



## My Way of Communicating

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Method of Communication</b>	<b>1.) No Specific Communication Method</b>	<b>2.) Mostly Low Tech and No Tech AAC</b>	<b>3.) Mostly Speech Generating Communication Device (SGCD)<sup>1</sup></b>	<b>4.) Can Fully Communicate Using High Tech AAC</b>
<p><i>I communicate by (Select all that apply):</i></p> <p>Provide any additional methods of communication that are used:</p>	<ul style="list-style-type: none"> <li>○ Gesturing</li> <li>○ Vocalizations</li> <li>○ Natural Supports and Support Team will advocate and communicate my wants and needs</li> </ul>	<ul style="list-style-type: none"> <li>○ Responding to yes and no questions/statements</li> <li>○ Pointing to indicate what I want given an image, object, Boardmaker symbol, etc., given a choice of different items (the appropriate number of items for me is _____)</li> <li>○ Using my communication boards and/or topic boards</li> </ul>	<ul style="list-style-type: none"> <li>○ Using my iPad that will produce speech</li> <li>○ Using communication boards, PODD, etc.</li> <li>○ Using my high tech devices to communicate: single words, short simple sentences, and/or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>○ Effectively using my high tech devices to communicate with full sentences and holding conversations</li> <li>○ I can also communicate effectively using other communication means.</li> </ul>

<sup>1</sup> However, it is a good idea to have a Low Tech AAC devices/options readily available.

## **My Way of Communicating: Transition to Adulthood Rubric**

### **Introduction**

*My Way of Communicating: Transition to Adulthood Rubric*, allows youth with Complex Communication Needs, their natural supports, and support team of service providers to identify the opportunities available to them as they transition to adulthood. In addition, the rubric will provide a structure on what the youth can expect as they transition to adulthood and give them a voice in how their transition will go. *My Way of Communicating: Transition to Adulthood Rubric* is a rubric that specifically looks at how the youth can communicate as they transition in each transition domain (ie. health, community integration/housing/income, and work/education/vocation).

### **How to Use My Way of Communicating: Transition to Adulthood Rubric**

- To have an individualized transition plan, the youth will indicate on the “*My Way of Communicating*” how they currently communicate. The youth and their natural supports/support team can add in additional communication methods that they use at the bottom of the chart.
- The communication method that the youth has indicated on the “*My Way of Communicating*”, will be the column to reference to for each transition domain:
  - For example, if the youth has indicated that they were at the *No specific method of communication*, they will be focus on that column for each of the transition domains.
  - However, the plan should not be limited to a specific column. The youth look across the other columns that they can develop as communication methods, and as there may be applicable information that will assist their transition.
    - The youth’s method of communication can change depending on the transition domain, for example, the youth may be using *mostly low tech and no tech AAC* in the community integration, housing, and income domain, but can be using *a mix between high tech and low tech in the health domain*.
- For each domain, the youth has the opportunity to indicate how they are feeling throughout their transition. This can be done at the beginning of the planning, during the implementation of the plan, and when the youth believes they have achieved their transition goal(s).
- Each domain will have one or more specific end goal(s) that the youth can look for as they move through their transition within each domain.

- The natural support chart specifically looks at how to develop new natural supports for the youth and what roles natural supports will have as youth transition to adulthood.
- Appendix A focuses on two different resource topics that are intended to provide a specific individualized perspective of what should be expected in each domain:
  - **Resources to help understand what can be expected in each domain:** These resources allow the youth and their natural supports/support team to understand what they should be looking for as they become situated in the new environments.
  - **Resources that focus on various organizations that can help the youth out as they transition to adulthood:** These resources will help the youth and their natural supports/support team understand what communities and organizations can be beneficial to the youth as they transition in each of the three transition domains (e.g. help with the funding/budgeting process, their education/work/vocation process, and how to become part of new communities and housing opportunities).

## **Glossary of Terms**

**Aided Communication** – Communication tools that are external to the youth’s body, which can include a tool or device (Howery, 2015; American Speech Language Hearing Association [ASHA], n.d.). Examples: pen and paper, communication boards, a speech generation device, etc.

**Augmentative and Alternative Communication (AAC)** – Various methods to help youth with Complex Communication Needs to communicate (Communication Matters, 2018). These methods will add on to their current speech abilities. There are three types of AAC:

- 1.) **No Tech AAC** – Using only the body to communicate (e.g. Signing, gesturing, facial expressions)
- 2.) **Low Tech AAC** – Using pen and paper, communication boards, topic boards, photos, symbols.
- 3.) **High Tech AAC** – Technology based devices that produce speech and/or text (Communication Matters, 2018), can include, eye gaze, switches, iPads Apps that produce speech, etc.

**Complex Communication Needs** – Youth who are unable to use speech alone.

**Instructor/Communicator Facilitator** – Initiates the opportunities for the peers in the youth’s environment to communicate with the youth and facilitate the youth’s communication process (Carter, Asmus, & Moss, 2013)

**Natural Supports** – Relationships the youth has made, in an informal and local manner, and these relationships will have a give or take component to them (The Change Collective, 2017). Natural supports can include friends, family, co-workers, neighbours, partners, roommates, and mentors.

**Unaided Communication** – No additional material needed to communication; the youth only needs their body (e.g. gesturing, body language, facial expressions, and sign language) (Howery, 2015; ASLHA, n.d.; Communication Matters, 2018).

**Support team** – The youth’s support team can include any individual who is working with the youth and is not considered to be their natural support (e.g. can be a service provider, a respite worker).

## Primary Resources

The youth has the opportunity to reflect what they are able to bring during their transition, including the goals they want to achieve, and their current abilities. The youth and their natural support/support team can work together by referring back to this Handbook as the youth's as they go through their transition. There is no one right or wrong resource, the resource that can be used will be up to the youth and family.

The following resources that can be included throughout the youth's transition to adulthood, as the resource holds relevant information that will aid the transition and reflects the youth transition goals. Each resource title is a clickable link that goes straight to the resource. There is description on where the resource came from, what the resource is about, what content is included and why the resource may not be useable.

<a href="#"><u>KIT: Keeping It Together for You</u></a> By: CanChild Centre (2010)	This workbook focuses on different transition domains and a section the involves the youth's personal information, their wishes/values/goals, their current skills, and how they can further develop these skills. This is a lengthy workbook, however, the modules can be selected based on what the youth wants to complete. This workbook is by CanChild out of Ontario, so some items may not be applicable to the Alberta context.
<a href="#"><u>Launch</u></a> By: Sinneave Foundation	Sinneave Foundation has developed different versions of this resource to support youth transitioning to adulthood, including an online training course and a hard copy book. However, the Sinneave Foundation focuses specifically on youth with autism
<a href="#"><u>Steps to Independence</u></a> By: Connect Ability	Steps to Independence provides different checklists for varying topics relevant to a youth's transition to adulthood. The youth's natural supports/support team and individuals in the youth's new environment can use this interactive document to understand what the youth can do independently do, what assistances the youth needs, and how to effectively include and support the youth. This resource does not provide a clear section for various transition goals, but the youth can develop new goals based on what skills they want to build on.
<a href="#"><u>Planning for Adulthood Workbook</u></a> From Autism Outreach, but no clear author.	Planning for Adulthood provides youth the opportunity to write down who is in their life and their dreams are as they transition to adulthood, look at what they are able to do, and develop the goals (short term and long term goals) they have as they transition, and describe the progress on how they want to complete their goals. However, this resource is based in BC and discusses specific BC funding programs and legal documents, which is can make these sections inaccessible in Alberta.

<p><a href="#"><u>Transition to Adulthood Planning for youth, natural support/support team</u></a> By: Connections</p>	<p>Connections splits the resource into two sections. The first section is directed to the youth's natural support/support team to discuss what actions will help lead to a successful transition for each transition domains (pages: 5-66). The second section is directed for the youth to write down what they believe their transition should look like, the goals they have, and general information that is important to know about the youth as they transition to adulthood. This has a specific resource sections that focus on resources available in Ontario, so the resource section is not applicable to the Alberta Context. However, the rest of the content can be applicable to the Alberta context.</p>
<p><a href="#"><u>Transition Readiness for the Health Domain</u></a> By: Family and Community Resource Centre</p>	<p>This resource specifically focuses on the health domain and offers three transition checklists:</p> <ol style="list-style-type: none"> <li>1.) For youth</li> <li>2.) For parents</li> <li>3.) For parents of dependent youth</li> </ol> <p>The checklists allow youth and parents to see where the youth is as they prepare to transition to an adult service provider and adult health care services. This resource is also looks managing the youth health, independence and social supports.</p>

## Additional Resources

### Resources to help understand what can be expected in each domain

<p><a href="#"><u>Communication Access</u></a></p>	<p>As the youth participates in new environments there may be communication barriers. Communication Access looks at various environments (e.g. Hospitals, emergency medical services, retail, telephone services, transportation, meetings, voting, etc.) to see what can be done to increase the youth’s ability to communicate in these environments. This resource allows, youth and their natural supports/support teams, to see what can be done and what could be expected in each transition domain.</p> <p>This resource can be applied to Work/Education/Vocation, Community Integration/housing/income, and health domains</p>
<p><a href="#"><u>Work and Education Planning and Resource Book</u></a></p>	<p>This planning book allow youth to explore what they can pursue in their education or future work. This book looks at the funding and budgeting process for both education and work. It also includes a section on developing goals for the work, education, or vocation environment. This resource provides information on how to access ALIS modules to get an idea of what education or employment would be a good fit with the youth’s goals.</p>
<p><a href="#"><u>Transition to Adult Health Care</u></a></p>	<p>This resource consists of questions and answers that can address the key issues that can occur as the youth transitions to adult health care.</p>
<h3 style="text-align: center;">Resources that focus on various organizations that can support youth as they transition to adulthood.</h3>	
<p><a href="#"><u>Children's Link: Transition to Adulthood Services List</u></a></p>	<p>This transition lists focuses on different organizations that can help the youth transition in each transition domains. The list looks at programs that apply to youth who will be receive PDD and can attend PPD funded programs. In addition, the resource also provides a list for youth who do not receive PDD and what non-PDD programs are available.</p>
<p><a href="#"><u>Well on Your Way Transition to Adulthood Resources</u></a></p>	<p>Well on Your Way is similar to the Children’s Link resource but has additional information that is specific to specific outcomes/topics that the youth and their natural supports/support team may be looking for (e.g. the topic of sexual health and transportation).</p>
<p><a href="#"><u>Transiting to Adult Services: Programming Options for Persons without PDD Funding:</u></a></p>	<p>This resource specifically focuses on programs that do not require PDD. This resource is formatted by looking at what each organization offers. The organization can offer assistances with transitions, mental health services, alternative therapies, education, community access, residential/respite, and vocation services.</p>

### Natural Supports:

#### Has No Natural Supports:

- Youth and their support team will go through each step to develop youth new natural supports as they transition to adulthood.

#### Has Natural supports:

- Youth and their natural supports will work together to develop a plan on how the natural supports can increase the youth's independence and transition to adulthood.
- As the youth and their natural supports go through each step, the involvement the natural supports have will decrease. By the time the youth and their natural support reach the fourth step, the youth should be initiating conversations and activities, while the natural supports provide emotional support.

<b>Natural Supports</b>	<b>Step One</b>	<b>Step Two</b>	<b>Step Three</b>	<b>Step Four</b>
<p><i>Has No Natural Supports</i></p> <p><i>(field, 2012; Gallagher &amp; Litton, 2014; Communication Rights Australia, n.d.).</i></p>	<ul style="list-style-type: none"> <li>The youth's support team can explain what "natural supports" means.</li> <li>Support team can communicate with the youth who could be their natural supports.</li> <li>Support team can work with the youth to decide who they would like to build new natural supports with and how they want to build them.</li> </ul>	<ul style="list-style-type: none"> <li>The youth can communicate with their support team on ways, the youth can become more involved, and develop new natural supports.</li> <li>The individuals in the youth's new environment(s) will learn how to communicate with the youth and to support the youth and their AAC.</li> </ul>	<ul style="list-style-type: none"> <li>The youth's support team can demonstrate to the individuals in the youth's environment on how the youth communicates.</li> <li>The support team encourages the youth to participate in the activities that are happening in the environment.</li> <li>The support team will be the youth's communicator facilitator or an 'instructor' role in the youth's environment to demonstrate the best way to communicate with the youth.</li> </ul>	<ul style="list-style-type: none"> <li>The support team will let the youth initiate conversations, which can start the development of new relationships.</li> <li>Support team does this until the youth has voiced that they developed new natural supports.</li> </ul>
<p><i>Has Natural Supports</i></p>	<ul style="list-style-type: none"> <li>Developing a plan on what the natural supports roles are, who they are, how will they assisting the youth during their transition, and how they will be included in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Using this plan as a guideline to help facilitate the natural support effectively. This includes, what it would look like for the youth to acknowledge that</li> </ul>	<ul style="list-style-type: none"> <li>Using this plan, to help the youth to feel included and that they are being communicated to.</li> <li>In the youth's environment, the youth's peers understand how way the youth communicates</li> </ul>	<ul style="list-style-type: none"> <li>The youth's environment has a clear understanding of the youth's communication skills, which allows the youth to communicate and be independent.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Will the natural supports going to be their communicator facilitator or hold an instructor role.</li> </ul>	<p>they feel independent (in each domain) and no longer needs their natural supports other than to provide the material/emotional/instrumental support.</p>	<p>and can communicate independently with them without their natural supports.</p> <ul style="list-style-type: none"> <li>○ The youth's transition plan is frequently referred to and the youth's voice is brought into the discussions, instead of the natural supports voice.</li> <li>○ Natural supports begin to take on supporting role previously held by the support team</li> </ul>	<ul style="list-style-type: none"> <li>○ Natural supports are no longer needed in the youth's environment, expect to only provide emotional, instrumental, and material support.</li> <li>○ Support team transitions communication and translation role to natural supports, moving to consultation and health roles.</li> </ul>
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## Health

### Goals:

- In the health domain, the youth can effectively communicate that they understand their health
- The youth's provider should recognize and can communication to the youth, by using the youth's preferred method of communication

### Expectations:

- Refer to Additional Resources - *Communication Access* to look at the expectations towards medical emergency services and general health services.
- To understand the youth's health and their understanding of the youth, refer to the Primary Resource that was developed.

### How I am feeling Survey:

In the health domain, I feel...:	No	Sometimes	Yes
1.) Confident			
2.) Heard			
3.) That my health providers and other health services understand how I communicate			
4.) Included			
5.) Happy with my health providers.			

<b>Health</b>	<b>1. No Specific Communication Method</b>	<b>2. Mostly Low Tech and No Tech AAC</b>	<b>3. Mostly Speech Generating Communication Device (SGCD)</b>	<b>4. Can Fully Communicate Using High Tech AAC</b>
	<ul style="list-style-type: none"> <li>○ My natural supports/support team will primarily communicate for me to the health providers.</li> <li>○ My health providers will primarily communicate to my natural supports/support team.</li> <li>○ My natural supports/support team will convey the discussion to me in the way that makes sense.</li> <li>○ I am included in the conversation as much as possible and asked to discuss my feelings and needs as best as I can.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can point to a specific symbol or image to indicate my own health.</li> <li>○ I can gesture or respond to yes/no questions to indicate that I know what I am being asked and told.</li> <li>○ My health provider understands how I communicate my health.</li> <li>○ The health setting integrates low tech AAC.</li> <li>○ My natural supports/support team are involved, but allow me to communicate as much as I can.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can use my low tech and some of my high tech AAC to indicate my own health.</li> <li>○ I can communicate through my high tech AAC to ask questions about my health and how I am feeling.</li> <li>○ Health providers understand that I can communicate more than one way. The way they communicate to me is based on what device I want to use or develop my communication with.</li> <li>○ My health provider understands how to communicate with me if a device does not work.</li> <li>○ Health providers encourage me to communicate during my appointments, instead of communicating with my natural supports/support team or have my natural supports/support team communicate for me.</li> </ul>	<ul style="list-style-type: none"> <li>○ My health providers know and understand how I primarily communicate. They allow me to take initiative and communicate on my way to address my health.</li> <li>○ Health care settings have backup options of different AAC's.</li> <li>○ I can advocate and communicate my own health and address my health needs to different health care settings who is not my primary doctor.</li> <li>○ My natural supports/support team will be there to provide the emotional and instrumental support.</li> </ul>

## Community Integration, Housing, Income

### Community Integration:

- My community offers me many opportunities for me to communicate and I feel like a valued member of my community.

### Housing:

- My housing allows me to be an active member, where I can practice my own independent living skills and participate in activities that are happening in the house.

### Income:

- I know what my own budget plans looks like, I know what income (e.g. funding, employment earning, family funds) I receive, and I know how to access my funds to obtain what I need.

### What to Expect for the Community Integration, Housing, and Income:

- Refer to the Additional Resources for what can be expected with income, budgeting, community integration, and housing components (e.g. Telephone services).
- Refer back to the Primary Resource that was developed, to see what I want and can do in the community, housing, and income/budgeting.

### How I am feeling Survey:

In the community, housing, and income, I feel...:	No	Sometimes	Yes
1.) Confident			
2.) Heard			
3.) That my community and house mates understand me and can communicate with me.			
4.) Included			
5.) Happy with my environment			
6.) That I have a good understanding on my income and what is expected from me with my income.			
7.) I have a good sense of where I can go in my community to do various activities (e.g. grocery shopping, shopping, movies, and transportation).			
8.) Safe in my housing and my community.			

<b>Community Integration</b>	<b>1. No Specific Communication Method</b>	<b>2. Mostly Low Tech and No Tech AAC</b>	<b>3. Mostly Speech Generating Communication Device (SGCD)</b>	<b>4. Can fully communicate using High Tech AAC</b>
	<ul style="list-style-type: none"> <li>○ My community is inaccessible, I am unable to participate or have my natural supports/support team included and I am unable to communicate.</li> <li>○ My natural supports/support team will advocate for me to participate in the activities that are held by the community.</li> <li>○ Members of my community are mostly communicating to my natural supports/support team.</li> <li>○ I can communicate to my community in a manner that makes sense to me, but I need my natural supports/support team to help me communicate when I go to various communities (e.g. grocery shopping, malls, etc.).</li> <li>○ My natural supports/support team will communicate for me when I take transportation.</li> </ul>	<ul style="list-style-type: none"> <li>○ My natural supports/support team will help me introduce my communication method, to help my community increase their understanding of how I communicate.</li> <li>○ My community allows me to contribute in the activities being done by including my communication method.</li> <li>○ I can access and communicate in various community settings (e.g. grocery shopping, going to a theater, a park, etc.), but I need my natural supports/support team to initiate or bridge parts of the communication process for me.</li> <li>○ I can indicate to my community how I will be arriving and leaving the community, by pointing out my primary transportation method.</li> </ul>	<ul style="list-style-type: none"> <li>○ My community can communicate with me, by primarily using my SGCD, and at times my low tech AAC.</li> <li>○ I am increasing my independence in my community by having more opportunities to initiate conversations.</li> <li>○ I am able to access various opportunities in various community settings to promote my communication.</li> <li>○ I can facilitate the opportunities for me to communicate in new community settings, but I may need my natural supports/support team to help assists me.</li> <li>○ I can book my transportation on my own, but at times may need to my natural supports/support team to do so.</li> </ul>	<ul style="list-style-type: none"> <li>○ My community understands the way I communicate, and I can facilitate opportunities to become included in the community.</li> <li>○ I can connect with my peers in the community to create new plans and opportunities to pursue my communication goals and my want community integration goals.</li> <li>○ I can initiate the changes that I need from the community to become more accessible and to help me reach my goals.</li> <li>○ I can initiate the conversations with my peers and individuals at the various community centres I regularly attend.</li> <li>○ I can independently book my own transportation.</li> <li>○ As I become independent in my community, my natural supports can be involved in my community to maintain my safety and support (e.g. will be there to support me in new and challenging situations and be there when I need help).</li> </ul>

<b><i>Housing</i></b>	<b>1. No Specific Communication Method</b>	<b>2. Mostly Low Tech and No Tech AAC.</b>	<b>3. Mostly Speech Generating Communication Device (SGCD)</b>	<b>4. Can fully communicate using High Tech AAC</b>
	<ul style="list-style-type: none"> <li>○ My housing allows my natural support/support team to be included in the house, until I feel independent and/or have a specific communication method.</li> <li>○ My natural supports will advocate my housing and living needs, and help me strengthen and build onto my current independent living skills</li> <li>○ I can gesture if I feel safe or unsafe in my home.</li> <li>○ My natural supports/support team can indicate or communicate for me that there is a problem in the house.</li> <li>○ My natural supports/support team has taught me the house rules and expectations.</li> <li>○ My natural supports/ support team communicates my plans for the day.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can indicate that I am feeling unsafe or safe, and how I want to increase my safety.</li> <li>○ I can indicate that I need support for some of my independent living skills.</li> <li>○ I can contribute to various house activities by indicating that I agree or disagree to what I am being asked or is expected from me.</li> <li>○ My method of communication reflects the independent living skills that I am developing.</li> <li>○ I can indicate my plans for the day, when asked “what I am doing today?”</li> </ul>	<ul style="list-style-type: none"> <li>○ I can communicate that I understand what is expected from me, when it comes to routines, activities, and plans that are occurring in the house.</li> <li>○ I can communicate using my primary communication device, to address my safety, any concerns or needs I have, and when things are broken and need to be fixed, etc.</li> <li>○ My housing understands how I primarily communicate and can communicate back with me through my primary device. In addition, my housing encourages me to increase and strengthen my communication.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can use my device to initiate conversations when I feel safe or unsafe, and ways to increase my own safety.</li> <li>○ I can independently communicate what needs to be addressed in the house.</li> <li>○ I can communicate what my plans are, when I will be doing the cleaning, cooking, and reporting if something needs to be fixed.</li> <li>○ I can initiate and engage in conversations and activities that are occurring in my house, which allows me like I am included in my living conditions.</li> </ul>

<b><i>Income</i></b>	<b>1. No Specific Communication Method</b>	<b>2. Mostly Low Tech and No Tech AAC</b>	<b>3. Mostly Speech Generating Communication Device (SGCD)</b>	<b>4. Can fully communicate using High Tech AAC</b>
	<ul style="list-style-type: none"> <li>○ My natural supports/support team will provide support to help me establish what funding I need, and if I am receiving any additional source of income.</li> <li>○ My natural supports/support team will work with me to indicate that I consent to the funding I will receive and what is required from me to get the funding</li> <li>○ My natural supports/support team and myself will create a budgeting plan and how to access my source of income.</li> <li>○ My natural support/support team will indicate the method of payment but allow me to do it independently.</li> </ul>	<ul style="list-style-type: none"> <li>○ My natural supports and I have developed a specific budgeting plan, by being asked yes or questions, and pointing/gesturing to what I want to include in my budgeting plan.</li> <li>○ I am able consent to what funding I will receive. I am also aware of what my funding is expecting from me and I can question it, but I need my natural supports/support team to help facilitate this.</li> <li>○ I am able to indicate that I do have an additional source of income.</li> <li>○ I can indicate how I am paying, if I am asked and have the opportunity to respond.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can directly address what type of funding I will receive and what additional source of income I am receiving</li> <li>○ I am aware of the funding that I can receive for the high tech AAC devices that I will be using as an adult.</li> <li>○ I can provide some additional thoughts on what my budgeting plan will include.</li> <li>○ I can indicate and communicate the method of payment that works for me.</li> </ul>	<ul style="list-style-type: none"> <li>○ I am able to advocate for myself during the discussions surrounding my funding and I can raise questions to help me understand what this funding means for me.</li> <li>○ I am able to add to my budget, by initiating my own budgeting plans and what I am looking to budget specifically (e.g. eating out, going to movies, etc.), with the assistance of my support team/natural supports to implement it.</li> <li>○ I am able to communicate my method of payment on my own.</li> </ul>

## Work, Education, Vocation

### Goals:

- I have developed a meaningful position in my education, vocation, and/or work.
- Myself and my natural supports/support team have worked together to create a list that reflects what should be looked at to promote my communication and my abilities, and how to meet my goals to have a successful transition.

### What to Expect in the Work, Education, Vocation Domain:

- To have my communication involved refer the Additional Resources: *Communication Access*, to see what educators and employers can do.
- To establish an understanding of what I can be doing in my education, work, or vocation, refer to the work, education, and/or vocation section in the Primary Resource that was developed and the Additional Resources: *Work and Education Planning and Resource Book*.

### How I am feeling Survey:

When it comes to my work/ education/ vocation, I feel...:	No	Sometimes	Yes
1.) Confident			
2.) Heard			
3.) That my work, education, or vocation setting understands me and communicates with me			
4.) Included			
5.) I am happy with my environment			
6.) I have a good understanding on what my education, work, vocation expects from me			
7.) I understand the roles and responsibilities in these settings			
8.) I feel that I can increase my skills and develop relationships here.			

<b>Work, Education, Vocation</b>	<b>1. No Specific Communication Method</b>	<b>2. Mostly Low Tech and No Tech AAC.</b>	<b>3. Mostly Speech Generating Communication Device (SGCD)</b>	<b>4. Can fully communicate using High Tech AAC</b>
	<ul style="list-style-type: none"> <li>○ My natural supports/support team will be involved in these settings to help communicate for me.</li> <li>○ My natural supports/support team will communicate with to me to understand what is expected from me as an employee, volunteer, or student</li> <li>○ My natural supports/support team and I will work with the employer/education setting, to have an environment that will promote my communication, growth, and become independent.</li> </ul>	<ul style="list-style-type: none"> <li>○ I can fulfill and reflect the expectations as an employee or student, if my communication method is incorporated and understood in the environment.</li> <li>○ My work/education/vocation setting provides me some communication devices to facilitate my own understanding and work. They also understand and communicate with me by using my communication method.</li> <li>○ I am able to work with my natural supports/support team to develop different methods that allow me to communicate in these settings and that will assist in completing my work or learning.</li> <li>○ My natural supports/support team will work with the employer or educator to implement the plan (refer to the point above) we developed, to increase my communication and independence.</li> </ul>	<ul style="list-style-type: none"> <li>○ My workplace or education setting allows me to communicate with the communication device that I am confident in and can develop my growth.</li> <li>○ My work/education/vocation setting understands how I communicate, which allows me to do various types of work and have discussions, to help me build my communication and skills.</li> <li>○ My own communication devices are reflected in the environment, so that my peers/co-workers can communicate with me and help support me.</li> </ul>	<ul style="list-style-type: none"> <li>○ My communication methods are reflected in the environment and my environment have backup communication methods, in case my main device is not working.</li> <li>○ I can communicate my needs, opinions, concerns, and questions I have.</li> <li>○ I can independently complete my work and meet requirements my education/work/vocation is requiring me to do.</li> <li>○ My work or school work is provided and reflected in my communication devices.</li> <li>○ My environment allows me to participate in discussions to aid my growth as a student or employee.</li> </ul>

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