

AAC Process: Referral and IEP Documentation for SLPs

This session is designed to introduce or review the AAC referral process and IEP documentation

Feedback

Meet Our Team

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Instructional Access Team Canvas Community

Department of Special Education

DSE

DSE Instructional Access Team Home Page

***Receive
important
community
updates**



***Quick
access to
our
resources
from your
Canvas
dashboard**

Welcome to the Instructional Access Team Community!

IAT Referral Forms

<https://hcpss.instructure.co>

Completing AT Referral Forms

Look for your grade level on our Canvas page under the Referring Forms and Documenting AT Tab. Select Functional Communication



[Referring,
Forms &
Documenting
AT](#)



[PS/PK](#)

[Elementary School](#)

[Middle School](#)

[High School](#)

[Sample Referral](#)



canvas

HCPSS
Instructional Access Team



<https://hcpss.instructure.com>

HCPSS Assistive Technology Guide

A comprehensive guide designed to assist staff in navigating the assistive technology process, documenting assistive technology, and resources for implementation.

Please do not print.



As we receive updates from federal or state government agencies, the guide will be updated. Our guide complies with current OEIS, IDEA, and COMAR regulations.

Howard County Public School System Assistive Technology Guide for IFSPs, IEPs, and 504 Plans



HCPSS AT Guide

Organization

HCPSS Assistive Technology Guide

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HCPSS AT Guide

Communication

HCPSS Assistive Technology Guide

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AAC Referral Process Overview

HCPSS Assistive Technology Guide
Communication Support



Referral Process Overview

1. Complete referral for IAT [🔗](#)
2. Consult with IA team member regarding submitted referral
3. Conduct an IEP meeting to recommend the trial [🔗](#)
4. Collect Data [🔗](#)
5. Send trial summary to IAT representative
6. Conduct an IEP meeting to review trial data [🔗](#)
7. Document AT in the IEP [🔗](#)

Do Not Print December 2020

- Complete a grade appropriate, functional communication referral form
- Consult with IAT representative
- Hold an IEP meeting to recommend and document a trial in the IEP
- Collect data (up to 13 weeks)
- Submit data summary to IAT representative or request IEP draft review
- Hold an IEP meeting to report data
- If the team feels they have enough information to make a tool determination, document the necessity of an AT device and services in the IEP
- If they team does not have enough information, extend the trial and document the extension in the IEP



Assistive Technology Referral/Trial Process



01

Complete Referral

Submit your referral to the
Instructional Access Team

02

Consult with IAT Representative

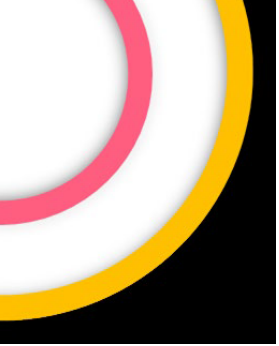
Discuss child with your
Instructional Access Team
representative

03



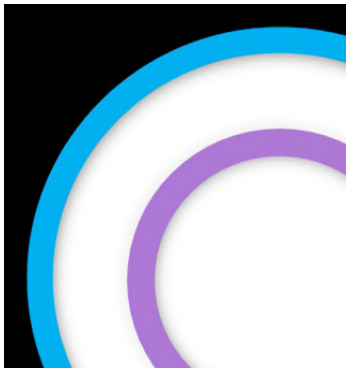
IEP Meeting to Document Trial

Hold an IEP to recommend and
document the trial in the IEP;
obtain and document parent
verbal permission



Instructional Access Team Consultations



- Virtual or Face to Face with school-based staff
 - Observation of student with staff
 - Data review
 - IEP review
 - Tool troubleshooting, training, and implementation, professional learning
 - Parent/Family Consult
- 
- 

IFSP/IEP
Documentation:
Assistive
Technology Trial (link)

Trial Documentation

- ★ PLAAFP- *report current communication & why is current communication mode is not effective*
- ★ Special Considerations and Accommodations - Assistive Technology Section
- ★ Supplementary Aids, Services, Program Modifications And Supports

Important

- An AT trial is not a formal assessment or related service
- The IAT does not provide direct services to students
- Parents do not need to sign a Consent for Assessment form to give permission for an AT trial; only verbal consent is required
- An AT trial should be documented on an IEP before the trial begins
- IAT will assist you with any portion of the process. It is our responsibility to make sure you feel confident in your role as the communication experts on your students
- Students are not issued devices to use during trials of tablet -based devices. Staff devices must be used to collect data. Students should not carry staff devices.



Assistive Technology/Trial Referral Process



Collect Data for Up to 13 weeks

Use qualitative and quantitative data to determine progress over baseline

Consult with IAT Representative

Send data summary from the trial to IAT representative or request an IEP draft review



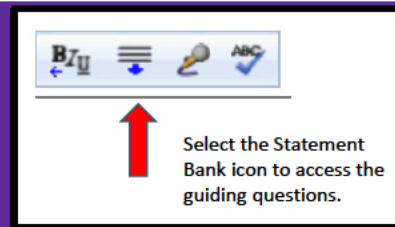
Document Trial Results on IEP

Document trial results on the IEP; obtain and document parent verbal permission of tool use during IEP meeting

Documenting assistive technology in the IEP occurs at least annually and is updated to reflect the current needs of the student. This can be for trials or ongoing tool use and services required.

- ★ PLAAFP
- ★ Special Considerations and Accommodations - Assistive Technology Section
- ★ Instructional and Testing Accommodations (except PK)
- ★ Supplementary Aids, Services, Program Modifications And Supports
- ★ Measurable Annual Goals/Objectives (often as criteria)

PLAAFP (link) : Guiding Questions



Using the following Guiding Questions, the IEP team determines which tool(s) or device(s) will be required. Document the specific details of AT tools/devices in the PLAAFP I section of the IEP.

- Describe AT devices and features (When listing devices, brand names should not be used i.e. iPad, Tech Speak, TouchChat, LAMP)A statement of necessity must be included!!!!
- How is the proposed or current tool required to support student needs for communication, academic, social, or vocational tasks?
- How will or does the student use the tool (independence levels, communication functions, etc)?
- For which task(s) does the student need access to the device?
- When will the student use the tool?

Describe AT

Devices (link)

(don't use brand names)

"Assistive technology device" means an item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability, in accordance with 34 CFR §300.5.

IDEA 34 CFR 300.5

(COMAR 13A.05.01.03B(4))

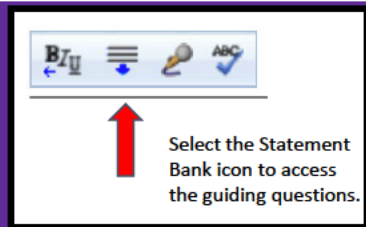
- ★ Static display system
- ★ Static display speech generating device
- ★ Tablet-based, dynamic display speech generating device
- ★ (60) cell icon-based vocabulary with word prediction capability
- ★ (84) cell motor planning based vocabulary
- ★ Text-based communication system

AT Device(s):

Special Considerations (link) Guiding Questions

Using the following Guiding Questions, the IEP team determines which tool(s) or device(s) will be required. Document the specific details of AT tools/devices in the Special Considerations section of the IEP.

- Describe AT devices and features (When listing devices, brand names should not be used)
- Why is the current tool required to support student needs for communication, academic, social, or vocational tasks?
- How will the student use the tool?
- For which task(s) does the student need access to the device?
- When will the student use the tool?



Instructional and Testing Accommodations

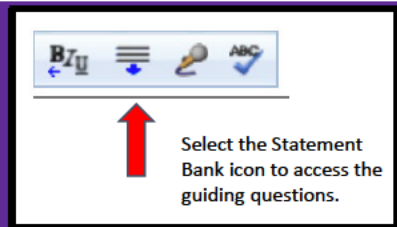
(link) :

Follow the recommendations in the HCPSS AT Guide and Examples for Documenting AAC in the IEP.

AT Service(s):

Supplementary Aids & Services

Guiding Questions (link)



Using the following Guiding Questions, the IEP team determines which AT services will be required. Document the specific details of AT service delivery in the Supplementary Aids & Services, Program Modifications and Supports section of the IEP.

- ~ Who is responsible for implementing the AT device/tool?
- ~ Who will be responsible for training the student & staff to use & implement the AT device/tool?
- ~ What data will be collected (related to the use of the tool to support learning)?
- ~ Which HCPSS staff will be able to design, customize and adapt AT device/tool?
- ~ Which member(s) of the IEP team, providing the AT service, will be responsible for contacting the Assistive Technology Team (Instructional Access Team/IAT) for additional support as requested? (identify position, not name of current provider)

Goals and Objectives (link) :

Assistive Technology is Required

Remember you are writing the goal or objective for the targeted language skill NOT the device. We don't measure tool use, but the language skill necessary to access the curriculum or communication target. If a child requires an AT device in order to accomplish an IEP goal or objective, specify the AT needed. It can be a condition .

Ex: Given no more than 2 gestural prompts, the student will combine at least 2 words to comment on and/or describe objects/pictures (e.g., red hat, little bird, etc.) in response to a question presented orally (e.g., “What color is it?” “What do you see?”), using multi-modal communication (e.g., verbal approximations, speech -generating device, core board, gestures), with at least 80% accuracy in 3 out of 4 sessions by September 22, 2023.

How Can IAT Support You?



- ★ Contact IAT at anytime, not just for referrals
- ★ Support with trials
- ★ Technology professional learning
- ★ Troubleshooting AT tools
- ★ Ongoing consultation
- ★ Assistance with parent training

Questions

Feedback

