Let's work on these activities or relationships

Restrictions in Participation Caused by Communication Limitations

School Related Activities
9. Social independence activities (driver's ed., home economics/shop, after school organized sports)

Let's work on these aspects that make it hard for my student to be a part of the action

Environmental Factors that Affect Communication

People
113. Having skills needed to support communication in school (e.g., knowing manual sign language, knowing how to use the communication device, etc.)

Services and Policies
120. School transportation services

Let's work on these skills to help my student communicate better

Communication Limitations

Functions of Communication
46. Gaining the attention of another person
52. Telling someone to do something
53. Conveying an abstract idea

Rules of Social Interaction in Conversation
63. Conversing in a group

Augmentative and Alternative Communication: Expressive Modes and Strategies
78. Conveying a cohesive topic with AAC signs/symbols
81. Changing communication strategies depending on social and physical environment (e.g., partner feedback and skills; background noise, etc.)
83. Expressing the need for additional vocabulary

My student is really good at
School Related Activities
2. Classroom activities (e.g., attending classes and interacting appropriately to fulfill the duties of being a student)

Expressive Language and Literacy
32. Using body language, facial expressions and gestures to communicate

Rules of Social Interaction in Conversation
57. Keeping socially appropriate distance between oneself and others

Here are some supports that help my student be a part of the action

Physical Environment
99. Sound intensity and/or sound quality
101. Arrangement of physical space

Assistive Technology
104. Adapted or specially designed HIGH tech products/technology developed for the purpose of improving communication (e.g., speech generating device, FM system, specialized writing device)
106. General products and technology for communication (e.g., computers, telephones, used by the general public)
107. Assistive products and technology for education (for acquisition of knowledge, expertise or skills)
108. Assistive products and technology for mobility and transportation

People
111. Providing physical support at school (e.g., supporting body posture appropriately, making glasses available, etc.)
112. Providing emotional support at school
114. Providing physical support at home
115. Providing emotional support at home
116. Having skills needed to support communication at home (e.g., knowing manual sign language, knowing how to use the communication device, etc.)

Services and Policies
118. Special education services (includes therapy and providers of services)
119. Regular education services
121. School food services
122. School social services
124. School-based health services
125. Special education policies (e.g., school and/or family financial responsibilities for purchasing and maintaining AAC equipment)
1: Playing with others as an educational activity
Mild Restriction

2: Classroom activities (e.g., attending classes and interacting appropriately to fulfill the duties of being a student)
Participation is greater than typical peer

3: Communal activities (classroom games, assemblies, eating in the cafeteria, field trips)
Mild Restriction

4: Recreation (physical education, recess, playground games)
Moderate Restriction

5: Creative activities (art classes, orchestra/band, chorus)
Mild Restriction

6: Civic activities (school paper, student government, school club, serving as student aid, safety patrol member)
Mild Restriction

7: Other academic activities (computer labs, science labs, library use, gifted/talented classes)
Mild Restriction

8: Social activities (school dances, pep rallies, hanging out with friends at school)
Mild Restriction

9: Social independence activities (driver’s ed., home economics/shop, after school organized sports)
Moderate Restriction

10: Vocational training (community work experience, community college, community based recreation)
Not applicable

11: Transition planning (independent living skills practicum, transportation training)
Not applicable

12: Looking after one’s safety at school (avoiding risks that can lead to injury or harm)
Don’t know

13: Maintaining one’s health (caring for oneself by being aware of and doing what is required for one’s health)
Mild Restriction

14: Other school related activities? Write in response.

15: Relating to teachers, and other adults at school.
Mild Restriction

16: Relating to peers at school
Moderate Restriction

17: Making and maintaining friendships
Moderate Restriction

18: Dating or engaging in romantic relationships
Severe Restriction

19: Relating to persons in the home (family or other co-inhabitants)
Mild Restriction

20: Relating to new people
Moderate Restriction

21: Other interaction and relationships? Write in response.

22: Intentionally attending to human touch, face and/or voice
No limitation

23: Comprehending the meaning of single spoken words
No limitation

24: Comprehending the meaning of 2-3 spoken word phrases
No limitation

25: Comprehending the meaning of spoken sentences
No limitation

26: Comprehending the meaning of a spoken narrative
No limitation

27: Understanding sound/symbol relationships (sounding out letters)
No limitation

28: Comprehending the meaning of single written words
No limitation

29: Comprehending the meaning of written sentences
No limitation

30: Comprehending the meaning of a written narrative
No limitation

31: Other receptive skills? Write in response.

32: Using body language, facial expressions and gestures to communicate
Skills are above those of typical peer

33: Using non-speech vocalizations for communication (e.g. laughing, cooing, “hmmm”)
No limitation

34: Using single spoken words to communicate (includes word approximations)
Mild limitation
<table>
<thead>
<tr>
<th>Number</th>
<th>Task Description</th>
<th>Limitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Combining spoken words into 2-3 word phrases</td>
<td>Moderate limitation</td>
</tr>
<tr>
<td>36</td>
<td>Using sentences with appropriate syntax in spoken communication</td>
<td>Severe limitation</td>
</tr>
<tr>
<td>37</td>
<td>Combining sentences to convey a cohesive topic in spoken communication</td>
<td>Severe limitation</td>
</tr>
<tr>
<td>38</td>
<td>Choosing correct spoken and/or written words</td>
<td>Mild limitation</td>
</tr>
<tr>
<td>39</td>
<td>Demonstrating knowledge of sound/symbol relationships (writing a letter for a given sound)</td>
<td>No limitation</td>
</tr>
<tr>
<td>40</td>
<td>Using single written words to communicate</td>
<td>Mild limitation</td>
</tr>
<tr>
<td>41</td>
<td>Using written sentences to communicate</td>
<td>Moderate limitation</td>
</tr>
<tr>
<td>42</td>
<td>Using a written narrative to communicate</td>
<td>Severe limitation</td>
</tr>
<tr>
<td>43</td>
<td>Using correct spelling conventions</td>
<td>Moderate limitation</td>
</tr>
<tr>
<td>44</td>
<td>Other expressive skills? Write in response</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Refusing or rejecting something</td>
<td>No limitation</td>
</tr>
<tr>
<td>46</td>
<td>Gaining the attention of another person</td>
<td>Moderate limitation</td>
</tr>
<tr>
<td>47</td>
<td>Requesting more</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Requesting something specific</td>
<td>Moderate limitation</td>
</tr>
<tr>
<td>49</td>
<td>Directing another person's attention</td>
<td>No limitation</td>
</tr>
<tr>
<td>50</td>
<td>Using social conventions (eg., hello, good-bye, polite forms of address, please and thank you)</td>
<td>Moderate limitation</td>
</tr>
<tr>
<td>51</td>
<td>Exchanging information (eg. asking, answering, naming, or commenting)</td>
<td>Mild limitation</td>
</tr>
<tr>
<td>52</td>
<td>Telling someone to do something</td>
<td>Moderate limitation</td>
</tr>
<tr>
<td>53</td>
<td>Conveying an abstract idea</td>
<td>Severe limitation</td>
</tr>
<tr>
<td>54</td>
<td>Other purposes for communication? Write in response</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Orienting towards communication partner through eye contact or body positioning</td>
<td>Mild limitation</td>
</tr>
<tr>
<td>56</td>
<td>Making and responding to physical contact appropriately</td>
<td>No limitation</td>
</tr>
<tr>
<td>57</td>
<td>Keeping socially appropriate distance between oneself and others</td>
<td>Skills are above those of typical peer</td>
</tr>
<tr>
<td>58</td>
<td>Adjusting language according to one's social role when interacting with others (eg., &quot;what's up?&quot; to a friend versus &quot;How are you, sir?&quot; to an authority)</td>
<td>No limitation</td>
</tr>
<tr>
<td>59</td>
<td>Starting a conversation appropriately</td>
<td>Mild limitation</td>
</tr>
<tr>
<td>60</td>
<td>Sustaining a conversation appropriately (includes turn taking skills)</td>
<td>Moderate limitation</td>
</tr>
<tr>
<td>61</td>
<td>Revising conversation or repairing breakdowns during interaction appropriately (eg., able to repeat, restate, or explain so as to successfully communicate)</td>
<td>Moderate limitation</td>
</tr>
<tr>
<td>62</td>
<td>Ending a conversation appropriately</td>
<td>No limitation</td>
</tr>
<tr>
<td>63</td>
<td>Conversing in a group</td>
<td>Moderate limitation</td>
</tr>
<tr>
<td>64</td>
<td>Other social interaction rules? Write in response</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>Comprehending the meaning of body gestures (eg., facial expressions, posture, hand gestures, movements)</td>
<td>No limitation</td>
</tr>
<tr>
<td>66</td>
<td>Comprehending 3-dimensional objects/representations used to communicate</td>
<td>No limitation</td>
</tr>
<tr>
<td>67</td>
<td>Comprehending the meaning of drawings and photographs used to communicate</td>
<td>No limitation</td>
</tr>
<tr>
<td>68</td>
<td>Comprehending the meaning of manual sign language (eg., ASL, finger spelling, signed English, etc.)</td>
<td>Not applicable</td>
</tr>
<tr>
<td>69</td>
<td>Comprehending the meaning of AAC signs/symbols (eg., MinSpeak icons, Bliss symbols, PECS)</td>
<td>Don't know</td>
</tr>
<tr>
<td>70</td>
<td>Other AAC receptive strategies? Write in response</td>
<td></td>
</tr>
</tbody>
</table>
71: Using 3-dimensional objects/representations to communicate
   No limitation
72: Using drawings, pictures or photographs to communicate
   Mild limitation
73: Using manual sign language to communicate (eg., ASL, finger spelling, signed English, etc.)
   Not applicable
74: Using Braille to communicate
   Not applicable
75: Using communication devices and technologies
   Mild limitation
76: Using single AAC signs/symbols to communicate.
   Mild limitation
77: Combining AAC signs/symbols to communicate
   Mild limitation
78: Conveying a cohesive topic with AAC signs/symbols
   Moderate limitation
79: Operating communication device correctly (eg., on/off, volume, speed of scanning, rate enhancement etc.)
   Mild limitation
80: Knowing how to access needed vocabulary
   Moderate limitation
81: Changing communication strategies depending on social and physical environment (eg., partner feedback and skills; background noise, etc.)
   Moderate limitation
82: Giving partner instructions when necessary
   Moderate limitation
83: Expressing the need for additional vocabulary
   Moderate limitation
84: Other AAC expressive strategies? Write in response.
   Moderate limitation
85: Control of involuntary movements that may interfere with communication such as tremors, tics, stereotypies, motor perseveration, or mannerisms.
   Moderate limitation
86: Maintaining a body position as needed for communication purposes (including head control)
   Moderate limitation
87: Control of gross motor skills (upper and lower extremities) needed to use a communication device or materials (eg., carrying, pushing, pulling, kicking, turning or twisting)
   Moderate limitation
88: Control of fine motor skills needed to use gestures, manual signs or a specific device to communicate (eg., grasping, manipulating, picking up and releasing).
   Not applicable
89: Using eye gaze for message selection
90: Other motor access skills? Write in response.
91: Hearing function
   No impairment
92: Vision function
   No impairment
93: Touch functions (eg., ability to sense surfaces, their texture or quality; includes numbness, anesthesia, or tingling)
   No impairment
94: Oral motor function adequate for intelligible speech, including articulation, fluency, resonance, and rate of speech
   Severe impairment
95: Respiratory function for communication
   Mild impairment
96: Intellectual functions
   No impairment
97: General gross and fine motor functions
   Mild impairment
98: Other body functions? Write in response.
99: Sound intensity and/or sound quality
   Facilitator (help)
100: Light intensity or quality
   Not applicable
101: Arrangement of physical space
   Facilitator (help)
102: Level of surrounding activity
   Barrier (hindrance)
103: Other physical environment factors? Write in response.
104: Adapted or specially designed HIGH tech products/technology developed for the purpose of improving communication (eg., speech generating device, FM system, specialized writing device)
   Facilitator (help)
105: Adapted or specially designed LOW tech products/technology developed for the purpose of improving communication (e.g., systems that have no electricity/battery requirement, such as a picture communication board)

106: General products and technology for communication (e.g., computers, telephones, used by the general public)

107: Assistive products and technology for education (for acquisition of knowledge, expertise or skills)

108: Assistive products and technology for mobility and transportation

109: Assistive products and technology for generalized use in school (e.g., prosthetic and orthotic devices; glasses, hearing aides, cochlear implants, etc.)

110: Other assistive technology? Write in response.

111: Providing physical support at school (e.g., supporting body posture appropriately, making glasses available, etc.)

112: Providing emotional support at school

113: Having skills needed to support communication in school (e.g., knowing manual sign language, knowing how to use the communication device, etc.)

114: Providing physical support at home

115: Providing emotional support at home

116: Having skills needed to support communication at home (e.g., knowing manual sign language, knowing how to use the communication device, etc.)

117: Other support by people at home or school? Write in response.

118: Special education services (includes therapy and providers of services)

119: Regular education services

120: School transportation services

121: School food services

122: School social services

123: Before and after school care services

124: School-based health services

125: Special education policies (e.g., school and/or family financial responsibilities for purchasing and maintaining AAC equipment)

126: Other school services and/or policies? Write in response.
Possible goals that would address the difficulties (participation problems, barriers or needed skills) that are identified above

Goal: Greg will improve his social communication by independently getting at least 5 students' attention in an appropriate manner by 04/10/2016.

Communication Supports Inventory-Children & Youth (CSI-CY)

For children who rely on augmentative and alternative communication (AAC).

www.csi-cy.org

Authors: Charity Rowland, Ph.D., Melanie Fried-Oken, Ph.D., CCC-SLP, Sandra A.M. Steiner, M.A., CCC-SLP.

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