



Références bibliographiques

Série « Évaluer en CAA »

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Document en annexe de la série
« L'évaluation en CAA »

[Guide complet de l'évaluation en CAA](#)



Structure du document

Ce document rassemble les références bibliographiques de la série « Évaluer en CAA ». Il présente l'ensemble des références classées par catégorie

Article	Titre
Article 1	Évaluer en CAA avec le modèle de participation : un changement de paradigme
Article 2	Évaluer en CAA : une démarche dynamique qui s'inscrit dans le temps
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Article 4	Évaluer en CAA : quand évaluer, et avec qui ?
Article 5	Évaluer en CAA : avec quels outils d'évaluation, et pour quoi faire ?
Article 6	Évaluer en CAA : la zone proximale de développement.

Références bibliographiques

Classement par thématique .

01

Évaluer en CAA selon le modèle de participation : un changement de paradigme.

Bibliographie de l'article 1.

28 références

Modèle de participation en CAA

Beukelman, D. R., & Light, J. C. (2020). Augmentative & alternative communication: Supporting children and adults with complex communication needs (5th ed.). Paul H. Brookes Publishing.

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MDH-PPH et cadres centrés sur la participation

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Évaluation dynamique : fondements

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Cadragé général sur l'évaluation en CAA

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Coan-Brill, J., Teachman, G., Costigan, F. A., Pham, T., & Cunningham, B. J. (2025). Exploring augmentative and alternative communication assessment practices for children with limited functional speech and motor skills: A scoping review utilizing the Participation Model of AAC. *Disability and Rehabilitation: Assistive Technology*, 20(5), 1272–1295.

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Évaluation dynamique appliquée à la CAA

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King, M. R., Binger, C., & Kent-Walsh, J. (2015). Using dynamic assessment to evaluate the expressive syntax of children who use augmentative and alternative communication. *Augmentative and Alternative Communication*, 31(1), 1–14. <https://doi.org/10.3109/07434618.2014.999663>

Gevarter, C., Prieto, V., Binger, C., & Hartley, M. (2023). Dynamic assessment of AAC action verb symbols for children with ASD. *Advances in Neurodevelopmental Disorders*, 7(3), 329–343. <https://doi.org/10.1007/s41252-022-00312-3>

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Lien participation – évaluation – intervention

Light, J. (1989). Toward a definition of communicative competence for individuals using augmentative and alternative communication systems. *Augmentative and Alternative Communication*, 5(2), 137–144. <https://doi.org/10.1080/07434618912331275126>

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Biggs, E. E., Carter, E. W., & Gilson, C. B. (2018). Systematic review of interventions involving aided AAC modeling for children with complex communication needs. *American Journal on Intellectual and Developmental Disabilities*, 123(5), 443–473. <https://doi.org/10.1352/1944-7558-123.5.443>

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Wandin, H., Tegler, H., Svedberg, L., & Johnels, L. (2023). A scoping review of aided AAC modeling for individuals with developmental disabilities and emergent communication. *Current Developmental Disorders Reports*, 10(2), 123–131. <https://doi.org/10.1007/s40474-023-00275-7>

02

Évaluer en CAA : une démarche dynamique qui s'inscrit dans le temps.

Bibliographie de l'article 2.

11 références

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03

Évaluer les besoins en communication, les compétences communicatives et les barrières d'opportunités et d'accès.

Bibliographie de l'article 3.

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04

Évaluer en CAA : quand évaluer, et avec qui ?

Bibliographie de l'article 4.

6 références

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05

Évaluer en CAA : avec quels outils d'évaluation, et pour quoi faire ?

Bibliographie de l'article 5

4 références + 5 ressources

Cadrage scientifique associé aux outils d'évaluation

Beukelman, D. R., & Light, J. C. (2020). *Augmentative & alternative communication: Supporting children and adults with complex communication needs* (5th ed.). Paul H. Brookes Publishing.

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Ressources pratiques / outils cités

Inventaire des réseaux sociaux.

https://isaac-fr.org/les_outils/inventaire-des-reseaux-sociaux-de-sarah-blackstone/

Liste de contrôle de l'environnement de communication.

<https://emmanuelleprudhon.fr/wp-content/uploads/2018/10/Liste-de-contr%C3%B4le-de-lenvironnement-de-communication.pdf>

Critères de qualité pour la Communication Améliorée et Alternative dans les institutions.

[Checkliste_QM_UK_0619_französisch.pdf](#)

The Bridge adapté pour la CAA.

[Le Bridge Adapté pour la CAA, Évaluation Dynamique de la Littératie](#)

Grille dynamique d'objectifs pour la CAA – DAGG 3.

https://download.mytobiidynavox.com/DAGG3/Documents/TD_DAGG_FR.pdf

06

Évaluer en CAA : la zone proximale de développement.

Bibliographie de l'article 6

16 références

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