



the roadmap of
communicative competence

AN ASSESSMENT & DATA COLLECTION TOOL

Track and implement communication change within
your setting.



USE THE ROCC FOR:

Shared understanding within a team

Handover – classes and caseload

Data collection

Goal setting

Reporting

Funding submissions

Research

THE ULTIMATE GOAL

Communicative Competence - The ability to use language effectively for meaningful interactions in all settings and with all partners.

In other words....

“Say what you want, to whoever you want to say it to, whenever you want to (and however you choose to say it)” (*Gayle Porter*)

THERE IS A LOT TO CONSIDER



WE NEED A SHARED UNDERSTANDING

Porter and Parfett, 2015

- What does competent communication look like?
- How well does this person communicate?
- What are the best next steps?
- Which strategies are best?
- How can I contribute to a long term and complex process of communication learning?
- Am I making a difference?

OUTCOMES AND DATA

Outcome measurement is important

BUT....not at the expense of real outcomes

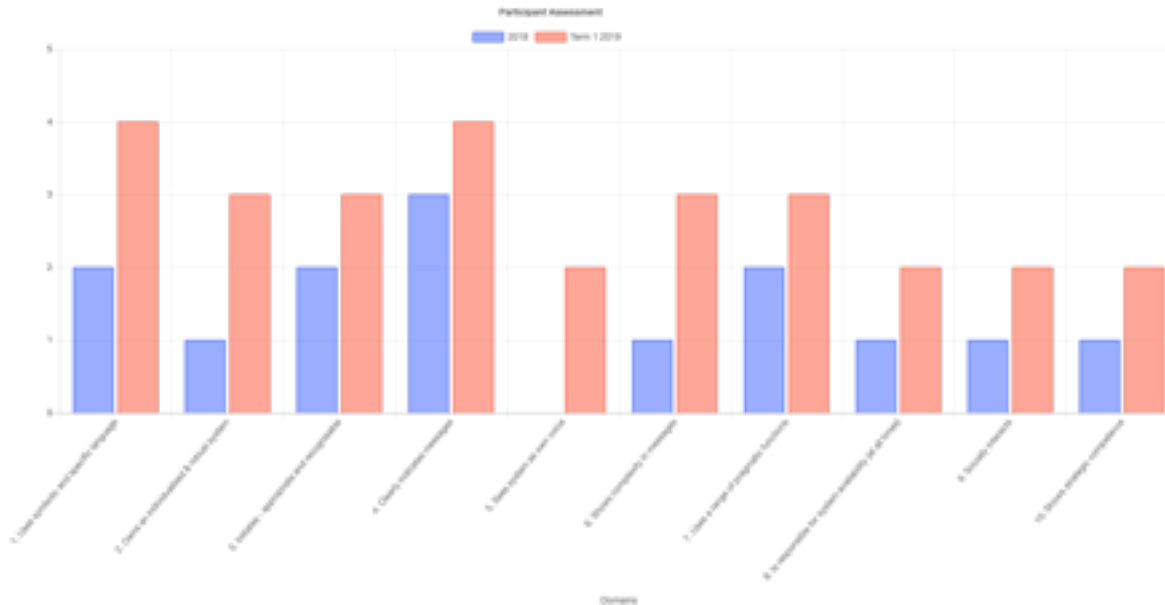
Measurement tools should give us data but also

help us to plan and implement change?

OUTCOMES AND DATA

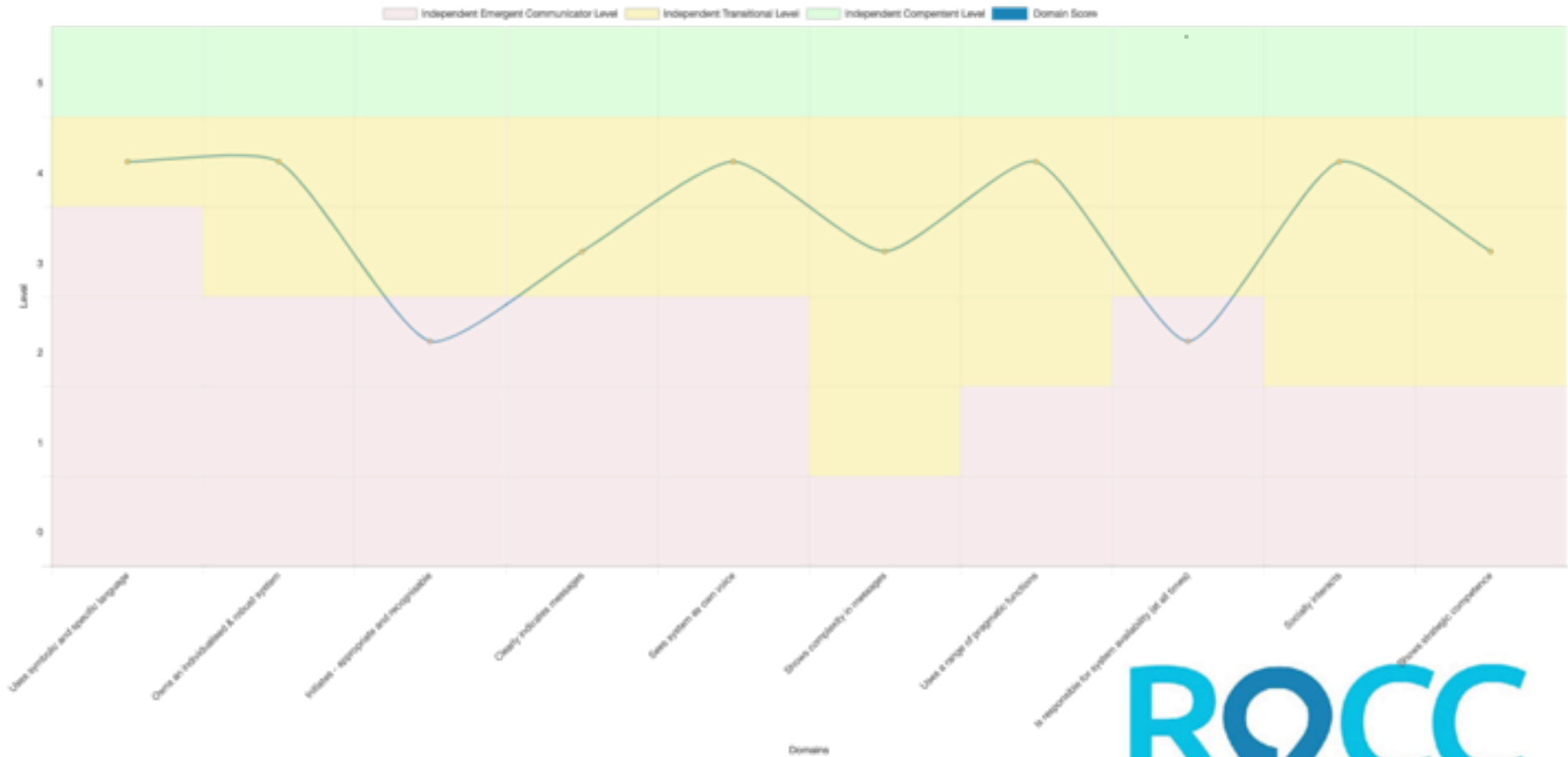
Supporting communication development can be a long term process.

The ROCC can measure progress in smaller increments and achievable goals.



THE ROCC

ROADMAP OF COMMUNICATIVE COMPETENCE



ASSESS, PLAN & EVALUATE OUTCOMES IN COMMUNICATION

10 key goal domains

Each domain has levels of 0-5 with comprehensive descriptions for each

Extra information and report print outs available.

ROCC the roadmap of communicative competence

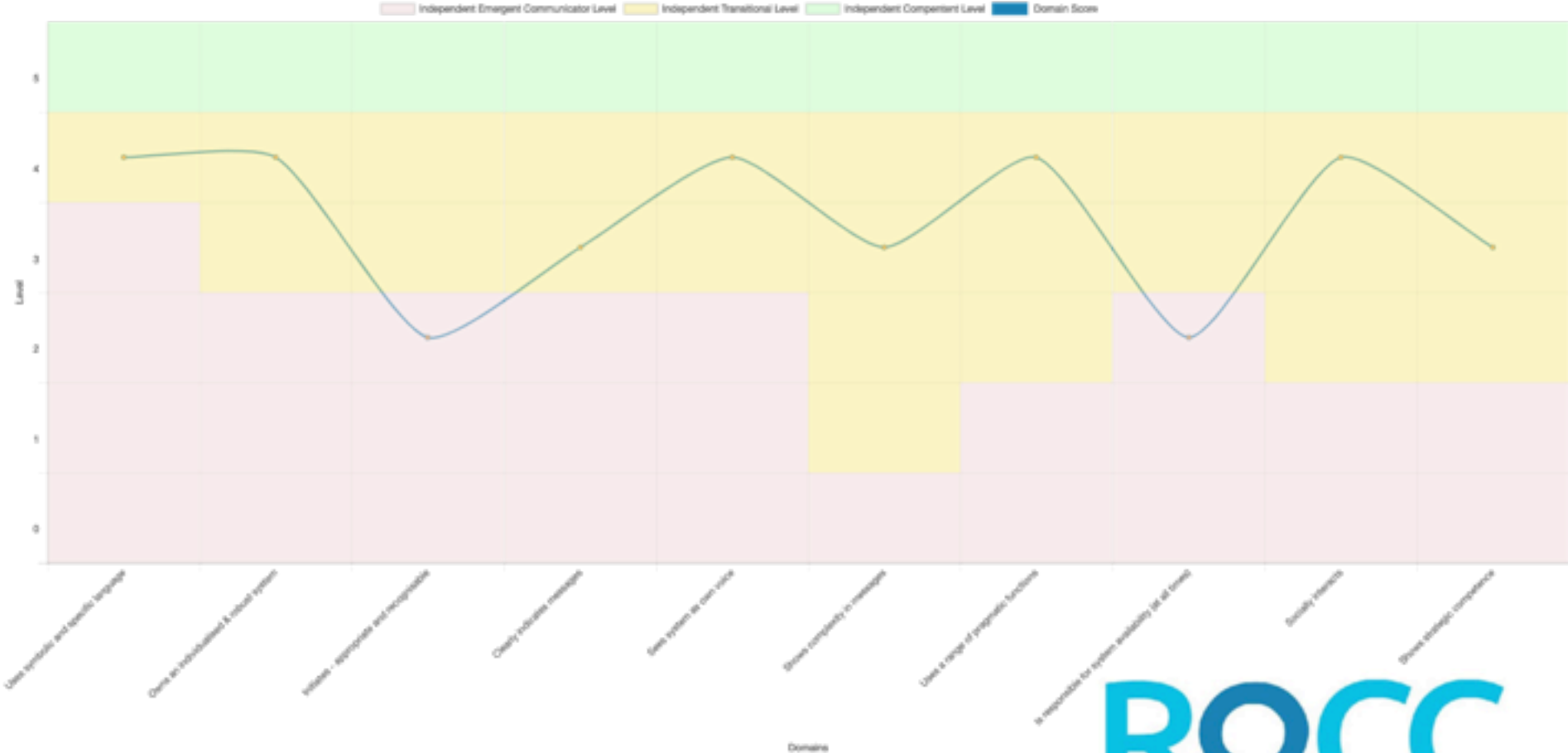
Detailed Scoring Descriptors

I WANT TO GET SOMETHING TO SAY - HOW DO THEY INITIATE COMMUNICATION?
GDA6: To initiate communication in a way that is accepted and recognized by others when the individual has something to say.
NB: For the ROCC assessments, initiation is defined as the way that an individual gains the attention of their communication partner to signal that they have a message to share (e.g. "I want you to know that I have a message" or "I have fetched an idea in my head that I want to share"). It may happen before a word, sign or symbol is used or simultaneously but does not necessarily require a word.

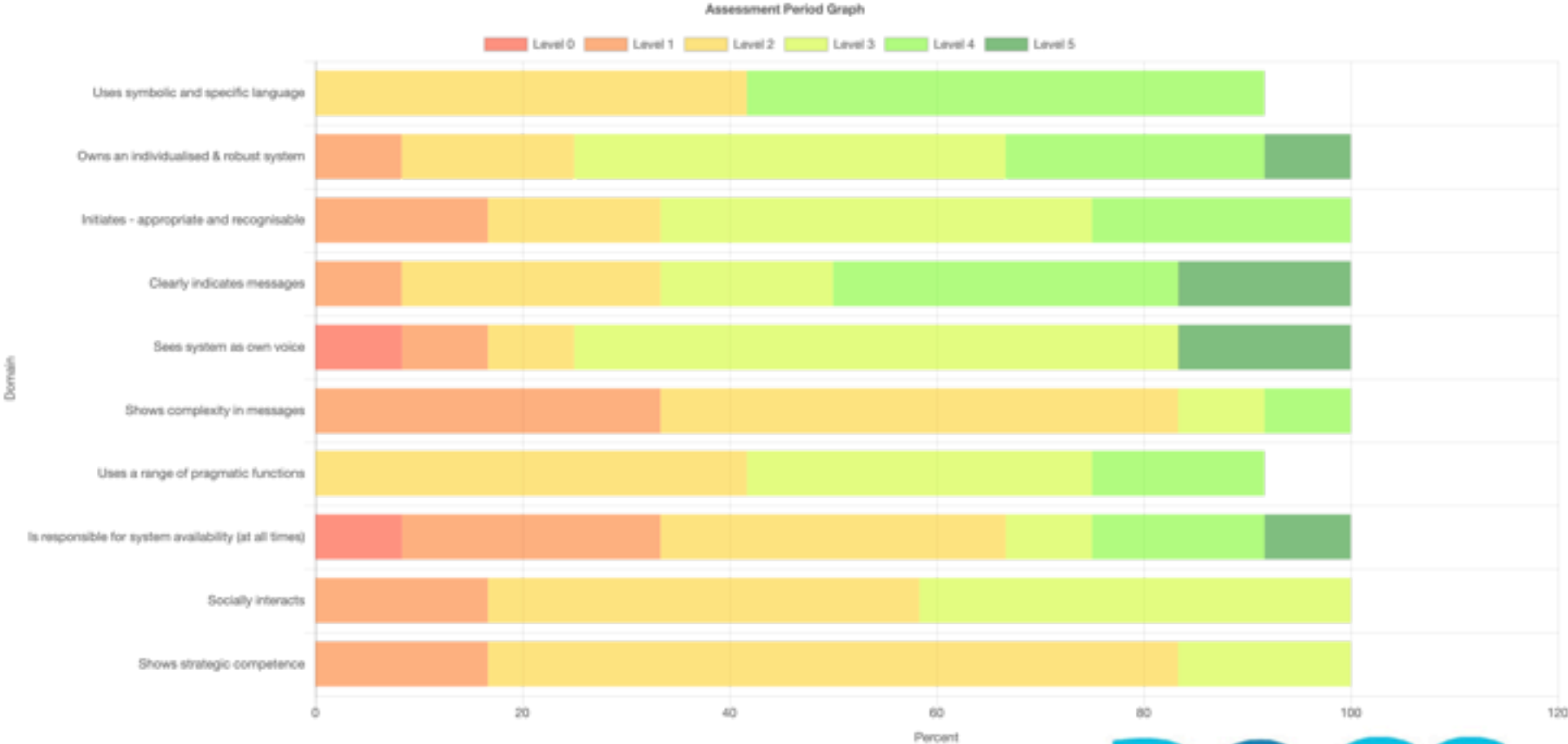
0	1	2	3	4	5
Individual does not show signs of trying to initiate communication with others.	Individual initiates communication using a behavior, vocalization or physical movement to others. E.g. Their initiation leads to interpretation by another person (e.g. making a noise sound, reaching forward or tapping their book/shirt, etc.) <small>This behavior may not be considered socially appropriate (e.g. crying, screaming, hitting)</small>	Individual is beginning to use a socially appropriate and/or clearly recognized method for initiating communication but continues to use less appropriate/initiate methods on majority of attempts.	Individual uses a socially appropriate and clearly recognized method for initiating communication most of the time. Less appropriate or unclear initiations may still be used some of the time. Individual requires modeling or coaching reminders to refine their method of initiation.	Individual uses a socially appropriate and clearly recognized method for initiating communication in majority of attempts in most situations and surroundings with familiar and unfamiliar partners. Individual does not require modeling or coaching reminders to initiate communication appropriately.	Individual uses a socially appropriate and clearly recognized method for initiating communication in majority of attempts in all situations and surroundings with familiar and unfamiliar partners. Individual does not require modeling or coaching reminders to initiate communication appropriately.
Enter a comment here.		Enter a comment.		Enter an action to follow up.	

© 2019 Communication and Symbolic Behavior Scales Developmental Profile

INDIVIDUAL PROFILES



COLLATED GROUP DATA



SITE DATA

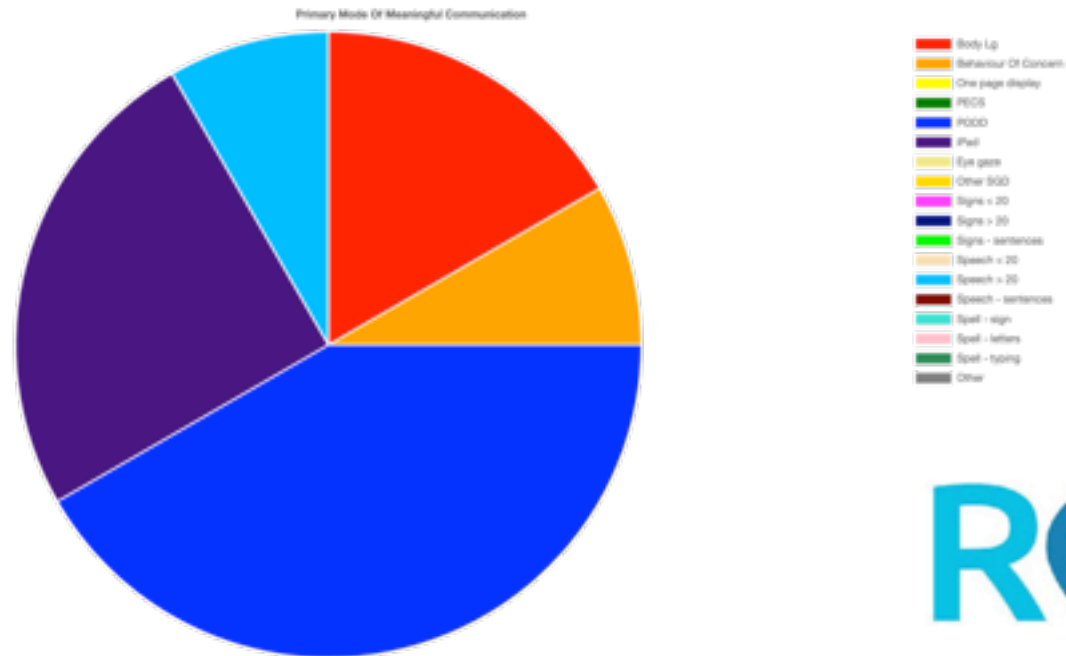
ROCC

General Information - Current Communication System

Body language and/or facial movements and/or facial expressions and/or vocalizations
 Behaviour of concern
 One page display - individual case single pages such as added language display and/or core board, text or multi page book
 PDCS or similar
 PDCS communication book or similar multi page book (open from electronic)
 iPad (as communication tool)
 Eye gaze device
 Other speech generating device
 Use of sign (Sign language or the World Sign) - less than 20 signs
 Use of sign (Sign language or the World Sign) - more than 20 signs
 Use of sign - combined speech - some sentences
 Speech - isolated words - less than 20
 Speech - more than 20 words
 Speech - connected speech - some sentences
 Spelling - sign
 Spelling - letters (from electronic)
 Spelling - typing electronic
 Other

If the above, consider the individual's primary mode of communication as:

Please - Answer Carefully Thank you for taking the time to complete this form



GOAL OF THE ROCC

To give teachers, speech pathologists and others a way to map and track a path toward communicative competence for individuals with a wide range of communication challenges.

- From early emergent to competent and independent.
- For all ages and diagnoses
- For all types of AAC, sign and speech

FIND OUT MORE OR
BOOK A TRAINING WORKSHOP

roccassessment.com.au

Developed by Janelle Sampson
Speech Pathologist

