



Date: _____

Writing Record Form

Student: _____ Staff member: _____

AAC system/speech: _____ Language generation: ☐ Independent ☐ Meaning attributed ☐ Co:ConstructedCo:Construction techniques used: ☐ Invitations for more info ☐ Expectant pause ☐ Navigate in student's AAC ☐ Indicate student's AAC ☐ Positive Praise ☐ Modelling

Notes on Language Generation: _____

Topic selection: ☐ Student selected from choice of _____ pictures ☐ Adult selected ☐ Other (specify): _____Writing tool: ☐ Sensory Pencil ☐ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☐ Handwriting ☐ Other (specify): _____Access ☐ Direct Access e.g. pointing ☐ Partner Assisted Scanning ☐ Eye gaze Other (specify): _____

Method: _____

Additional supports/strategies used:(e.g. word wall, word prediction,organiser) _____

Student engagement: ☐ Fully engaged ☐ Partially engaged ☐ Not engaged

Date: _____

Writing Record Form

Student: _____ Staff member: _____

AAC system/speech: _____ Language generation: ☐ Independent ☐ Meaning attributed ☐ Co:ConstructedCo:Construction techniques used: ☐ Invitations for more info ☐ Expectant pause ☐ Navigate in student's AAC ☐ Indicate student's AAC ☐ Positive Praise ☐ Modelling

Notes on Language Generation: _____

Topic selection: ☐ Student selected from choice of _____ pictures ☐ Adult selected ☐ Other (specify): _____Writing tool: ☐ Sensory Pencil ☐ Flip chart low tech ☐ Flip chart high tech ☐ QWERTY high tech ☐ QWERTY low tech ☐ Handwriting ☐ Other (specify): _____Access ☐ Direct Access e.g. pointing ☐ Partner Assisted Scanning ☐ Eye gaze Other (specify): _____

Method: _____

Additional supports/strategies used:(e.g. word wall, word prediction,organiser) _____

Student engagement: ☐ Fully engaged ☐ Partially engaged ☐ Not engaged

did the student use AAC or speech or both to plan/discuss their writing

tick if the adult attributed meaning to the student's writing with no input from student

These are things we can do to support students to generate ideas and language. Tick if you did any of these while student was thinking of what to write.

tick if the student come up with the language for their writing independently

name of staff member with student

tick if adult supported student with ideas/language for writing

student name

date on which writing was done

 **Date:** _____

Writing Record Form

Student: _____ **Staff member:** _____

AAC system/speech: _____ **Language generation:** ☐ Independent ☐ Meaning attributed ☐ Co:Constructed

Co:Construction techniques used: ☐ Invitations for more info ☐ Expectant pause ☐ Navigate in student's AAC ☐ Indicate student's AAC ☐ Positive Praise ☐ Modelling in AAC

Notes on Language Generation: _____

Topic selection: ☐ Student selected from choice of _____ pictures ☐ Adult selected ☐ Other (specify): _____

Writing tool: ☐ Sensory ☐ Flip chart ☐ Flip chart ☐ QWERTY ☐ QWERTY ☐ Handwriting ☐ Other (specify): _____
☐ Pencil ☐ low tech ☐ high tech ☐ high tech ☐ low tech

Access Method: ☐ Direct Access ☐ Partner Assisted ☐ Eye gazeOther (specify): _____
☐ e.g. pointing ☐ Scanning

Additional supports/strategies used:(e.g. word wall, word prediction,organiser) _____

Student engagement: ☐ Fully engaged ☐ Partially engaged ☐ Not engaged

Describe which parts were independent and which parts adult helped with - or anything else relevant

Select or write about how the writing topic was chosen - by the student, by the adult, or in another way. If student chose, indicate how many options they had to chose from. If other, e.g. curriculum topic, write details next to Other.

Select which writing tool the student used. If not one of the ones listed, write the writing tool details next to Other.

This is where we describe how the student used the writing tool. Direct access is with their hand or fingers. Partner assisted scanning is where we read out options to them and they say yes or no to choose. Eye gaze is eye gaze! If anything other access method was used, write details next to Other

List anything else the student used to help themselves while writing

Tick the box that best describes how engaged the student was. Not engaged: looking away, walking away, not attending to writing or writing tool, not attending to AAC. Partially engaged: showing some attention to writing and writing tool, attending to some AAC modelling, showing some stillness or listening behaviour. Fully engaged: attending to writing and writing tool, attending to AAC modelling, looking at writing modelling.