

The School District of Palm Beach County

AUGMENTATIVE/ALTERNATIVE COMMUNICATION (AAC) ASSESSMENT PROCESS

Please refer to the flowchart (AAC Assessment Process)

1. Student uses AAC strategies and/or universal devices in classroom

AAC strategies and universal devices refer to any device or intervention that is being used to augment natural communication (i.e. voice output communication aids, picture-symbols, sign language, etc.) for all the students in the classroom. When the teacher targets one student with a device, the device is no longer considered universal.

2. Does student require targeted AAC intervention?

This question is asked and may be answered by any member of the IEP team (e.g. teacher, SLP, OT, PT, ESE Contact, parent, etc.). A student, who requires targeted AAC intervention, may be having difficulty communicating his/her wants, needs, and thoughts in an effective manner and meeting his/her IEP goals related to communication and language.

If the answer is no, then the student continues to use universal devices in the classroom.

If the answer is yes, then the member of the IEP team that answered that question refers the student for an AAC Assessment.

3. Referral made to IEP team

The IEP team member that referred the student for an AAC Assessment completes Section I of the AAC Referral (PBSD 1838). If the parent was the member of the IEP team making the referral, then either the teacher or SLP completes Section I of the AAC Referral (PBSD 1838). The original is given to the ESE Contact and a copy is sent to the Lead SLP. The ESE Contact schedules an IEP team meeting and sends a Parent Participation Notification (PBSD 0298) to all IEP team members (including Lead SLP and parent).

4. IEP Team meets

The IEP team meets to discuss Section I of the AAC Referral (PBSD 1838).

If the team agrees with the referral, based on the contents and discussion of Section I, then the team fills out Section II of the AAC Referral (PBSD 1838). During completion of Section II a point person is designated and all team members are assigned a responsibility for the assessment process. The parents signs Consent to Reevaluate (PBSD 0939). Meeting notes are recorded on a Conference Staffing Record (PBSD 1051). All documentation (i.e. AAC Referral, Consent to Reevaluate, Conference Staffing Record, current IEP, and

most recent speech-language, psychological, occupational therapy, and physical therapy evaluations) is sent to AAC Specialist.

If the team disagrees with the referral, based on the contents and discussion of Section I, then the team documents this on a Conference Staffing Record (PBSD 1051). A copy of all documentation is given/sent to the Lead SLP. The student continues to use universal devices in the classroom.

5. AAC Assessment/Intervention

The AAC Assessment/Intervention process begins.

6. Phase I of AAC Assessment

Designated point person contacts the AAC Specialist. The AAC Specialist meets with the point person to complete the Phase I Manual. The Phase I Manual includes all necessary documentation to complete this portion of the AAC assessment/intervention process. The AAC Specialist provides AAC System components and training in order for the multi-disciplinary school-based AAC team to begin the AAC System component trials.

The assessment/intervention process may include several trials of voice output communication aids as the team moves up the hierarchy of devices. Once the trials have been completed the AAC Specialist writes an AAC Assessment Report. The AAC Specialist notifies the ESE Contact that the initial assessment and report are completed.

7. IEP Team meets to review AAC Assessment Summary Report

The ESE Contact schedules an IEP team meeting and sends a Parent Participation Notification (PBSD 0298) to all IEP team members (including AAC Specialist and parent). The AAC Assessment Report is reviewed at the meeting and the IEP team discusses the recommendations. The events and results of the meeting are documented on a Conference Staffing Record (PBSD 1051).

8A. Members decline recommendations

Based on the discussion of the recommendations section of the AAC Assessment Report, the IEP team members decline the recommendations. Student continues to use universal devices in the classroom. Team may refer the student in the future for another AAC Assessment. Return to #1.

8B. Members accept recommendations

Based on the discussion of the recommendations section of the AAC Assessment Report, the IEP team members accept the recommendations. Continue to #9.

9. System components prescribed to student

The AAC Specialist loans the recommended AAC System components to the school for the designated student and completes a Transfer of Property (PBSD

0082). The IEP team determines if the AAC System component is to be sent home.

If the IEP team determines the device will be sent home, then the team completes the Assistive Technology School-to-Home Authorization (PBSD 1743).

If the IEP team determines the device will not be sent home, then the device will be locked in a cabinet during non-school hours.

NOTE: **Assessment of AAC is an ongoing process. Additional components may be added and device changes may be completed as needed.**