



CAPP Assessment Protocol

Assessment Windows

Pre-test: September

Mid-year: January

Post-test: April

Instrument	Purpose	Frequency	Completed by
1. Communication Matrix	Gives detailed snapshot of communication skills, modalities, and purposes of communication. Online tool with animation feature to show progress over time.	Pre-Post	SLP <u>and</u> Teacher together
2. Literacy Checklist	Assess early literacy skills over time.	Pre-Mid-Post	Teacher
3. Fidelity Checklists: Shared Reading, Shared Writing, and Infusion	Assess how well staff is implementing TELL ME program	District liaison monthly; coach monthly	District Liaison <u>and</u> Coach
4. Best Practices in PreK AAC	Assess how well staff is implementing evidence based instructional strategies	Monthly	Coach
5. Video Samples	Videotape to document fidelity of implementation of CAPP strategies and children's progress over time	During 4 scheduled weeks	Coach <u>or</u> District Liaison

CAPP Project Assessment Tools

It is important to remember that in order to implement The CAPP Project with fidelity, we will need some data. Our instruction should always be driven by data. Each classroom team will identify 2 target students. The Communication Matrix will be completed during the pre and post assessment windows on these 2 target students. The Literacy Checklists will be completed 3 times on these same target students, during the pre, mid, and post assessment windows. Fidelity Checklists and Best Practices in PreK AAC are to be complete by coach/district leadership personnel monthly. This will ensure that instructional practices are being implemented with fidelity, but also assist coaching sessions. Finally, Shared Reading, Shared Writing, and Infusion lessons are videotaped by the coach/district leadership team during 4 prescheduled video weeks (October, November, January, and April). Detailed information for each assessment tool used in the CAPP Project can be found below.

I. Communication Matrix (Pre-Post by teacher and SLP together)

The *Communication Matrix*, by Charity Rowland and Oregon Health Sciences University, is a free (through 2020), online matrix yields a detailed description of the expressive communication skills of any individual functioning at or below the two-year level. It assesses all forms of communication, including pre-symbolic

communication and augmentative or alternative forms and establishes a profile of their current level of performance. It covers four major reasons to communicate (to refuse, to obtain items, to socially interact, or to provide or seek information), 24 specific communicative functions or intents, and 7 levels of communicative behavior (below). Each behavior is scored as: not used, emerging, or mastered. Beginning in 2021, The Communication Matrix will be free for up to 5 assessments in a 12-month calendar year. For pricing inquiries, please refer to [this monetization announcements flyer](#).

This tool is especially useful for establishing appropriate goals (see pages following) and sharing progress with teams and families over time. The online matrix guides you through a step-by-step process to assess an individual’s current communication skills (in English & Spanish) and automatically generates a 1-page profile and a comprehensive communication skills list.

I. Preintentional Behavior	The child’s behavior is not under his own control. It is in reaction to things (such as feeling hungry or wet or sleepy). Parents interpret the child’s state from his general behaviors, such as body movements, facial expressions and sounds.
II. Intentional Behavior	The child’s behavior is now intentional (under the child’s control), but she does not understand that “If I do this, Mom or Dad will do that for me”—in other words she does not communicate intentionally yet. Parents continue to interpret the child’s needs and desires from her behavior, such as body movements, facial expressions, vocalizations and eye gaze.
III. Unconventional Communication	The child uses pre-symbolic behaviors intentionally to express his needs and desires to other people. They are called “unconventional” because they are not socially acceptable for us to use as we grow older: they include body movements, vocalizations, facial expressions and simple gestures (such as tugging on people).
IV. Conventional Communication	The child uses pre-symbolic behaviors intentionally to express her needs and desire to other people. “Conventional” gestures include behaviors such as pointing and nodding the head “yes”. We continue to use conventional gestures as adults to accompany our language. Note that many of these gestures (and especially pointing) require good visual skills and may not be appropriate for children with severe vision impairment.
V. Concrete Symbols	Symbols physically resemble what they represent in a way that is obvious to the child—they look like, feel like, move like or sound like what they represent. Concrete symbols include picture symbols, objects used as symbols (such as a shoelace to represent “shoe”), certain “iconic” gestures (such as patting a chair to say “sit down”) and sounds (such as making a buzzing sound to refer to a bee). Children with severe physical impairments may access picture and object symbols through the use of a mechanical device or by pointing, touching or eye gaze.
VI. Abstract Symbols	The child uses abstract symbols such as speech, manual signs, or Brailled or printed words. These symbols do not look, feel, or sound like what they represent. They are used one at a time.
VII. Language	The child combines symbols (any sort of symbols) into ordered two- or three-symbol combinations (“want juice”, “me want juice”), according to grammatical rules. The child understands that the meaning of word combinations may differ depending upon how the symbols are arranged.

To use this tool:

- Create a free account for your CAPP activities – you may use this tool for other students but create a separate account for them.
- **Provide user email and password to your coach (your district leadership person)**
- For each target student – Start a new assessment and develop a personal identifier (use student’s initials and county: e.g., D.R. Columbia) then answer the initial questions to add the child. Complete the matrix by answering the questions.
- Matrices are editable for up to 30 days after you begin.
- At post-test, update the assessment by beginning with previously completed matrix.

For more information on this tool, there are several YouTube videos that may be useful – Check out [The Communication Matrix youtube channel](#) and search for videos like the following:

1. Matrix intro – approx. 2 min.
2. Explanation of the seven levels of communication – approx. 5 min.
3. Creating Communication Matrix custom reports – approx. 11 min.
4. Scoring the Matrix – approx. 6 min.
5. Viewing and sharing your matrix results – approx. 3 min.

Coaches and/or district leadership Contact: Create a Group to view all your team’s assessments:

From your **Dashboard**, click on **Create a Group**. Name the group and you as manager. Add members to your group. They will receive an email to which they must reply, giving permission to join the group. You should probably alert them that they will be receiving this so they will reply affirmatively.

If you have technical difficulties with the matrix, click on the **Contact Us** link at the bottom of the home page. I have found them to be very responsive. They will call and walk you through something if necessary. You can contact your TATS Regional Facilitator if you have questions as well!

2. Literacy Checklist (Pre-Mid-Post by teacher)

The purpose of the literacy checklist is to evaluate and track children’s early literacy skills over time. This tool evaluates 3 areas of emergent literacy:

- Engagement with Books
- Interactions with Books
- Communication during Shared Reading and Writing

If the child uses AAC or Assistive Technology to interact or engage with books it should be noted (i.e., Child uses switch to indicate a desire to turn the page.)

This tool is easy to complete for teachers who regularly read books with children independently or in small groups. If needed, sit and read a book with the child and then score the instrument.

3. Fidelity Checklists: Shared Reading, Shared Writing, Infusion

(District Liaison – 1 set monthly; Coach – 1 set monthly)

The purpose of these checklists is to ensure that the program and instructional practices are being implemented with fidelity, consistently and accurately, as they were intended to be used. There are 10 checklists for shared reading and shared writing, each corresponding to one of the 10 lessons, and an infusion checklist.

Each of the 3 checklists should also be completed monthly by both the district liaison and the coach. The checklists correspond to the lesson that is being taught (1 of 10). Be sure you are using the reading and writing

checklists that correspond to the lesson for that day. You should check with the teacher prior to your visit to ensure that you have the appropriate forms with you.

The completed checklists should be shared with the classroom teacher and used to improve the implementation of the program and instruction in the classroom. Items that are scored *sometimes* or *rarely/few* provide opportunities to problem-solve ways to improve practices.

For example, if the item “*Classroom assistants actively facilitate student learning*” is scored *sometimes*, the coach or liaison could engage the teacher and/or team in discussion of specific strategies the assistants could use (e.g., modeling, orienting the child to the teacher or device, using visual behavioral cues, utilizing switches or alternative forms of participation, etc.) to ensure that all children are engaged and participating.

4. Best Practices in PreK AAC (Monthly by Coaches)

This tool is used by coaches to determine how well the classroom staff is implementing the CAPP instructional strategies and practices. When doing observations, rate how well the strategies are demonstrated. Use this checklist when providing feedback to the classroom staff and to create opportunities to discuss what is going well in the classroom and problem-solve areas that need improvement. Try to prioritize 1-2 items to focus your feedback and develop plans for improvement until the next visit. Taking data can help to track progress over time.

For example, item number 2 is “Speak AAC - Frequently and consistently model appropriate language input using a visual language system with both words and symbols.” You might count the number of times a teacher uses the manual board or AAC during a 10-minute group across visits.

Or for item 18, “Make good use of daily routines as opportunities for interaction and communication.” you might count the number of opportunities that a child has to use her core vocabulary during a toileting routine.

Data helps provide concrete information for the coach and the classroom staff about what is happening and how a particular behavior improves or doesn’t improve over time. This provides valuable input about how well classroom staff are creating an environment that supports engagement, interaction, and communication for all children.

5. Video Samples – Coaches or leadership tape during 4 Scheduled Weeks (October 5-9, November 9-13, January 25-29, April 5-9)

The purpose of the videos is twofold: to document progress of the implementation of the program throughout the year and to use the tapes for reflecting on classroom practices and their effect on students. The tapes provide the opportunity to ensure the instructional strategies are implemented with fidelity and the engagement, interactions, and communication of the children is improving over time. Videotaping allows you to view and listen to the class from the children’s perspective and can lead to valuable insights about what is

working and what needs to be refined. These observations can facilitate useful discussions during coaching sessions and team meetings.

For each of the 4 weeks that are taped, we need 1 shared reading activity, 1 shared writing activity, and 2 infusion activities. The shared reading and shared writing activities should include all sections of the activity for that day (i.e., Shared Reading Lesson 2: sing song, review core words, establish a purpose, review first page, do picture walk, review core words). The infusion activities may be activities from the TELL ME program or any routine (toileting, transition, snack) or activity (obstacle course, art project, matching game) of the day in which there is teaching/practicing of core words in a functional way.

Classroom staff and/or the children may feel uncomfortable or awkward in the beginning but this should dissipate over time. Focus on teaching and demonstrate how you are using AAC to model the use of core words, and how you are providing opportunities for children to learn and practice the core words in your daily activities and routines. During the infusion activities, try to get samples of all of the classroom staff, if possible.

When taping, try to position the camera to get the teacher or assistant's face and at least some of the children's faces in the video. Try not to move the camera and, if necessary, change positions and/or zoom in or out **very slowly**.

Do not tape for more than 15 minutes – the files become too large to be easily used. Simply stop the tape and then start it again and label the file as parts 1 and 2. So, for example, you may have *11.4.17.Columbia.Shared Reading Part 1* and *11.4.17.Columbia.Shared Reading Part 2*.

After taping, you may want to upload the videos onto the teacher's desktop for later viewing and save a copy for the coach's and liaison's use as well. Videos from each week need to be sent to your TATS Regional Facilitator, so that they may be uploaded to Seesaw/Livebinder for training purposes.