Portfolio Assessment Guide

Student Name: Facilitator Name:

Date: Description of Activity:

Portfolio Documentation of Facilitator Support:

1. Physical Support

(How did the **facilitator** provide assistance in isolating the index finger; stabilizing the arm to overcome tremor; backward resistance on the arm to slow the pace of pointing or to overcome impulsiveness; a touch of the forearm, elbow, or shoulder to help the person initiate typing; or pulling back on the arm or wrist to help the person not strike a target repetitively)

How was support provided:	What worked well

2. Emotional Support:

(Emotional support involves providing encouragement, but not direction, as the person points to communicate)

How was support provided:	What worked well

- Communicative Support:

(Various forms of prompts and cues to assist the FC user to stay focused in the communication interaction, to provide feedback to the FC user on the content of their message, and to assist the FC user in clarifying unclear messages)

How was support provided:	What worked well

Broderick, A. & Kasa-Hendrickson, C. (2001). "Say just one word at first": The emergence of reliable speech in a student labeled with autism. *The Journal of the Association for People with Severe Handicaps, 26,* 13-24.

Biklen, D. Saha, N., & Kliewer, C. (1995). How teachers confirm authorship of facilitated communication: A portfolio approach. *The Journal of the Association for People with Severe Handicaps, 20,* 45-56.

Kasa-Hendrickson, C. 2008

Portfolio Documentation of FC User Typing

Student Name: Facilitator Name:

Date: Description of Activity:

Students Attention to Typing	Relationship of Speaking to Typing	Communication Form, Content and Style	Conveying Accurate Information Unknown to the Facilitator (message passing)

Broderick, A. & Kasa-Hendrickson, C. (2001). “Say just one word at first”: The emergence of reliable speech in a student labeled with autism. *The Journal of the Association for People with Severe Handicaps, 26,* 13-24.

Biklen, D. Saha, N., & Kliewer, C. (1995). How teachers confirm authorship of facilitated communication: A portfolio approach. *The Journal of the Association for People with Severe Handicaps, 20,* 45-56.