



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

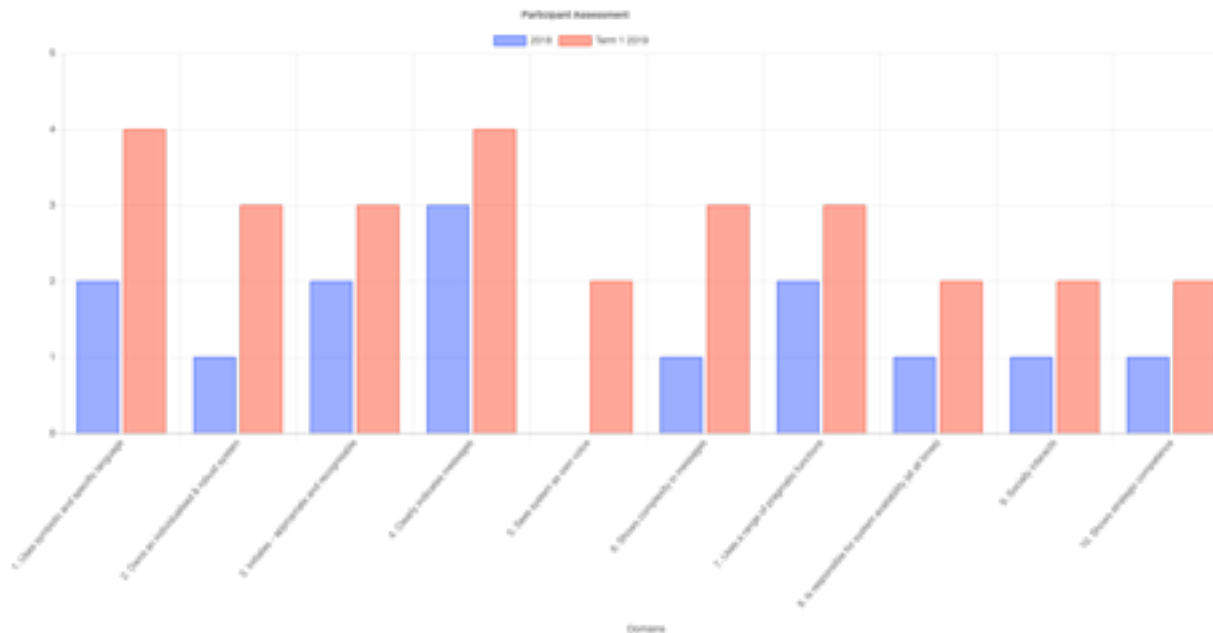
**BUT....not at the expense of real outcomes**

Measurement tools should give us data but also  
help us to plan and implement change?

# OUTCOMES AND DATA

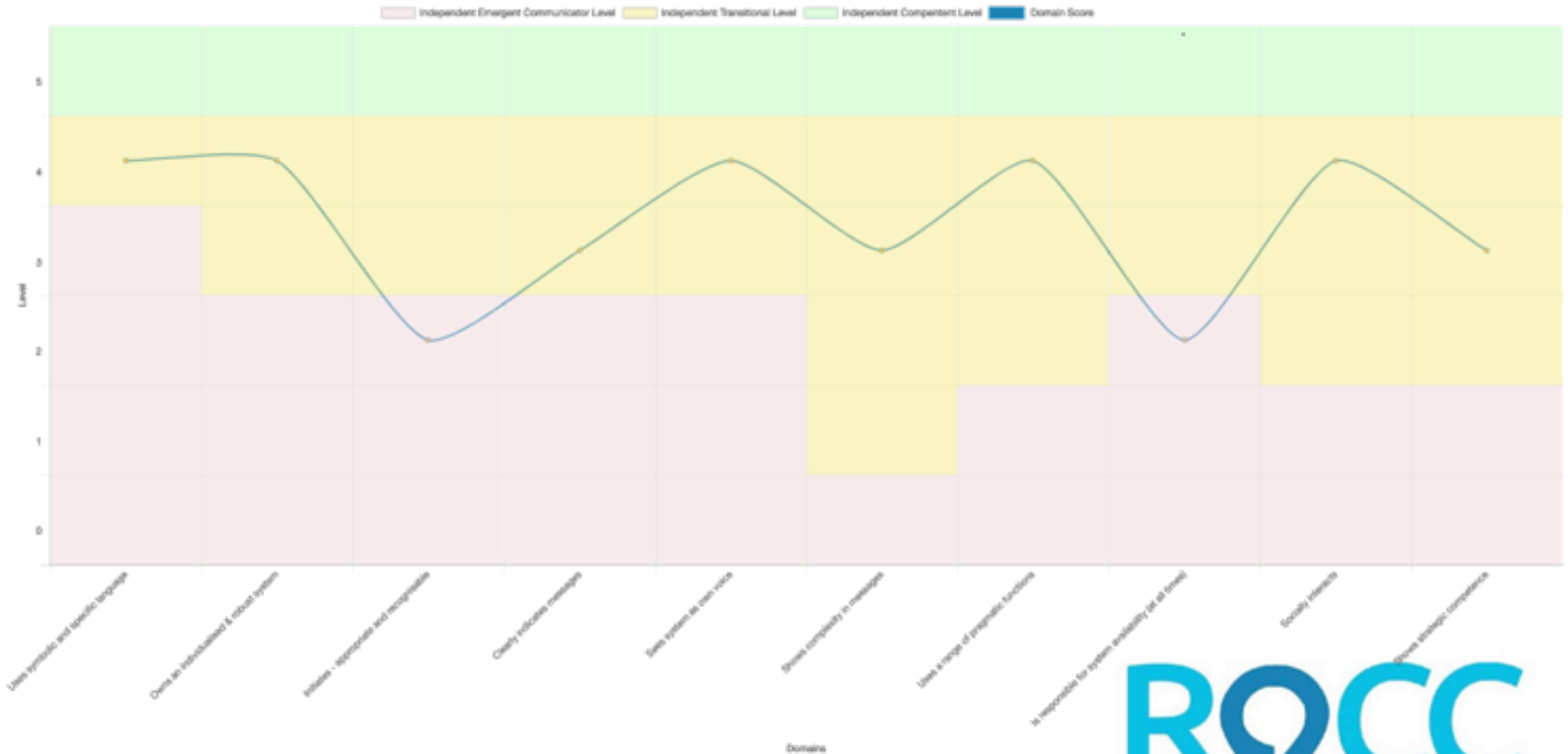
Supporting communication development can be a long term process.

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.

**Detailed Scoring Descriptors**

**I HAVE SOMETHING TO SAY - HOW DO THEY INITIATE COMMUNICATION?**

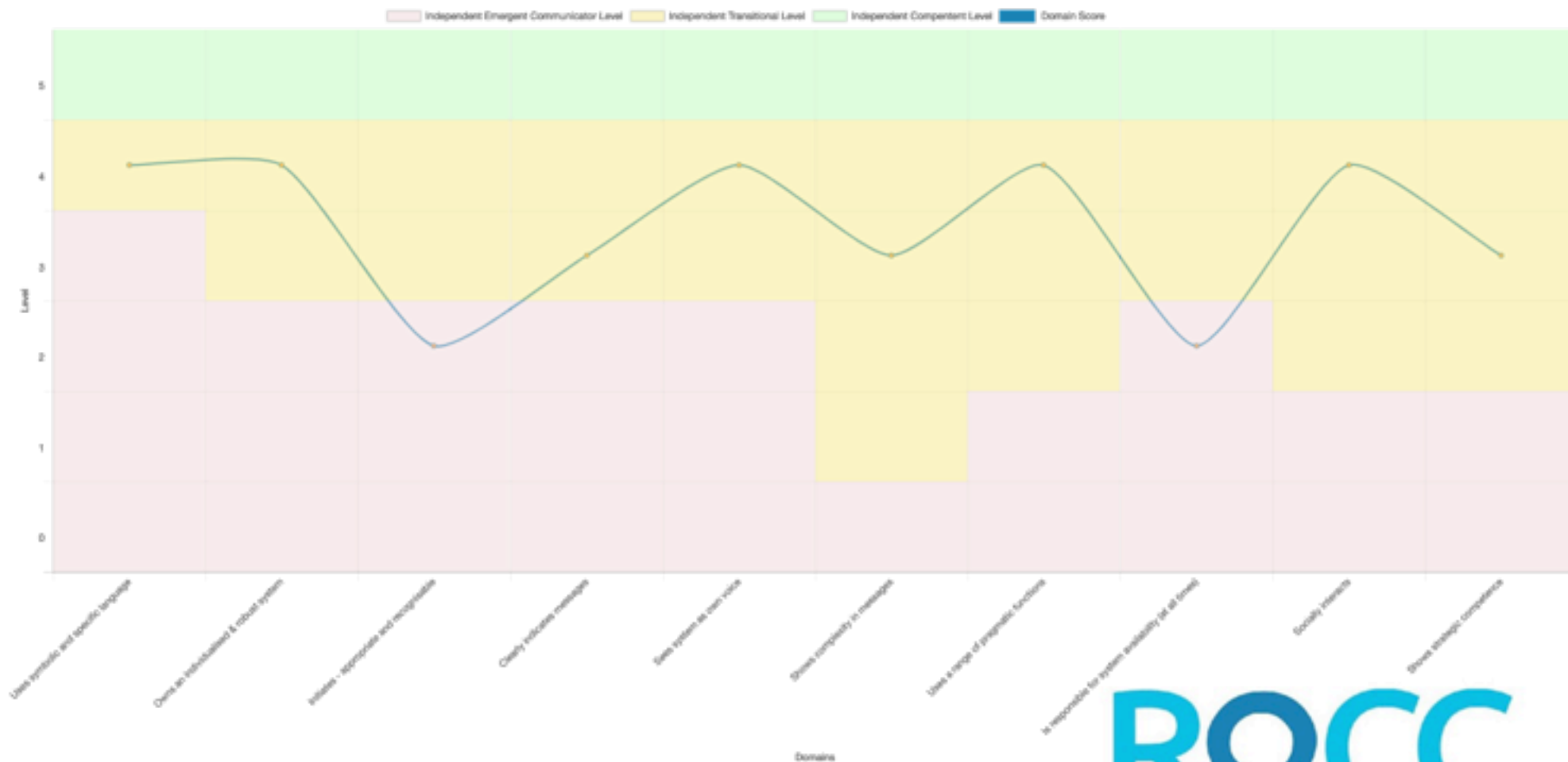
NOTE: Initiates communication in a way that is accepted and recognized by others when the individual has something to say.

NOTE: For the ROCC assessment, initiation is defined as the way that an individual gets the attention of their communication partner to signal that they have a message (i.e. "Want you to know that I have a message" or "I have finished 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).

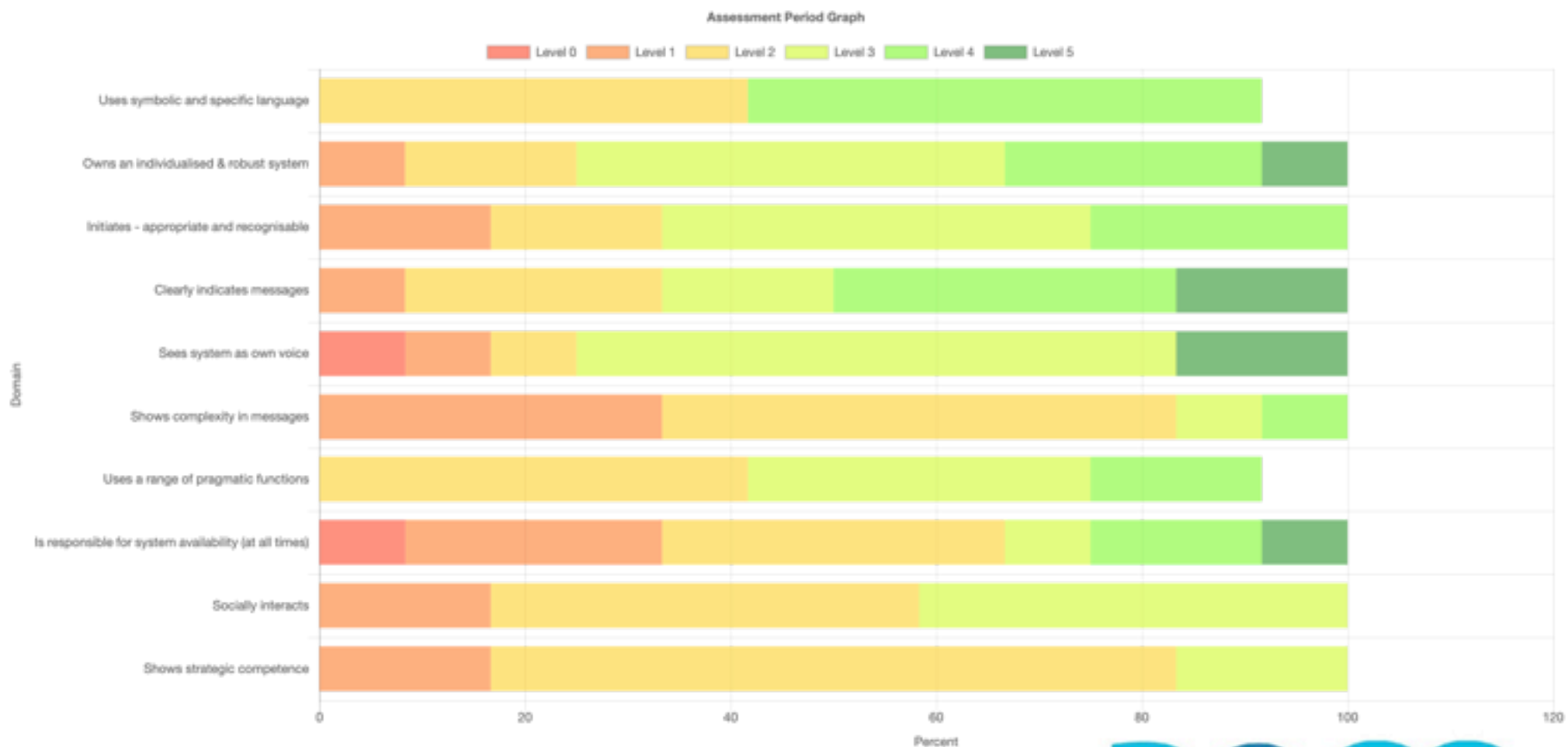
0	1	2	3	4	5
Individual does not show signs of trying to initiate communication with others.	Individual initiates communication using behavior, vocalization or physical movement however it is not easily recognized by others. (e.g. These initiation needs integration by a familiar person (e.g. making a noise sound), reaching toward or tapping their work/idea, etc.) (This behavior may not be considered socially appropriate (e.g. crying, screaming, hitting))	Individual is beginning to use a socially appropriate and/or clearly recognized method for initiating communication but continues to use less appropriate/under methods on a regular basis.	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 situations in familiar situations and surroundings with familiar 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 for majority of situations in all situations and surroundings with familiar and unfamiliar partners. Individual does not require modeling or coaching reminders to initiate communication appropriately.
Other assessment examples:		Other examples:		Other examples:	

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# INDIVIDUAL PROFILES



# COLLATED GROUP DATA



# SITE DATA

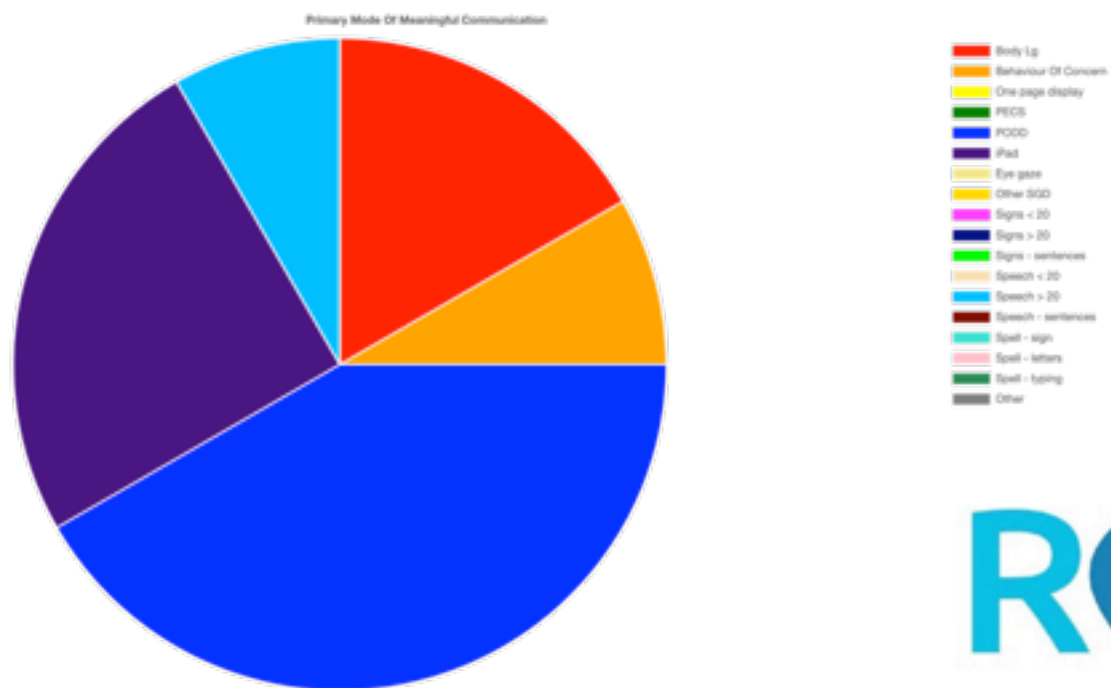
ROCC

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 uses single pages such as added language markers and/or cue board, not a multi page book  
 PECS or similar  
 PCCO communication book or similar multi page book (paper/non-electronic)  
 iPad (or a communication tool)  
 Eye gaze device  
 Other speech generating device  
 Use of signs (Sign Language or Key Word Sign) - less than 20 signs  
 Use of signs (Sign Language or Key Word Sign) - more than 20 signs  
 Use of signs - connected speech - use sentences  
 Speech (short words) - less than 20  
 Speech (more than 20 words)  
 Speech (connected speech) - use sentences  
 Spelling - sign  
 Spelling - letters (on electronic)  
 Spelling - typing (on electronic)  
 Other

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

Print Print



# 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, SUBSCRIBE OR  
ATTEND OUR ONLINE TRAINING

[roccassessment.com.au](http://roccassessment.com.au)

Developed by Janelle Sampson  
Speech Pathologist



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