

Core word trials, a communicative function tally, an aided language modeling log, requesting with latency, navigation and operational skills, device use across the day, a vocabulary mastery tracker, a partner check-in, tracker, graph, session notes, family note, and a filled example. Fillable PDF.

[illegible]

BRIGHT PATH SPEED

Which Sheet for Which AAC Goal

The wording of the goal tells you what to count. Match it to a sheet once, write the page number on the roster, and every adult in the room counts the same thing.

IF THE GOAL SAYS	USE	WHERE
"will request a preferred item or activity using the system" — something offered, something asked for	Requesting data sheet, with latency	Page 10
"will use core words (go, more, stop, want, help) across ___ activities"	Core word trial sheet; the vocabulary tracker for the running list	Pages 7, 13
"will communicate for ___ functions" / "will comment, not only request"	Communicative function tally, spontaneous beside prompted	Page 8
"will navigate to the ___ page" / "will turn on, clear, and adjust the device"	Navigation and operational skills sheet	Page 11
"adults will model ___ words per activity" — the team wants to know how much modeling is happening	Aided language modeling log; the partner check-in for one week in a classroom	Pages 9, 14
"will have the system available and use it across the day" — access, not accuracy	Device use across the day, with the percent of periods	Page 12
Any goal, across the quarter	Cumulative tracker and graph, then the session notes for the story	Pages 15, 16, 17

What this file is not

Not a vocabulary set, not a device manual, and not a therapy program. Nothing here says which words to teach first, which cue to use, or what counts as mastery; the team writes those in from the IEP. Systems are named generically: a core board, a speech-generating device, a communication book. The sheets only make sure the count gets written down the same way by every adult.

The three habits the file assumes

- ☐ The target words and the criterion are written at the top of the sheet before the first trial.
- ☐ Adults log their own modeling (page 9) as carefully as the student's responses.
- ☐ The number goes from the data sheet to the tracker (page 15) the same day.

How the paper moves

WHEN	WHAT
Every session	One data sheet (7 to 11), one half of a session-notes page (17), the modeling log (9) for the adult
Every day	Device use across the day (12) filled by whoever has the student that period; new words dated on the vocabulary tracker (13)
Every week	Scores onto the tracker (15), one point on the graph (16), a partner check-in (14) back from one classroom, the family note (18)

Core Word Trial Data Sheet

Ten target words down, ten trials across. A plus, a minus or a cue code in every cell, the count, and the percent. One sheet, one activity, one student.

STUDENT

DATE

ACTIVITY / SETTING

CRITERION, AND DO CUED
TRIALS COUNT? (Y / N)

TARGET WORD (TYPE IT)	CUE	1	2	3	4	5	6	7	8	9	10	+	%	NOTES

What a trial is

One chance to use the word, set up on purpose or caught as it happened. A plus is the target word on the system; a cue code is the target after that cue; a minus is something else or nothing. Ten words on one sheet lets you see which words carry the percent and which drag it.

Words to keep, words to swap, and why

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Communicative Function Tally

Not what word, but what for. Six functions down, eight sessions across, a tally of spontaneous messages beside a tally of prompted ones.

STUDENT

SYSTEM

GOAL (SHORT) AND CRITERION

FUNCTION	MARK	S1	S2	S3	S4	S5	S6	S7	S8	TOTAL
Date										
RQ Request	S									
RQ Request	Pr									
PR Protest or reject	S									
PR Protest or reject	Pr									
CM Comment	S									
CM Comment	Pr									
QU Question	S									
QU Question	Pr									
GR Greet or social	S									
GR Greet or social	Pr									
AN Answer	S									
AN Answer	Pr									
Totals (S / Pr)										

Two rows per function

S is a message the student produced with no cue; Pr is one that followed a cue or a model (write Im in the cell if it was imitated). Tally marks, not counts. A student whose only spontaneous row is RQ has a number the team can talk about; the codes are defined on page 5.

Activities, partners, and what was different across the eight sessions

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Requesting Data Sheet

Twelve opportunities: what was offered, how, the cue given, the response, and the seconds it took. The spontaneous count and the percent go to the tracker.

STUDENT

DATE

SETTING / ACTIVITY

CRITERION (PERCENT
SPONTANEOUS)

#	ITEM OR ACTIVITY OFFERED	HOW (IN SIGHT, OUT OF REACH, CHOICE OF TWO, PAUSED)	CUE	RESPONSE (S / PR / IM / E / O)	LATENCY (SECONDS)	WHAT WAS SELECTED
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

SPONTANEOUS (S)

PROMPTED (PR + IM)

PERCENT SPONTANEOUS ($S \div$
12)

AVERAGE LATENCY, S ROWS

What the seconds are for

Latency is the time from the offer (the item in sight, the song paused) to the student's message. It usually shrinks before the spontaneous count grows, so it is worth the column. Count from the moment the opportunity was clear, not from the moment you started waiting.

What was offered that got no response, and what to try next time

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DATA Device Use Across the Day

Periods down: was the system within reach, was it used, how many prompts did it take. The percent of periods with the system used is the number that goes home.

STUDENT

DATE

SYSTEM

PERIOD / CLASS (TYPE IT)	TIME	AVAILABLE, WITHIN REACH? (Y / N)	USED? (Y / N)	TIMES USED (TALLY)	PROMPTS TO USE IT (TALLY)	NOTES (WHO, WHAT FOR)

PERIODS IN THE DAY

PERIODS AVAILABLE

PERIODS USED

PERCENT OF PERIODS USED
(USED ÷ PERIODS)

Available comes before used

A period where the system was in a backpack is not a period the student chose silence. Fill the available column first; if it is mostly N, the percent belongs to the adults, and that is the number the team talks about. Whoever has the student that period fills that row.

Periods where it was not available, and why

EXAMPLE

A Requesting Sheet, Filled In

Kai is invented, and so is every mark. Notice that the percent on the tracker came from cells that were already written, not from a feeling about the session.

Requesting sheet (page 10) — Kai, kindergarten, core board with 20 words (invented)

Goal (short): request a preferred item or activity on the board. **Criterion:** 60% of opportunities spontaneous across three sessions. **Setting:** free play and snack, 10/7, with the SLP and a para.

#	OFFERED	HOW	CUE	RESPONSE	SECONDS	SELECTED
1	Bubbles	In sight, out of reach	I	S	3	more
2	Bubbles	In sight, out of reach	I	S	5	more
3	Crackers	Choice of two	V	Pr	8	want
4	Crackers	Choice of two	I	S	4	want
5	Ball	Out of reach	M	Im	6	go
6	Ball	Out of reach	I	S	2	go
7	Song	Paused	V	Pr	9	more
8	Song	Paused	I	S	3	more
9	Book	Paused on a page	M	Im	7	turn
10	Book	Paused on a page	I	S	4	turn
11	Swing	Stopped	V	Pr	10	go
12	Swing	Stopped	I	S	3	go

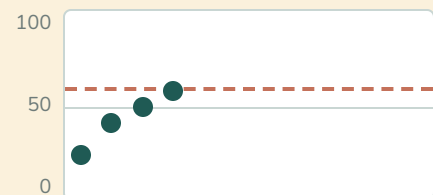
Counts, from the response column: S = 7 (rows 1, 2, 4, 6, 8, 10, 12) · Pr = 3 (rows 3, 7, 11) · Im = 2 (rows 5, 9) · 7 + 3 + 2 = 12. **Percent spontaneous:** 7 ÷ 12 = 58%. **Average latency:** S rows 3.4 seconds; Pr and Im rows 8.0 seconds.

Tracker row (page 15)

SESSION	1	2	3	4	5	6	7	8	9	10	11	12
Date	9/23	9/30	10/2	10/7	–	–	–	–	–	–	–	–
Measure	S%	S%	S%	S%	–	–	–	–	–	–	–	–
Score	25	42	50	58	–	–	–	–	–	–	–	–

Sessions 1 to 3 are earlier sheets, also invented; session 4 is the sheet above.

The graph point it makes (page 16)



Dashed line: the aim at 60%. The 10/7 point sits at 58, under the line.

Why this is enough

Every number on this page came from a cell that was already written: the 7 from the response column, the 58% from 7 over 12, the point on the graph from the tracker. The latency gap (3.4 seconds spontaneous, 8.0 cued) is the sentence for the session note: when Kai has the idea, the board is fast; every cued row was the first offer of a new item. What the team does with that is the team's decision; the sheet only made sure it was visible.