

Examples for Documenting AAC in IFSPs and IEPs

This document is designed to be a companion to the HCPSS AT Guide. It will provide you with examples of how AAC should be documented in each section of the IFSP and IEP. Select the section you would like to view.

IFSP

[Documenting an AT Trial in the IFSP](#)

[Documenting AT Trial Results in the IFSP](#)

[Documenting the Necessity for and Continued Use of AT in the IFSP](#)

IEP

[Recommending an AT Trial \(Documenting in the IEP\)](#)

[Concluding a Trial: Recommending a Device/Not Recommending a Device](#)

[Continuation of an AT Trial OR into the next into the Next School Year](#)

[AAC Continues to Be Required By Student](#)

[AAC is No Longer Required](#)

[AAC Trial device not successful](#)

IFSP and IEP

[Family Device Care Training](#)

(cut, copy and paste the relevant tool information directly into the IFSP or IEP)

IFSP- Please document in the Prior Written Notice Section

IEP- Please document in the meeting minutes, PLAAFP 2

The Need for Additional Equipment (keyguards, straps, cases, stands, switches, etc.)

**Information should be included in the tool description in the Prior Written Notice of the IFSP and in the PLAAFP I, Special Considerations Device sections of the IEP as long as it is required.*

- XXX has motor/sensory issues that impact their ability to accurately access icons. This will be addressed through the use of a keyguard.
- XXX needs to be able to carry and access their device when no flat surface is available, therefore a carry strap is required
- In that XXX has difficulty holding their device/often chews the edges/has challenges maintaining lip closure, a specialized case is necessary (e.g., water proof; soft side; etc)
- XXX utilizes step scanning and requires a bluetooth switch to access their communication device

[Considerations & Process for Student Use of Personal Augmentative and Alternative](#)

[Communication](#) (link to a separate Google doc)

[**AAC/SGD Descriptions**](#) (links to separate Google Doc)-Please use this to assist you with tool descriptions

IFSP

Documenting a Trial in the IFSP

At the beginning of the trial (after making the referral to IAT and chatting with IAT Rep), do an "other IFSP review" and add a family outcome related to exploring AAC tools.

Document the trial as an outcome linked to functional communication or speech intelligibility.

Outcome: Ex: XXX's parents would like to explore a variety of assistive technology tools to supplement his current communication skills.

- What would we like to see happen within our daily activity/routine?

Ex: XXX's parents would like to explore a variety of assistive technology tools to help improve his current communication skills.

- How will we know we've achieved this? By when?:

Ex: XXX will demonstrate an improvement in overall communication or increase in communicative functions by (select a reasonable amount of visits you think the trial will take based upon the child's current level of functioning. If multiple providers will be collecting data during the trial, use the visit frequency from the provider who sees the child the most. Provide an approximate amount of time you will dedicate to tool use during each session).

You should collect data for a minimum of 8 visits or one month. Consider increasing your service frequency if this is a family priority.

AT Services:

Service	Description	IFSP Meeting Date	Service Initiation Date
Assistive Technology	12x Only, 20 min Sessions	08/15/2022	Next session date or date service anticipated to begin
Speech Therapy	20x ONLY, 45 min Sessions	07/03/2022	07/03/2022

Discussion

Discussion of Early Intervention Service Delivery



XXX currently has difficulty independently communicating with his peers and adults to meet his needs. His team and family are recommending an assistive technology trial. The providers and family will trial a variety of assistive technology tools to support communication. Service providers will collect data on

tool use during home (and/or community-based) visits. The team will meet within 13 weeks to discuss trial results.

Data Collection

Initially, student's do not understand how to use communication devices and will require modeling and explicit instruction to learn how to use the tool. Data should be collected during home visits in natural and reinforcing ways. Communication should be fun! Try to collect data across a variety of environments. Data sheet samples are available in the IAT Canvas Community, but you do not have to use them.

- Collect data (ask your IAT representative if you have questions about what this could look like for your child). In general you are looking for progress over baseline.
*Examples:
Increase in length of utterance
Increase in communicative functions (protesting, labeling, commenting, describing, etc.)
Increase in initiation of communication
Increase in social communication
Decrease in prompting to initiate communication
Decrease in interfering behaviors related to communication challenges
- Your data should answer this question: Is the child/student better able to communicate with the tool than without it as documented through quantitative and/or qualitative measures?
Communicate:
-their wants and needs
-socially with peers and adults
-pre-academic knowledge
- Data should be reviewed with families within 13 weeks of the original IFSP meeting requesting a trial. Please use staff assigned equipment or tools (iPads) to collect data. Tools are not provided by IAT for most trials. Please contact your IAT representative with individual questions or if you need an app installed or do not have the materials you need. Make sure you have printed overlays, boards, or materials to leave with the family in between visits.

Documenting Trial Results in the IFSP

Prior Written Notice-document progress over baseline and provide a statement of tool necessity in a narrative form. Tools should be described. *DO NOT use brand names like iPad, TouchChat, or LAMP

Examples: Descriptions of Tools and Apps

PECS-a systematic picture exchange communication system

GoTalk, Tech Speak, BigMack, etc.- static display speech generating device

iPad-tablet-based speech generating device

TouchChat HD with WordPower-a __ cell, icon-based, word prediction vocabulary application

LAMP-an 84 cell, icon-based, motor planning vocabulary application

Prior Written Notice: Assistive Technology (AT) Trial Results: Example

Prior to beginning an AT trial for communication, XXX communicated his basic wants and needs primarily by pulling his mother in the direction of items he wanted and making vocalizations that were not always understood by his mother. He also used about 2-3 pictures of preferred items in order to request items by handing them to his mother. These preferred pictures included "music," "soccer ball," and "bubbles' '. XXX often protested by crying, dropping to the floor, and whining when he was not able to get items that he wanted or when his mother could not understand him. During the AT trial, XXX was exposed to a tablet-based, speech-generating device utilizing a 60 cell, icon-based, word prediction application during home visits. Printed pages from the device were used by the family between visits to develop his visual scanning, finger isolation, picture discrimination, and choice making. The family used the printed boards to model or narrate 1-2 words what was being experienced or said during structured and play activities. By the end of the trial, XXX demonstrated the ability to isolate a finger to make a direct selection on the tablet, scan a 60 icon page set on both the tablet and picture boards, and imitate words by saying them aloud after he touched them on the device. He demonstrated the ability to produce labels for 10-15 items in his environment given faded models and independently commented on feelings (such as sad, happy, or yucky) using the tablet. During the trial XXX also requested for actions including "all done," "eat," and "drink" using the tablet. XXX's mother was able to engage in back-and-forth conversation with him while using the speech generating device. XXX's mother was also able to learn about the use of AAC and practiced modeling language for him using the word prediction application on the tablet. XXX currently requires a tablet-based, speech generating device with an icon-based, word-prediction application in order to facilitate functional communication and aid his understanding of spoken language.

Documenting the Necessity for and Continued Use of AT in the IFSP

Outcome: Add the tool as a criteria or mode of communication to all relevant outcomes. For example, if the child demonstrates knowledge of a skill, communicates, or engages in social interactions using the AT device, add it to the Outcome.

EX:

- What would we like to see happen within our daily activity / routine?

XXX will communicate for specific preferred items or activities during playtimes using multi-modal communication.

- How will we know we've achieved this? By when?:

We will know this is achieved when XXX uses words, word approximations, pictures, gestures, or his speech generating device to request for at least 5 different toys or activities (e.g., animals, go, book, music, draw) on 4/5 occasions by his 3rd birthday.

Strategies:

EX:

-X (XXX's mother) currently models language for XXX using a tablet-based, speech- generating device with a 60 icon display and word prediction to point out items she is discussing with him at the moment. For example, she will point to "eat+goldfish"" or "drink+water" when it is time to eat. She will also point out different animals when they are playing with animal toys. XXX sometimes imitates his mother as she points to the device, and will spontaneously point to other pictures and vocalize or say the names of the pictures he is pointing to.

Initial strategies to address this outcome include:

- Using highly motivating items with multiple pieces in order to model language to request parts of an item
- Providing 2-3 repetitions of words and allowing wait time for XXX to make an vocal approximation or imitate pointing to the item on a speech generating device or picture boards
- Consistently modeling language (i.e., narrating what the parent or child is doing) for XXX during daily activities using both verbal language and pictures on his speech generating device or picture boards.

Documenting the Necessity for AT in the IFSP (cont.)

Service Page: Direct AT services are provided by most/all members of the child's team. AT Service Frequency will be the highest number of sessions provided by a member of the service team that is using the AT. The Instructional Access Team **DOES NOT** provide direct services. Services from IAT should be documented as a consult, described, and reflected on the AT Service Discussion Page. Minutes per session is an estimate of the greatest amount of time you think the tool will be implemented during an average visit. Service initiation will be the date you finalize the trial or add AT to the IFSP.

SERVICES

Active Services

Service	Description	IFSP Meeting Date	Service Initiation Date	
Assistive Technology	20x Only: 15min Sessions	10/10/2022	10/11/2022	View
Occupational Therapy	10x Semi-Annually: 45min Sessions	04/08/2021	04/12/2021	View
Special Instruction	10x Only: 45min Sessions	10/10/2022	10/12/2022	View
Special Instruction	20x Only: 45min Sessions	04/11/2022	04/11/2022	View

Type

* Service Added (IFSP Mtg Date)

10/10/2022

* Type of Service

Assistive Technology

* Intensity

Individual

Frequency

* Number of Sessions

Other

* Frequency

Only

* Minutes Per Session

15

* Please Specify

20

Setting

* Service Setting

☒ Home

☐ Community-Based

☐ Other

Service Initiation

* Planned Start Date

10/10/2022

Planned End Date

Select Month

Select Year

Actual Service Initiation Date

10/11/2022

Discussion

Discussion of Early Intervention Service Delivery

Rich text editor toolbar with icons for undo, redo, bold, italic, underline, bulleted list, numbered list, and link.

XXX requires a tablet-based, speech-generating device, installed with a word prediction based application to communicate with his family and peers in the home and community settings. XXX will use a tablet-based speech generating device to assist with his functional communication outcomes. Assistive technology services will be provided by the IEB teacher (*add all that apply SLP, SPED, OT, PT, vision teacher, etc*) during home visits, with additional AT Consultation from the Instructional Access Team (IAT) as requested. IAT will assist with the maintenance, repair, or replacement of XXX's assistive technology tool.

Important Reminders

New/amended IFSP documents: If a child continues to require assistive technology, it must be added to the next IFSP.

iPads and wifi: iPads must remain on the family's wifi in order to receive app updates. Periodically update the iPad operating system as directed by the IAT in DSE Canvas Posts. If a family does not have access to wifi, the primary service provider should bring the device to their school quarterly to update the operating system and allow app updates to occur.

Water Caution: Families should avoid using electronic devices near water or liquids. Please periodically wipe devices with a slightly damp cloth, not wet. Dry all devices well.

Tool Ownership: HCPSS loans the assistive technology tools to students so long as the child receives services through the HCPSS Department of Special Education. HCPSS will not pay for apps to be loaded on personal devices. If a parent wishes to purchase a tool and/or vocabulary application, HCPSS will transfer a copy of the child's customized vocabulary to the family's device.

Programming HCPSS Tools: As HCPSS owns and is responsible for the appropriate use of the assistive technology tools, only HCPSS employees, service providers, and members of the Instructional Access Team should program or repair the tools. Outside providers may not program or alter HCPSS communication devices.

Students Transitioning to IEP: If a student transitions to IEP, the assistive technology device and service must be added to the IEP. It is the responsibility of the child's service coordinator to let the SLP at the receiving school know there is a need for the tool.

Student No Longer Requires an AT device or Moves to Another Jurisdiction: The HCPSS device must be returned to the service provider or the family will be billed.

IEPs

Recommending an AT trial on the IEP: (you must document the trial in the PLAAFP, Special Considerations, and Supplementary Aids and Services Sections of the IEP)

PLAAFP

Example: (Date) The student currently uses PLEASE DESCRIBE (PECS, signs, gestures, word approximations, low tech, static display speech generating device, tablet-based, dynamic display speech generating device, low tech-eye gaze, dynamic display eye gaze speech generating device, single message speech generating device, switch scanning, etc) to communicate in the academic setting. Their current system is deemed insufficient for communicating their wants and needs, demonstrating academic knowledge, and interacting with peers and adults across the school day due to (insert reason-limited vocabulary options, causes fatigue, requires too much navigation). An AT trial for communication is being recommended. The IEP team will trial a variety of tools to address communication. The IEP team will reconvene within 13 weeks to discuss current results. The _____ will design, customize, and adapt the AT device/tool. _____ will train the student/staff to use the AT device/tool.

SPECIAL CONSIDERATIONS

- 1) If AT is not documented on the IEP, select “No” for “The student needs an AT Device” and “Yes” “The student needs an AT service(s)”. The AT service is the trial and the beginning and end dates will be documented in the Supplementary Aids and Services Section.

Document basis for decision(s) on AT device(s) including description of device(s)

Example:

(Date) The student does not currently use assistive technology to communicate with peers and adults in the academic environment.

Document basis for decision(s) on AT service(s) including implementation of trials

Example:

(Date) An AT trial for communication is being recommended. The IEP team will trial a variety of tools. The IEP team will reconvene within 13 weeks to discuss current results. The _____ will collect trial data and/or implement the AT device/tool. The _____ will design, customize, and adapt the AT device/tool. _____ will train the student/staff to use the AT device/tool.

- 2) If AT is documented on the IEP, leave the current AT device and service as is. Add the IEP meeting date that you are recommending the trial. Add the above information to the service section as applicable.

Example:

(Date) An AT trial for communication is being recommended. The IEP team will trial a variety of tools. The IEP team will reconvene within 13 weeks to discuss current results. The _____ will collect trial data and/or implement the AT device/tool. The _____ will design,

customize, and adapt the AT device/tool. _____ will train the student/staff to use the AT device/tool.

SUPPLEMENTARY AIDS AND SERVICES:

Other Instructional Supports

Other Instructional Supports Assistive Technology Trial:	Daily			13 weeks	P Speech/Language Pathologist O Special Ed Teacher O Instructional Assistant
---	-------	--	--	----------	--

“(Date) An AT trial for communication is being recommended. The IEP team will trial a variety of tools. The IEP team will reconvene within 13 weeks to discuss current results. The _____ will collect trial data and/or implement the AT device/tool. The _____ will design, customize, and adapt the AT device/tool. _____ will train the student/staff to use the AT device/tool. .”

School Personnel/Parental Supports

AT consult	Other: as requested	Date of Meeting	Date of Meeting	13 weeks	P Speech/Language Pathologist O Special Ed Teacher O Instructional Assistant
------------	---------------------	-----------------	-----------------	----------	--

Clarify the location and manner in which Supplementary Aids, Services, Program Modifications and Supports to or, on behalf of, the student will be provided:

Date: Any member of the IEP Team can request an AT Consult at any time. The consult may include, but is not limited to: the acquisition or provision of AT tools (if needed), selecting, designing, customizing, maintenance of communication systems, and training for staff.

Concluding a Trial: Recommending a Device (you must document a successful the trial in the PLAAFP, Special Considerations, Instructional & Testing Accommodations, Supplementary Aids and Services and in the Goal/Objectives Sections of the IEP)

PLAAFP AT Trial Results (do not include text in parentheses): *(Why was the AT trial conducted?)* **An assistive technology (AT) trial was recommended due to XXX's reduced verbal expressive language skills and difficulty independently communicating to participate in academic environments and/or in the community.** *(When was the AT trial conducted?)* **An AT trial was conducted from ____ - ____** *(date of IEP meeting to request trial to date of IEP meeting to conclude the trial).* *(What was trialed?)* **During the trial, data was collected using a variety of tools to support communication. (Provide an example of tools tried)** **Low tech communication boards were trialed, as well as a dynamic display, speech-generating device with a symbol-based, categorically arranged vocabulary.**

(Baseline) **Baseline data revealed that XXX is a non-verbal communicator. Additionally, her IEP dated XXX also indicated that XXX "is making progress using a multi-page, communication book, with five color-coded, categorically arranged pages and forty color coded, removable icons per page for functional communication. XXX will be provided with a picture-based communication system for all school activities." Given verbal and visual prompting, XXX was able to exchange pictures for the communicative purpose of requesting a desired item; however, on multiple occasions she appeared to become frustrated if she was not able to communicate for her intended purpose. At baseline, XXX also demonstrated the ability to communicate for the following functions: request item/action, gain attention, protest/resist, and request assistance. XXX communicated the above functions through her communication book, manipulating others (e.g., bringing an adult to a preferred item), facial expressions, and reaching for items. XXX also communicated through less appropriate methods, such as climbing on objects, crying, or demonstrating aggression toward adults or peers (e.g., pinching, hitting).**

(How was the data collected?) **During sessions, XXX was presented with a variety of structured and unstructured language tasks to elicit language. (Results from tools trialed)** **When given access to low-tech communication boards, XXX demonstrated the ability to point to a desired symbol/icon when given an adult model. XXX interacted with low-tech boards by touching desired symbols such as "walk", "recess", and "bathroom" to request.**

A dynamic display, speech-generating device, with a symbol-based, categorically arranged vocabulary with word prediction capabilities, was also trialed. XXX was presented with a 60 cell,

picture-based vocabulary layout. XXX was able to isolate a finger to access the buttons on the device. With this vocabulary, she had access to other pages (such as social, actions, groups, etc.). XXX quickly engaged with the device and was interested in touching the screen. XXX has demonstrated the ability to learn skills very quickly with and without an adult model. She is able to imitate adult models on the device. At this time, XXX is now communicating using 1-2 symbols. XXX has also increased her independence with communication, initiating and using both one and two-word utterances independently. At this time, XXX is requesting items with 1-2 symbols (e.g., eat Goldfish) independently or given minimal prompting. Given assistance navigating to the correct page and minimal verbal prompts, XXX is labeling objects within the classroom, labeling and describing pictures in stories, using adjectives (e.g., colors), and expressing her feelings (e.g., "I feel hungry"). When given a point prompt from an adult, XXX is able to navigate through non-functional pages (such as "groups") to access needed vocabulary related to instruction with 90% accuracy. Additionally, XXX is able to navigate back to the home page to access new vocabulary. During the trial, XXX has demonstrated significant improvement in her initiation of communication, functional vocabulary, and the variety of purposes for which she communicates. *(Required statement of necessity)* At this time, a tablet-based, dynamic display, speech generating device with a 60 cell, icon-based vocabulary application with word prediction capabilities is required to meet his/her functional communication needs across settings and help XXX access the general education curriculum.

SPECIAL CONSIDERATIONS

ASSISTIVE TECHNOLOGY (AT) *(required)*

Decision(s)	Requires an AT device(s)	Requires an AT services(s)
The student requires AT device(s) and requires AT service(s)	Yes	Yes Services may address the required device(s) or additional data collection with trials as needed

Document basis for decision(s) on AT device(s) including description of devices(s):

Date: **At this time, a tablet-based, dynamic display, speech generating device with a 60 cell, icon-based vocabulary application with word prediction capabilities is required to meet XXX's functional communication needs across settings and help her access the general education curriculum.**

Document basis for decision(s) on AT service(s): Document basis for decision(s) on AT service(s) including implementation of trial(s): 12/7/2022: Staff working with XXX throughout her school day will implement the AT device/tool. HCPSS speech pathologists or staff that are trained will design, customize, and adapt the AT device/tool. The speech-language pathologist will train the student/staff to use the AT device/tool. Ongoing maintenance of the AT device, program, and/or app will be monitored by the student's IEP team, case manager, and speech-language pathologist, as needed. Additional training and/or support may be provided by the Instructional Access Team as requested through the case manager.

(Grades K-12)

INSTRUCTIONAL & TESTING ACCOMMODATIONS: Assistive Technology is Required

The Instructional and Testing Accommodations section of the IEP provides a list of accommodations.

Note that any accommodation intended for assessment must also be provided during instruction or vice versa. Be sure that the selections made here match with the AT devices specified under Special Considerations.

If a student will use an AAC device to demonstrate academic knowledge, the device must be documented for a student K-12. Please select the following accommodations in the Response Accommodations Section on the Instructional & Testing Accommodations page.

✓ 4a Assistive Technology

✓ 4g Human Scribe Response

- The student produces the response on the device and a human scribe records the response.
- If an accommodation is used for assessment, it should also be provided during instruction. It is possible, however, for a student to use an accommodation during instruction that will not be used for assessment. The IEP team should make this clear under "Document basis for the decision." Assessments in Maryland may have specific eligibility criteria for some accommodations. Follow the procedures in the specific assessments testing manual.

Document Basis for Decision Example: XXX uses assistive technology for communication and will need to access it in the classroom and during assessments. She uses a dynamic display speech generating device with a touch screen and voice output and/or a communication board to participate in academic and assessments tasks.

SUPPLEMENTARY AIDS AND SERVICES:**Instructional Supports**

Other Instructional Supports Assistive Technology: Dynamic Display Speech Generating Device	Daily	12/14/2022	Last day of IEP	? weeks	P Speech/Language Pathologist O Special Ed Teacher O Instructional Assistant
Other Instructional Supports Assistive Technology: Paper-based communication board/book	Daily	12/14/2022	Last day of IEP	? weeks	P Speech/Language Pathologist O Special Ed Teacher O Instructional

Clarify the location and manner in which Supplementary Aids, Services, Program Modifications and Supports to or, on behalf of, the student will be provided:

12/14/2022 XXX requires the use of dynamic display speech-generating device for expressive communication, participation in academic tasks, and social engagement. XXX will be provided with a paper-based communication board/book for when the high-tech device is not available or practical.

School Personnel/Parental Supports

AT consult	Other: as requested	12/14/2022	Last day of IEP	? weeks	P Speech/Language Pathologist O Special Ed Teacher O Instructional Assistant
------------	---------------------	------------	-----------------	---------	---

Clarify the location and manner in which Supplementary Aids, Services, Program Modifications and Supports to or, on behalf of, the student will be provided:

12/14/2022: Any member of the IEP Team can request an AT Consult at any time. This can include, but is not limited to: the acquisition or provision of AT tools (if needed), selecting, designing, customizing, maintenance of communication systems, and training for staff.

GOAL AND OBJECTIVES

Example- Goals and Objectives:: By February 2023, using multi-modal communication (e.g., pictures, signs, words/word approximations, SGD) XXX will request assistance (e.g., help, open) for 60% of targeted opportunities, over 3 data collections during structured activities based on SLP/classroom data collection. The SLP and Special Educator will address this objective.

FAMILY DEVICE CARE TRAINING:

(cut, copy and paste the relevant tool information directly into the IFSP or IEP)

IFSP- Please document in the Prior Written Notice Section

IEP- Please document in the meeting minutes, PLAAFP 1 or 2

- **If the device is battery operated, make sure they are working. (OMIT if a tablet-based device)**
- The AT device is the sole property of Howard County Public School System and is on loan to the child for the purposes documented in the IEP.
- The AT device must come to school charged or in working order each school day.
- The charger must travel with the device to school.
- If water, moisture, (meal time, bathing, pools) or heat damage is a concern, the family agrees that the device will not be used.
- The device should not be used for any purpose other than what is described on the IEP.
- Only HCPSS staff should program devices. Parents and private therapists should contact the school-based staff for required additions to the student's vocabulary.
- Parents agree to report any instances of device malfunction, loss or theft to school-based staff immediately. School staff will then contact their IAT representatives.
- HCPSS is responsible for maintaining and repairing HCPSS devices/property. Parents may not repair, alter, or update devices themselves, unless specifically directed, guided by, or in consultation with HCPSS staff.
- Devices must be surrendered if the student moves out of county or is no longer enrolled in HCPSS.
- Parents may choose to purchase the described app(s) if applicable, at their own expense for their personal home devices. For communication apps, HCPSS will download the student's current vocabulary set for the parents. Parent's must be willing to bring their personal devices to a HCPSS location.
- HCPSS is not responsible for a family's personal technology. Please have your administrator complete this [form](#) if they elect to provide a device for school use. Share a copy with the family and upload a copy to Tienet
- AT devices requiring chargers should only be charged using equipment certified for that device by the manufacturer. Take precautions to prevent damage to the device and its charger. An initial charger will be provided by HCPSS. Additional chargers are the responsibility of the school of attendance.

These agreements should be documented in the IEP or meeting minutes. You may include them in the PLAAFP 1, PLAAFP 2 if you think it will be or is an ongoing concern.

(Insert date of meeting) The device will assist in the communication of the student's wants and needs, allowing for the participation in the academic curriculum, and interaction with others. The student will require continued modeling and praise for using the device in all areas across the school day. Parents were informed that it will be sent home each night for home use and sent back to school each morning with a full charge each day.

Concluding a Trial: Not Recommending a Device

- 1) Update the PLAAFP with trial results
STUDENT completed an AT trial for communication. A tablet-based, speech-generating device featuring a symbol-based vocabulary with word prediction was used. During the trial period, use of the device did not result in an increase in functional communication. STUDENT showed limited interest in the device and did not consistently use it to express wants, needs, or ideas. XXX interaction with the device was minimal and primarily consisted of navigating to a single preferred word ("giraffe"), rather than using the device for a variety of communicative purposes. Overall, the trial did not indicate that the device supported improved communication at this time.
- 2) Special Considerations-Uncheck yes to AT service (the trial is the service)
- 3) Supplementary Aides and Services-Make the end date for the trial and AT consult the date of the meeting you are sharing results.
- 4) Document the statement from the PLAAFP in the Meeting Minutes

Continuing an AAC Trial into the Next School Year

If you feel you do not have enough data to make a tool determination, you may continue the trial into the next school year. **Keep in mind trials should not continue during ESY. ESY is not designed for new skill acquisition.** With that said, hold an IEP meeting to close the trial for this school year and document the trial beginning next school year. There are some suggestions for documentation in the [HCPSS AT Guide](#).

- Update the PLAAFP 1 with any data collected so far and a statement why the trial is continuing. **This is critical for the receiving case manager and therapist.** Many of our device users transition to new schools or programs. Also, please do not assume that the therapists in current schools will be there next year. Special Considerations Page-leave current selections as they are documented and add a dated line to the AT Service Section that states "the team does not have enough data to make an AT recommendation and that the trial will continue during the 2025-2026 school year"
- Supplementary Aids and Services Page- On the line where you documented the current trial, change the end date to the last day of school, for that student (this may vary by program). Add a new line with another Other Instructional Supports: Assistive Technology Trial. The beginning date will be the first day of school for the student and 13 weeks will be the end date. Document accordingly in the discussion section.

AAC Continues to Be Required By Student (you must document the continued need/usage of the AAC in the PLAAFP, Special Considerations, Instructional & Testing Accommodations, Supplementary Aids & Services, and in the Goal/Objectives Sections of the IEP)

PLAAFP - XXX has been using a dynamic display speech generating device (SGD) with up to 80 color icons per page for their functional communication needs in academic and leisure settings. They access the device using their right or left index fingers or thumbs. The device was provided by HCPSS in *month/year* OR XXX has been using the device for approximately *length of time*. XXX supplements SGD usage with vocalizations, word approximations, gestures, body language, and facial expressions. They also use a static display communication board when their SGD is not available or practical to use.

XXX is able to gain attention via greetings or stating “excuse me”; respond to questions about self or text read aloud; ask familiar, simple questions (e.g., “How are you?”, “What time?” or “Do you want to go?”); and participate in classroom interactions when requested to do so by staff. XXX is able to combine 3-4 icons, navigate through pages, use “smart” punctuation and turn the device on/off. They use their SGD in all academic classes and speech therapy sessions. *Add any other pertinent information describing student’s functional communication.* XXX has been working on Speaking and Listening objectives with the following progress:

By February 2023, using multi-modal communication (e.g., pictures, signs, words/word approximations, SGD) XXX will request assistance (e.g., help, open) for 60% of targeted opportunities, over 3 data collections during structured activities based on SLP/classroom data collection. The SLP and Special Educator will address this objective. XXX used the SGD to request assistance given model prompt 20% , gesture prompt 10%, verbal prompt 10% and independently 60% of targeted opportunities. XXX most frequently requested “Help”, but did request open (during lunch and leisure activities) and more (while holding their unopened second fruit snack).

SPECIAL CONSIDERATIONS - mark both boxes “YES”.

ASSISTIVE TECHNOLOGY (AT) (required)		
Decision(s)	Requires an AT device(s)	Requires an AT services(s)
The student requires AT device(s) and requires AT service(s)	Yes	Yes Services may address the required device(s) or additional data collection with trials as needed

Document basis for decision(s) on AT device(s) including description of device(s):
Date: ***Document basis for decision(s) on AT device(s) including description of device(s)***
XXX continues to require a (tablet-based OR dedicated) dynamic display, speech generating device (SGD) in order to demonstrate learning, knowledge and understanding. Pages should have up to ## color icons and links to additional categorically organized pages. Use of the SGD across all settings is necessary so that XXX is able to effectively express wants, needs, moods, thoughts and ideas, as well as participate in academic, social and work activities.

Document basis for decision(s) on AT service(s)

12/7/2022: Staff working with XXX throughout their school day will continue to implement the AT device/tool. The IEP team, case manager, and/or speech-language pathologist will design, customize, and adapt the AT device/tool. The speech-language pathologist will train the student/staff to use the AT device/tool. Ongoing maintenance of the AT device, program, and/or app will be monitored by the student's IEP team, case manager, and speech-language pathologist, as needed. Additional training and/or support can be provided by the Instructional Access Team as requested.

(Grades K-12)

INSTRUCTIONAL & TESTING ACCOMMODATIONS: Assistive Technology is Required

The Instructional and Testing Accommodations section of the IEP provides a list of accommodations.

Note that any accommodation intended for assessment must also be provided during instruction or vice versa. Be sure that the selections made here match with the AT devices specified under Special Considerations.

If a student will use an AAC device to demonstrate academic knowledge, the device must be documented for a student K-12. Please select the following accommodations in the Response Accommodations Section on the Instructional & Testing Accommodations page.

- ✓ 4a Assistive Technology
- ✓ 4g Human Scribe Response

- The student produces the response on the device and a human scribe records the response.
- If an accommodation is used for assessment, it should also be provided during instruction. It is possible, however, for a student to use an accommodation during instruction that will not be used for assessment. The IEP team should make this clear under "Document basis for the decision." Assessments in Maryland may have specific eligibility criteria for some accommodations. Follow the procedures in the specific assessments testing manual.
Document Basis for Decision Example: XXX uses assistive technology for communication and will need to access it in the classroom and during assessments. She uses a dynamic display speech generating device with a touch screen and voice output and /or a communication board to participate in academic and assessments tasks.

SUPPLEMENTARY AIDS AND SERVICES:

Instructional Supports

Other Instructional Supports Assistive Technology: Dynamic Display Speech Generating Device	Daily	12/14/2022	Last day of IEP	? weeks	P Speech/Language Pathologist O Special Ed Teacher O Instructional Assistant
Other Instructional Supports Assistive Technology: Low-tech Communication board/book	Daily	12/14/2022	Last day of IEP	? weeks	P Speech/Language Pathologist O Special Ed Teacher O Instructional

Clarify the location and manner in which Supplementary Aids, Services, Program Modifications and Supports to or, on behalf of, the student will be provided:

12/14/2022 XXX requires the use of dynamic display speech-generating device for expressive communication, participation in academic tasks, and social engagement. XXX will be provided with a low-tech communication board/book for when the high-tech device is not available or practical.

School Personnel/Parental Supports

AT consult	Other: as requested	12/14/2022	Last day of IEP	? weeks	P Speech/Language Pathologist O Special Ed Teacher O Instructional Assistant
------------	---------------------	------------	-----------------	---------	---

Clarify the location and manner in which Supplementary Aids, Services, Program Modifications and Supports to or, on behalf of, the student will be provided:

12/14/2022: Any member of the IEP Team can request an AT Consult at any time. This may include, but is not limited to: the acquisition or provision of AT tools (if needed), selecting, designing, customizing, maintaining communication systems, and training for staff.

GOALS AND OBJECTIVES

GOAL: Given consistent access to multimodal communication strategies, XXX will use socially appropriate means of communication to protest, request and express discomfort.

Objective 1: When presented with a task requiring assistance, XXX will use multimodal communication (speech generating device, pictures, words) to independently request assistance for 80% of targeted opportunities in one quarter as measured by staff notes.

Objective 2: When presented with undesired tasks or items, XXX will use multimodal communication (speech generating device, pictures/photographs, verbalizations) to protest/reject appropriately, given no more than one model prompt, for 60% of targeted opportunities in one quarter as measured by staff notes.

Objective 3: During periods of discomfort, XXX will use multimodal communication (speech generating device, pictures/photographs, verbalizations) to express discomfort (if XXX puts their head down, goes to bathroom to indicate that he is sick/pain), given no more than one model prompt, for 60% of targeted opportunities in one quarter as measured by staff notes.

AAC is No Longer Required (you must close-out and document the lack of need/usage of the AAC in the PLAAFP and Special Considerations Sections of the IEP. All reference to AAC/SGD should be removed from Instructional & Testing Accommodations, Supplementary Aids and Services and in the Goal/Objectives)

PLAAFP- include data demonstrating the student no longer requires the tool (i.e. verbal communication vs. device use) XXX has been provided with a dynamic display speech generating device (introduced on/about *mo/day/year*). Over the past school year, XXX has been utilizing *spoken language/sign language/static display/other means of communication* to express their wants, needs, moods, thoughts and ideas as well as interact with staff, peers and community members. XXX has expressed a preference for this means of communication. It has been reported that both familiar and unfamiliar people are able to understand the messages conveyed. Any miscommunications are repaired using (*state means, such as repeating or rephrasing the message, interpretation by a familiar person, use of secondary means of communication, etc.*).

At this time, XXX has declined using communication devices in all situations. Although they initially used dynamic display or qwerty keyboards, particularly when peers also used similar systems, XXX has begun to leave the device in their bookbag. When it is brought to them, they turn their device off and place it away from their work area. In that XXX has expressed that they do not want to use augmentative/alternative communication at this time, and is communicating via *spoken language/sign language/static display/other means of communication* the use of an SGD will be discontinued.

Special Considerations mark both boxes NO (unless other technology is used, such as word processor, calculator, etc).

ASSISTIVE TECHNOLOGY (AT) (*required*)

Decision(s)	Requires an AT device(s)	Requires an AT services(s)
The student requires AT device(s) and requires AT service(s)	No	No

Document basis for decision(s) on AT device(s) including description of devices(s):

Date: At this time, XXX has declined using communication devices in all situations. Although they initially used dynamic display or qwerty keyboards, particularly when peers also used similar systems, XXX has begun to leave the device in their bookbag. When it is brought to them, they turn their device off and place it away from their work area. In that XXX has expressed that they do not want to use augmentative/alternative communication at this time, and is communicating via *spoken language/sign language/static display/other means of communication* the use of an SGD will be discontinued.

AAC Trial device not successful (you must close-out and document the AAC trial as unsuccessful in the PLAAFP and Special Considerations Sections of the IEP.)

PLAAFP - Between *start date and end date*, XXX and their IEP team trialed a variety of tools to support their functional communication across academic and leisure settings. Tools trialed included static communication boards, mid-tech static display speech generating devices, dynamic display speech generating devices and qwerty keyboard with speech generating capabilities. XXX declined to use devices in most situations. Although they appeared to be more interested in using dynamic display or qwerty keyboards, particularly when peers also used similar systems, XXX would use the devices to express rejection of the systems (e.g., state “No”, “finished” or “stop”). These expressions were accompanied by their turning the device off and placing it away from their work area. In that XXX has expressed that they do not want to use augmentative/alternative communication at this time, the trial will be ended and considered to be unsuccessful.

SPECIAL CONSIDERATIONS - Between *start date and end date*, XXX and their IEP team trialed a variety of tools to support their functional communication across academic and leisure settings. Tools trialed included static communication boards, mid-tech static display speech generating devices, dynamic display speech generating devices and qwerty keyboard with speech generating capabilities. XXX declined to use devices in most situations. Although they appeared to be more interested in using dynamic display or qwerty keyboards, particularly when peers also used similar systems, XXX would use the devices to express rejection of the systems (e.g., state “No”, “finished” or “stop”). These expressions were accompanied by their turning the device off and placing it away from their work area. In that XXX has expressed that they do not want to use augmentative/alternative communication at this time, the trial will be ended and considered to be unsuccessful.