

**ALP-instrument, version 2.0 – short version.** More information about the ALP tool at [www.lisbethnilsson.se/en/](http://www.lisbethnilsson.se/en/)

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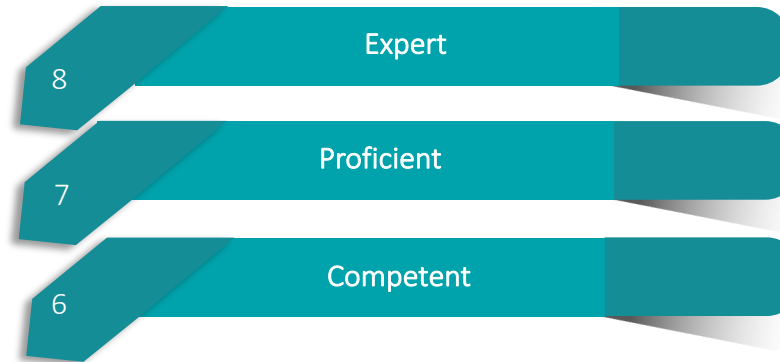
Phase	Attention	Activity & Movement	Understanding of tool use	Expressions & Emotions	Interaction & Communication	STAGE
<b>8</b>	Attention well established and sustained	<b>Occupation</b> composed of two or more activities	<b>Integrated tool use</b>	Dependent on the doing of other activities	Multi-level integrated interactions	Explore <b>PERFORMANCE</b> Body, tool/s, environment, & occupation
<b>7</b>	Multi-channelled attention Generally focused	Occupation for its own sake	Fluent precise use of tool	Happiness Satisfaction	Concurrent interactions	
<b>6</b>	Multi-channelled attention but easily disrupted	<b>Activity</b> Goal-directed	<b>Competent use of tool</b>	Serious Contented Laugh Excited	Consecutive interactions	
<b>5</b>	Two-channelled attention	Sequences of chains of acts	Idea of competent tool use is born	Eager, smile Serious Frustration	Reciprocated interaction Triadic interaction	Explore <b>SEQUENCING</b> Body, tool/s, & environment
<b>4</b>	Single channelled attention but able to shift spontaneously	Chains of acts	Exploration of extended tool use	Serious Smile Sometimes laugh	Mutual interaction	
<b>3</b>	Single channelled attention but able to shift attention	<b>Act</b> directed	<b>Basic use of tool</b>	Serious Contented Smile	Initiates interaction	Explore <b>FUNCTIONS</b> Body, & tool/s
<b>2</b>	Single channelled attention	Pre-act	Idea of basic tool use is born	Contented Curious Anxious Angry	Responds to interaction	
<b>1</b>	Extreme distractibility Passive or anxious	Excited Non-act Rejection	No or vague idea of tool use	Open Neutral Anxiety	No response Avoidance	

# The Assessment of Learning Process (ALP) for AAC Access

## Stage 3

Extrovert/ Exploring Performance

*Focus is on body, access method, communication & environment. SGD focus = improved use of language and system*



*"I'm not thinking about how to use this – I just do it."* Fluid, precise, automatic movement. The task (not access) is focus.

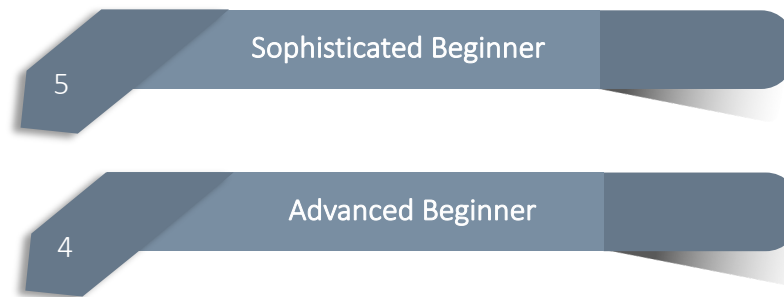
*"I'm in control and use it fluently."* Uses device/ access method for multiple functions, movement is controlled and refined.

*"I can use this to communicate."* Purposeful but unrefined movement. Increased sequencing, may ignore mistakes.

## Stage 2

Difficult Transition/ Exploring Sequencing

*Focus is on body, access method & communication. SGD focus = intro to language/ communication*



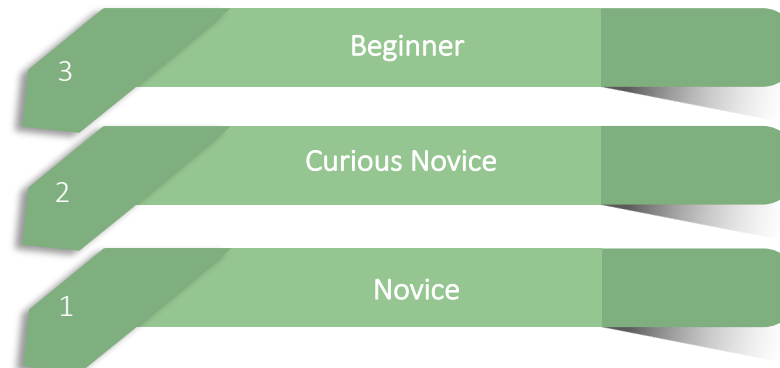
*"I know its use and try to master it."* Overshoots and undershoots movement. Repeats and varies movement to explore different effects. Exhibits frustration at times.

*"I find out more ways to use it."* Able to locate and select target, and explores different targets. Shifts attention between people and activity.

## Stage 1

Introvert/ Exploring Functions

*Focus is on body & access method. SGD focus = early exposure to access method, games & participation*



*"I'm making that happen."* Able to locate target, shows basic understanding of access method.

*"Something is happening but I'm not sure how or why."* Attempts approximate activation. Increased interest/ alertness during activity.

*"This is all new to me."* No or vague idea of how to use, may use unintentionally and be curious or passive.

The Assessment of Learning Process (ALP) for AAC

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STAGE	PHASE	Activity & Movement with AAC Device	Understanding of AAC device use	Attention	Social interaction	Expressions/emotions
<b>Explore Performance</b> <i>Extrovert - Focus on body, tool/s, environment &amp; occupation</i>	<b>8 Expert</b> "I'm not thinking about how to use this - I just do it."	Uses tool for <i>multiple activities in various settings</i> . Effortless tool-use for interaction & communication. Movements automatic, fluid, precise.	<i>Integrated tool use</i> Tool use is sub-conscious/ automatic. Consciousness is focused on interaction and communication in the actual situation and occupation.	<i>Attention regulation</i> is well established/ sustained	Consistently/simultaneously interacts with tool, environment and social partners	Depends on the occupation involving interaction/ communication
	<b>7 Proficient</b> "I'm in control and use it fluently."	<i>Controlled, smooth tool use</i> for interaction and communication. Refinement of movement fluency. Uses full scope of communication device.	Complete awareness of tool use; Refines choices and correcting mistakes	<i>Shares attention</i> on multiple items Generally focused	Open to multiple interactions at once; Uses tool to facilitate social interaction	Happiness Satisfaction
	<b>6 Competent</b> "I can use this to communicate."	Uses tool in a <i>goal-directed way</i> for interaction and conveying messages. Movements are purposeful, but coarse and unrefined.	<i>Competent tool use</i> ; Conscious of how to respond to interaction and create own messages. May ignore mistakes	<i>Focus on goal</i> ; Can focus on many items, but easily disrupted	Consecutive interactions one after the other; tool use interrupts social interaction	Serious Contented Laugh Excited
<b>Explore Sequencing</b> <i>Difficult transition - Focus on body, tool/s &amp; environment</i>	<b>5 Sophisticated Beginner</b> "I know its use and try to master it."	<i>Puts chains of acts/effects together (sequencing)</i> Knows the message, focuses on how to say it. Repeated, varied, eager movements when experimenting to find best pattern. May appear to be stuck/ plateauing.	Aware of the AAC device's expanded use for communication & language; Searches patterns for linking effects into meaningful expressions. May be reluctant/ unwilling to follow directives.	<i>Active concentration</i> ; Two channeled shared attention	Engages partner in interaction, communication on object, or other person.	Eager Smile Serious Frustration
	<b>4 Advanced Beginner</b> "I find out more ways to use it."	<i>Builds chains of acts/effects (early sequencing)</i> Explores more effects & ways to approach the tools for choosing output. Able to find and select targets. Intentional, cautious movements.	Conscious that the tool can be used to interact with the environment/ communicate. Aware of variations and choice of effect/output.	<i>Attentive</i> ; Spontaneously shifts between two foci (e.g., environment and task) for attention	Involves others in interaction; May indicate need for help	Serious Smile Sometimes laugh
<b>Explore Functions</b> <i>Introvert- Focus on body &amp; tool/s</i>	<b>3 Beginner</b> "I'm making that happen."	<i>Acts to get anticipated effect with intent</i> Activates tool/s; Distinct targeted movements; Able to find a target, and may select	<i>Basic tool use</i> Conscious of cause-effect relationships. Anticipates a specific effect/output	<i>Alert</i> . One focus for attention but able to shift att'n when prompted.	Initiates interaction Keeps and responds to eye-contact Facial signaling	Serious Contented Smile
	<b>2 Curious Novice</b> "Something is happening, but not sure how or why."	Attempts <i>approximate activation</i> ; Explores all parts of the tool/s without clear purpose or intent; Diffuse vague multi-directed movements; May try various body parts to get effect	Awareness that something happens at activation but not conscious of where, when and how	<i>Increased alertness</i> ; One focus for attention	Responds to interaction; Some eye-contact; Behavioral mirroring	Contented Curious Anxious Angry
	<b>1 Novice</b> "This is all new to me."	Excited interest – look, touch; or Non-act; or Rejecting behaviors	No or vague idea of how to use the AAC device for interaction and communication	Alert/ curious; or Non-focused/ passive; or Distractible	Limited interaction with others	Open Indifferent Anxious

1- "AAC Device" could be replaced with any type of low or high tech AAC solution, or another computer interface being used. 2 - "Tool" refers to a combination of the access method (e.g., finger/ switch/ eyes/ head) and device (e.g., AAC device, low tech board, computer interface, etc.).3 - This is meant to be a qualitative assessment based on what is observed during a specific activity.

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STAGE	PHASE	Activity & Movement with AAC Device	Understanding of AAC device use	Attention	Social interaction	Expressions/emotions
Explore Performance Extrovert - Focus on body, tool/s, environment & occupation	8	Uses tool for multiple activities in various settings. Effortless tool-use for interaction & communication. Movements automatic, fluid, precise.	Integrated tool use Tool use is sub-conscious/ automatic. Consciousness is focused on interaction and communication in the actual situation and occupation.	Attention regulation is well established/ sustained	Consistently/simultaneously interacts with tool, environment and social partners	Depends on the occupation involving interaction/ communication
	7	Controlled, smooth tool use for interaction and communication. Refinement of movement fluency. Uses full scope of communication device.	Complete awareness of tool use; Refines choices and correcting mistakes	Shares attention on multiple items Generally focused	Open to multiple interactions at once; Uses tool to facilitate social interaction	Happiness Satisfaction
	6	Uses tool in a goal-directed way for interaction and conveying messages. Movements are purposeful, but coarse and unrefined.	Competent tool use; Conscious of how to respond to interaction and create own messages. May ignore mistakes	Focus on goal; Can focus on many items, but easily disrupted	Consecutive interactions one after the other; tool use interrupts social interaction	Serious Contented Laugh Excited
Explore Sequencing Difficult transition - Focus on body, tool/s & environment	5	Puts chains of acts/effects together (sequencing) Knows the message, focuses on how to say it. Repeated, varied, eager movements when experimenting to find best pattern. May appear to be stuck/ plateauing.	Aware of the AAC device's expanded use for communication & language; Searches patterns for linking effects into meaningful expressions. May be reluctant/ unwilling to follow directives.	Active concentration; Two channeled shared attention	Engages partner in interaction, communication on object, or other person.	Eager Smile Serious Frustration
	4	Builds chains of acts/effects (early sequencing) Explores more effects & ways to approach the tools for choosing output. Able to find and select targets. Intentional, cautious movements.	Conscious that the tool can be used to interact with the environment/ communicate. Aware of variations and choice of effect/output.	Attentive; Spontaneously shifts between two foci (e.g., environment and task) for attention	Involves others in interaction; May indicate need for help	Serious Smile Sometimes laugh
Explore Functions Introvert- Focus on body & tool/s	3	Acts to get anticipated effect with intent Activates tool/s; Distinct targeted movements; Able to find a target, and may select	Basic tool use Conscious of cause-effect relationships. Anticipates a specific effect/output	Alert. One focus for attention but able to shift att'n when prompted.	Initiates interaction Keeps and responds to eye-contact Facial signaling	Serious Contented Smile
	2	Attempts approximate activation; Explores all parts of the tool/s without clear purpose or intent; Diffuse vague multi-directed movements; May try various body parts to get effect	Awareness that something happens at activation but not conscious of where, when and how	Increased alertness; One focus for attention	Responds to interaction; Some eye-contact; Behavioral mirroring	Contented Curious Anxious Angry
	1	Excited interest – look, touch; or Non-act; or Rejecting behaviors	No or vague idea of how to use the AAC device for interaction and communication	Alert/ curious; or Non-focused/ passive; or Distractible	Limited interaction with others	Open Indifferent Anxious