



## Communication Supports Inventory-Children and Youth (CSI-CY)

for children who rely on augmentative and alternative communication (AAC)

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

**WHAT IS THIS?** The *Communication Supports Inventory-Children and Youth (CSI-CY)* is a tool designed to make goal writing easier for teachers and speech-language pathologists who work with students who rely on augmentative and alternative communication (AAC) to communicate effectively. It is not an assessment, but a guide to organize your understanding of the impact of a student’s communication strengths and limitations on participation at school and at home. The idea is that you would use the CSI-CY to prepare for the IEP meeting by prioritizing areas that should be targeted in IEP goals related to communication.

**CSI-CY? WHO?** Yes, exactly, WHO (the World Health Organization) developed the International Classification of Functioning, Disability and Health-Children and Youth Version (ICF-CY) in 2007 to provide a global common language for describing the impact of health conditions and disabilities on human functioning. The CSI-CY uses that same global common language, deriving most of its items from the ICF-CY. To see exactly what items came from the ICF-CY please look at the “code set” available at <http://icfcy.org/aac#ui-tabs-4>

**SO, HOW DOES IT WORK?** It’s all about the student’s participation in life at school and at home! First, you rate the major areas in which the child’s participation is restricted because of communication limitations. Then you rate the child’s specific communication limitations and functional impairments that affect communication. Then you identify environmental facilitators and barriers that affect communication. After you have rated all of these items, go back through them and use the last column (Prioritize for Instruction) to check off the items that you think should be high priority areas for potential IEP goals.



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Administrator \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_

RESTRICTIONS IN PARTICIPATION CAUSED BY COMMUNICATION LIMITATIONS									
SCHOOL RELATED ACTIVITIES	Don't Know	Not Applicable	Greater than Typical Peer	No Restriction	Mild Restriction	Moderate Restriction	Severe Restriction	Complete Restriction	PRIORITIZE for INSTRUCTION
1. Playing with others as an educational activity									
2. Classroom activities (eg.,attending classes and interacting appropriately to fulfill the duties of being a student)									
3. Communal activities (classroom games, assemblies, eating in the cafeteria, field trips)									
4. Recreation (physical education, recess, playground games)									
5. Creative activities (art classes, orchestra/band, chorus)									
6. Civic activities (school paper, student government, school club, serving as student aid, safety patrol member)									
7. Other academic activities (computer labs, science labs, library use, gifted/talented classes)									
8. Social activities (school dances, pep rallies, hanging out with friends at school)									
9. Social independence activities (driver's ed., home economics/shop, after school organized sports)									
10. Vocational training (community work experience, community college, community based recreation)									
11. Transition planning (independent living skills practicum, transportation training)									
12. Looking after one's safety at school (avoiding risks that can lead to injury or harm)									
13. Maintaining one's health (caring for oneself by being aware of and doing what is required for one's health)									
14. Other school related activities? (describe)									

<b>INTERPERSONAL INTERACTION AND RELATIONSHIPS</b>	Don't Know	Not Applicable	Greater than Typical Peer	No Restriction	Mild Restriction	Moderate Restriction	Severe Restriction	Complete Restriction	<b>PRIORITIZE for INSTRUCTION</b>
15. Relating to teachers and other adults at school.									
16. Relating to peers at school									
17. Making and maintaining friendships									
18. Dating or engaging in romantic relationships									
19. Relating to persons in the home (family or other co-inhabitants)									
20. Relating to new people									
21. Other interaction and relationships? (describe)									
<b>COMMUNICATION LIMITATIONS</b>									
<b>RECEPTIVE LANGUAGE AND LITERACY</b>	Don't Know	Not Applicable	Skills Above Typical Peer	No Limitation	Mild Limitation	Moderate Limitation	Severe Limitation	Complete Limitation	<b>PRIORITIZE for INSTRUCTION</b>
22. Intentionally attending to human touch, face and/or voice									
23. Comprehending the meaning of single spoken words									
24. Comprehending the meaning of 2-3 spoken word phrases									
25. Comprehending the meaning of spoken sentences									
26. Comprehending the meaning of a spoken narrative									
27. Understanding sound/symbol relationships (sounding out letters)									
28. Comprehending the meaning of single written words									
29. Comprehending the meaning of written sentences									
30. Comprehending the meaning of a written narrative									
31. Other receptive skills? (describe)									

<b>EXPRESSIVE LANGUAGE AND LITERACY</b>	Don't Know	Not Applicable	Skills Above Typical Peer	No Limitation	Mild Limitation	Moderate Limitation	Severe Limitation	Complete Limitation	<b>PRIORITIZE for INSTRUCTION</b>
32. Using body language, facial expressions and gestures to communicate									
33. Using non-speech vocalizations for communication (e.g. laughing, cooing, "hmmm")									
34. Using single spoken words to communicate (includes word approximations)									
35. Combining spoken words into 2-3 word phrases									
36. Using sentences with appropriate syntax in spoken communication									
37. Combining sentences to convey a cohesive topic in spoken communication									
38. Choosing correct spoken and/or written words									
39. Demonstrating knowledge of sound/symbol relationships (writing a letter for a given sound)									
40. Using single written words to communicate									
41. Using written sentences to communicate									
42. Using a written narrative to communicate									
43. Using correct spelling conventions									
44. Other expressive skills? (describe)									
<b>FUNCTIONS OF COMMUNICATION</b>	Don't Know	Not Applicable	Skills Above Typical Peer	No Limitation	Mild Limitation	Moderate Limitation	Severe Limitation	Complete Limitation	<b>PRIORITIZE for INSTRUCTION</b>
45. Refusing or rejecting something									
46. Gaining the attention of another person									
47. Requesting more									
48. Requesting something specific									
49. Directing another person's attention									
50. Using social conventions (e.g., hello, good-bye, polite forms of address, please and thank you)									
51. Exchanging information (e.g. asking, answering, naming, or commenting)									
52. Telling someone to do something									
53. Conveying an abstract idea									
54. Other purposes for communication? (describe)									

<b>RULES OF SOCIAL INTERACTION IN CONVERSATION</b>	Don't Know	Not Applicable	Skills Above Typical Peer	No Limitation	Mild Limitation	Moderate Limitation	Severe Limitation	Complete Limitation	<b>PRIORITIZE for INSTRUCTION</b>
55. Orienting towards communication partner through eye contact or body positioning									
56. Making and responding to physical contact appropriately									
57. Keeping socially appropriate distance between oneself and others									
58. Adjusting language according to one's social role when interacting with others (e.g., "What's up?" to a friend versus "How are you, sir?" to an authority)									
59. Starting a conversation appropriately									
60. Sustaining a conversation appropriately (includes turn taking skills)									
61. Revising conversation or repairing breakdowns during interaction appropriately (e.g., able to repeat, restate, or explain so as to successfully communicate)									
62. Ending a conversation appropriately									
63. Conversing in a group									
64. Other social interaction rules? (describe)									
<b>AUGMENTATIVE AND ALTERNATIVE COMMUNICATION: RECEPTIVE STRATEGIES</b>	Don't Know	Not Applicable	Skills Above Typical Peer	No Limitation	Mild Limitation	Moderate Limitation	Severe Limitation	Complete Limitation	<b>PRIORITIZE for INSTRUCTION</b>
65. Comprehending the meaning of body gestures (e.g., facial expressions, posture, hand gestures, movements)									
66. Comprehending 3-dimensional objects/representations used to communicate									
67. Comprehending the meaning of drawings and photographs used to communicate									
68. Comprehending the meaning of manual sign language (e.g., ASL, finger spelling, signed English)									
69. Comprehending the meaning of AAC signs/symbols (e.g., MinSpeak icons, Bliss symbols, Rebus symbols, PECS)									
70. Other AAC receptive strategies? (describe)									

<b>AUGMENTATIVE AND ALTERNATIVE COMMUNICATION: EXPRESSIVE MODES AND STRATEGIES</b>	Don't Know	Not Applicable	Skills Above Typical Peer	No Limitation	Mild Limitation	Moderate Limitation	Severe Limitation	Complete Limitation	<b>PRIORITIZE for INSTRUCTION</b>
71. Using 3-dimensional objects/representations to communicate									
72. Using drawings, pictures or photographs to communicate									
73. Using manual sign language to communicate (e.g., ASL, finger spelling, signed English)									
74. Using Braille to communicate									
75. Using communication devices and technologies									
76. Using single AAC signs/symbols to communicate.									
77. Combining AAC signs/symbols to communicate									
78. Conveying a cohesive topic with AAC signs/symbols									
79. Operating a communication device correctly (e.g., on/off, volume, speed of scanning, rate enhancement)									
80. Knowing how to access needed vocabulary									
81. Changing communication strategies depending on social and physical environment (e.g., partner feedback and skills; background noise)									
82. Giving partner instructions when necessary									
83. Expressing the need for additional vocabulary									
84. Other AAC expressive strategies? (describe)									
<b>AUGMENTATIVE AND ALTERNATIVE COMMUNICATION: MOTOR ACCESS</b>	Don't Know	Not Applicable	Skills Above Typical Peer	No Limitation	Mild Limitation	Moderate Limitation	Severe Limitation	Complete Limitation	<b>PRIORITIZE for INSTRUCTION</b>
85. Control of involuntary movements that may interfere with communication such as tremors, tics, stereotypies, motor perseveration, or mannerisms.									
86. Maintaining a body position as needed for communication purposes (including head control)									
87. Control of gross motor skills (upper and lower extremities) needed to use a communication device or materials (e.g., carrying, pushing, pulling, kicking, turning or twisting)									
88. Control of fine motor skills needed to use gestures, manual signs or a specific device to communicate (e.g., grasping, manipulating, picking up and releasing).									
89. Using eye gaze for message selection									
90. Other motor access skills? (describe)									

IMPAIRMENTS IN BODY FUNCTIONS THAT LIMIT COMMUNICATION									
IMPAIRMENTS IN BODY FUNCTIONS THAT LIMIT COMMUNICATION	Don't Know	Not Applicable	Functions Above Typical Peer	No Impairment	Mild Impairment	Moderate Impairment	Severe Impairment	Complete Impairment	PRIORITIZE for INSTRUCTION
91. Hearing function									
92. Vision function									
93. Touch functions (e.g., ability to sense surfaces, their texture or quality; includes numbness, anesthesia, or tingling)									
94. Oral motor function adequate for intelligible speech, including articulation, fluency, resonance, and rate of speech									
95. Respiratory function for communication									
96. Intellectual functions									
97. General gross and fine motor functions									
98. Other body functions? (describe)									
ENVIRONMENTAL FACTORS THAT SERVE AS BARRIERS OR FACILITATORS FOR COMMUNICATION									
PHYSICAL ENVIRONMENT	Not Applicable	Facilitator/Help (list)			Barrier/Hindrance (list)			PRIORITIZE for INSTRUCTION	
99. Sound intensity and/or sound quality									
100. Light intensity or quality									
101. Arrangement of physical space									
102. Level of surrounding activity									
103. Other physical environment factors? (describe)									
ASSISTIVE TECHNOLOGY	Not Applicable	Facilitator/Help (list)			Barrier/Hindrance (list)			PRIORITIZE for INSTRUCTION	
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)									
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)									
110. Other assistive technology? (describe)									

PEOPLE	Not Applicable	Facilitator/Help (list)	Barrier/Hindrance (list)	PRIORITIZE for INSTRUCTION
111. Providing physical support at school (e.g., supporting body posture appropriately, making glasses available)				
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)				
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)				
117. Other support by people at home or school? (describe)				
SERVICES AND POLICIES	Not Applicable	Facilitator/Help (list)	Barrier/Hindrance (list)	PRIORITIZE for INSTRUCTION
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? (describe)				

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This tool is based on the *International Classification of Functioning, Disability and Health-Children & Youth Version*, or the *ICF-CY* (World Health Organization, 2007). To view the ICF-CY codes related to each item, please see [www.csi-cy.org](http://www.csi-cy.org). We would like to acknowledge the contributions of Gayl Bowser, Dr. Mats Granlund, Dr. Don Lollar, Dr. Randall Phelps and Dr. Rune Simeonsson to the development of this tool.



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