

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, teacher being observed, and the learner’s initials. 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: _____

Teacher/practitioner: _____ Learner’s Initials: _____

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer’s Initials								
Step 1. Identifying and Setting Up the Device	Score**								
1. Teachers/practitioners 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. Teachers/practitioners introduce the device to the learner by having a device with few symbols and/or buttons with nothing on them.									
3. Teachers/practitioners 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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	Observation	1	2	3	4	5	6	7	8
	Date								
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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. Teachers/practitioners give the learner an opportunity to independently explore the device.									
Step 6. Setting up Communicative Opportunities									
1. Teachers/practitioners thoughtfully 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. Teachers/practitioners instruct peers in how to respond to learners' SGD use (e.g., responding to learner rather than teacher).									
3. Teachers/practitioners 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. Teachers/practitioners allow pause time (i.e., 4-5 seconds) before using a prompt, depending on the needs of the learner.									
2. Teachers/practitioners 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. Teachers/practitioners immediately grant the learner's requests upon the communication even if it is not a desired item, object, or action.									
2. Teachers/practitioners simply explain when a choice is no longer an option.									
3. Teachers/practitioners 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, teachers/practitioners use a less-restrictive prompt and provides pause time (i.e., 4-5 seconds) in which the learner may activate the SGD.									
2. Teachers/practitioners are 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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Step 10. Increasing the Environments Where the SGD is Used		Score**							
1. Teachers/practitioners provide opportunities for the learner to use the SGD in environments around the school, home, and/or community.									
2. Teachers/practitioners encourage the use of the SGD with multiple communicative partners.									
Step 11. Increasing Vocabulary									
1. Teachers/practitioners increase the number of symbols in a single field as the learner becomes more proficient with the device.									
2. Teachers/practitioners increase the number of overlays as the learner becomes more proficient with the device.									
3. Teachers/practitioners get a new device as the learner's needs require.									

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