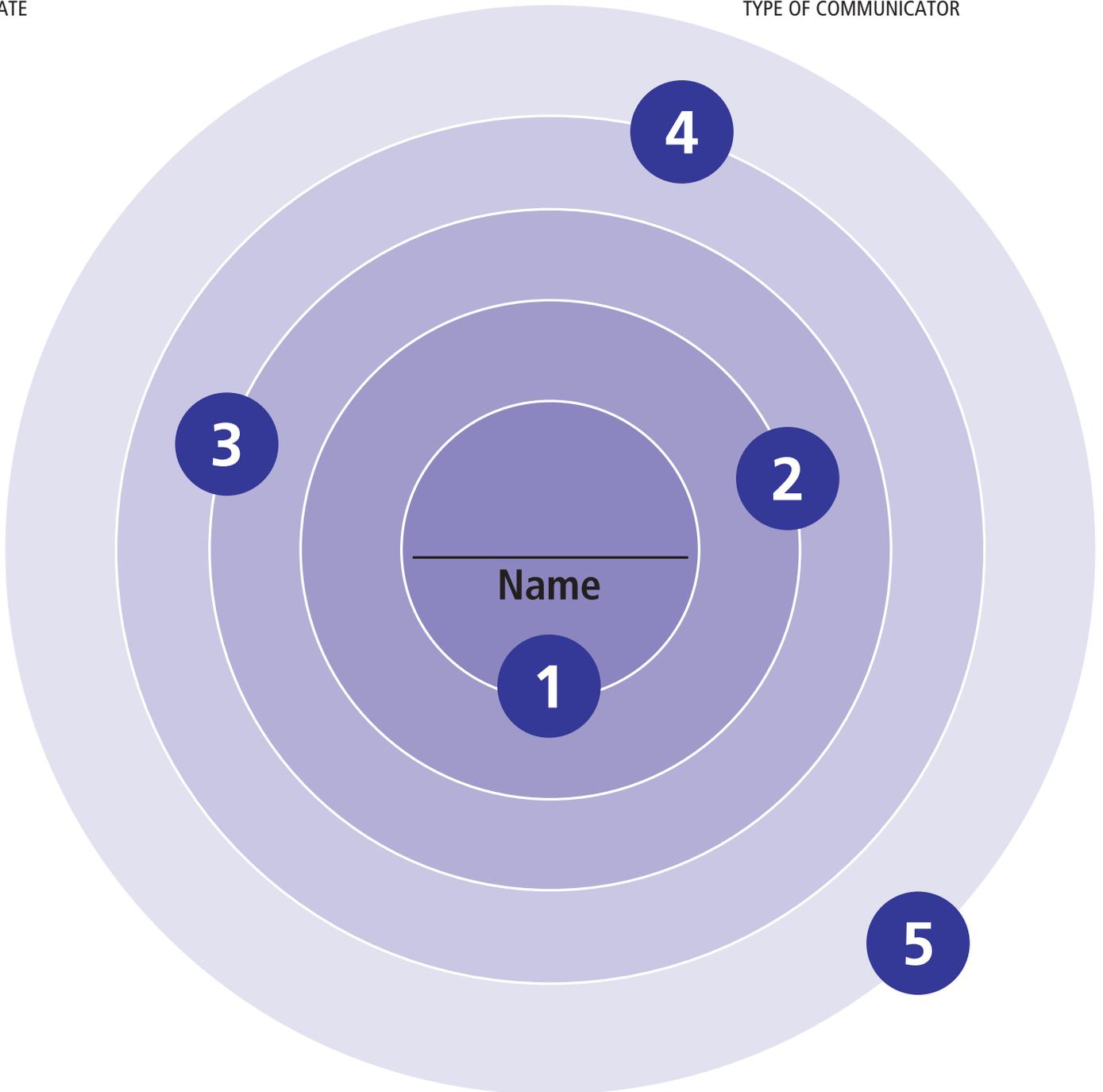
## X. SUMMARY SHEETS

**PLEASE NOTE:** Refer to page 24 of the Manual for instructions. These sheets should be completed after the interview.

### SUMMARY SHEET A – CIRCLES OF COMMUNICATION PARTNERS

DATE \_\_\_\_\_

TYPE OF COMMUNICATOR \_\_\_\_\_



Primary partner (P) \_\_\_\_\_

Favorite partner (F) \_\_\_\_\_

Most skilled partner (S) \_\_\_\_\_

Most willing to learn (L) \_\_\_\_\_

Spends most time with (MT) \_\_\_\_\_

Most willing to teach (T) \_\_\_\_\_

# SUMMARY SHEET B – CCP AND METHODS

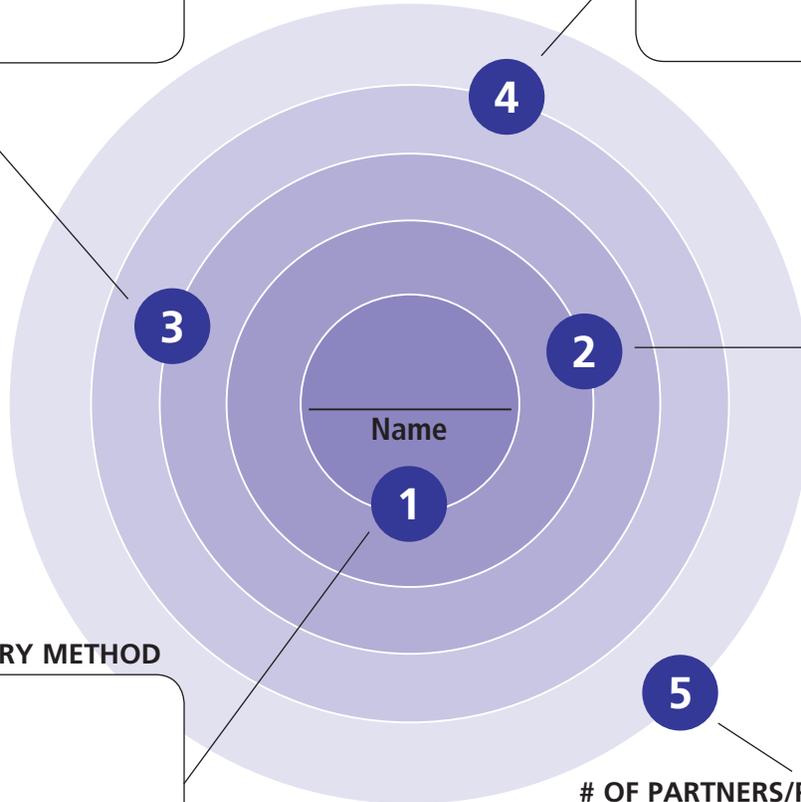
DATE \_\_\_\_\_ TYPE OF COMMUNICATOR \_\_\_\_\_

# OF PARTNERS/PRIMARY METHOD

3

# OF PARTNERS/PRIMARY METHOD

4



# OF PARTNERS/PRIMARY METHOD

2

# OF PARTNERS/PRIMARY METHOD

1

# OF PARTNERS/PRIMARY METHOD

5

### ALL METHODS RELIED ON:

- facial expressions/body language
- gestures
- vocalizations
- manual signs/sign language
- speech
- writing/drawing
- nonelectronic communication aid
- dedicated speech generating device (SGD)
- communication software/app on a computer or mobile device
- phone
- text on a mobile device or computer
- video on a computer or mobile device
- other \_\_\_\_\_

### METHODS CURRENTLY USED THAT ARE:

EFFECTIVE

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

NOT EFFECTIVE

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

# SUMMARY SHEET C – SKILLS, STRATEGIES, TOPICS

NAME \_\_\_\_\_ TYPE OF COMMUNICATOR \_\_\_\_\_ DATE \_\_\_\_\_

## SKILL AREAS

### SKILLS AND ABILITIES

### AREAS NEEDING FURTHER ASSESSMENT

### REPRESENTATIONAL STRATEGIES USED

### SELECTION TECHNIQUES USED

## EFFECTIVE STRATEGIES THAT SUPPORT INTERACTION

### EXPRESSION

### COMPREHENSION

## TOPICS OF CONVERSATION

### CURRENTLY USED

### WOULD LIKE TO USE

## SUMMARY SHEET D – INTERVENTION PLANNING

Use this form to summarize and highlight relevant findings for each circle.

DATE \_\_\_\_\_ TYPE OF COMMUNICATOR \_\_\_\_\_ INFORMANT(S) \_\_\_\_\_

1

2

5

3

4

# NOTES

