

AAC in the IEP

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Individualized Education Programs (IEPs)

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AT and AAC in IDEIA 04

- When the *Individuals with Disabilities Education Improvement Act* (IDEIA) was reauthorized in 2004, AT continued to be included.
- The categories of AT included:
 - AAC devices
 - Written communication devices
 - Vision equipment devices
 - Assistive listening devices
 - Environmental control devices

AAC Devices Are Provided To

- Establish a means for communication and social interaction
- Promote language development
- Support cognitive development (learning)
- Enhance work and educational opportunities
- Facilitate speech development
- Clarify speech production
- Enhance participation in society

Authorization of IDEIA 2004

- With re-authorization, emphasis within the IEP continued to be placed on student outcomes and monitoring of yearly progress.
- To monitor progress, teachers and SLPs must accurately and objectively measure and report student achievement.
- The annual goal covers what the student can learn in a 12 month period. If a goal is not stated in measurable terms, then progress cannot be determined.

Concerns about including information about AAC in a student's IEP generally falls into 3 categories:

1. The **how's** & **where's** for including AAC information on IEP forms.
2. The writing of **speech-language therapy goals** for students using AAC systems.
3. The development of **educationally-relevant goals** (that align with state standards) for students using AAC systems.

Concern 1: The how's & where's of including AAC on the IEP

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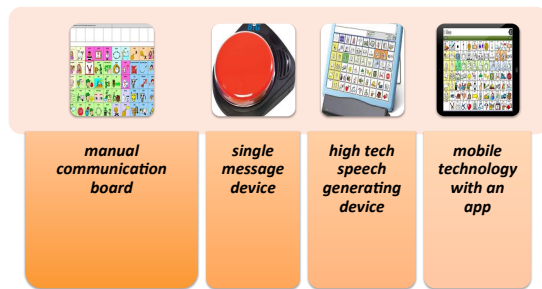
Q & A from Lauren Enders

- Questions & Answers published in *PrAACtical AAC* – a daily blog by Carole Zangari & Robin Parker
- on March 7, 2013 - a guest blog posting by Lauren Enders, an AAC specialist from Pennsylvania who provides extensive supports to educational teams
- addressed the how's and where's of including AAC in the IEP

QUESTION 1: Should we check the box that asks 'Does the student need assistive technology devices and/or services'?

- YES!! AAC devices, supports, and services fall under the category of Assistive Technology Devices and Services in IDEA 2004 (Building the Legacy: IDEA 2004 [website]. Retrieved from <http://tinyurl.com/atphg5y>)
 - Assistive Technology Device – any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.
 - Assistive Technology Service – any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device U.S. Department of Education.

Assistive Technology includes ...



Implementation of AT Tools May Need AT Services

- For assistive technology tools or solutions (including AAC) to be successfully implemented, most teams **require** one or more assistive technology **services**.
 - Teams need repeated consultative visits with not only “training,” but *modeling* of HOW to teach the student to communicate via AAC.
 - Enders recommends a minimum of four visits to train, provide resources, and model.

QUESTION 2: How should we list AAC (and other Assistive Technology **consultative** services) in the IEP?

- If AT & AAC consultation services are needed for the team, they are generally placed under **Supports for School Personnel**.
- They should be written as Assistive Technology Consultation or Augmentative Communication Consultation.
- Note: If the student will receive direct contact from the consultant, the time is most often listed under Related Services and should generally be written as Assistive Technology or Augmentative Communication Services.
- Different school systems will dictate where AT/AAC services must be listed in the IEP, so be sure to check with your LEA!

Confirm First!

- When determining frequency of consultation visits and the amount of time spent during each visit, please be sure to check with your AT/AAC Consultant before finalizing the IEP!!
- Don't commit on an IEP what can't be provided by the consultant.

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QUESTION 3: How should assistive technology equipment/software (including augmentative communication systems) be written on the Supplementary Aids and Services Section of the IEP?

- Assistive technology equipment should be described in general, non-specific terms under the “Supplementary Aids/Services; Modifications; Accommodations” section when the student has access to the equipment on a long-term basis.
- DO NOT NAME SPECIFIC TOOLS OR DEVICES.

Examples of how to describe AAC equipment rather than naming it

- single message device (NOT BIGmack®)
- portable device with touch screen capability (NOT iPad® with LAMP Words for Life®)
- speech generating device with key guard (NOT Eco2®, Accent 1200®)
- communication system including communication book, topic boards, and choice boards (not Pixon® Project Kit board)

Why don't you name the device?

- There are times when the device is not available (due to breakage, battery drainage, being left at home, or simply not being an effective tool in a certain setting).
- If you name the device and don't use it at certain times, you are out of compliance whenever the device is not in use!

Identify the Objective

- In some IEPs, the section on **Supplementary Aids and Services** of the IEP requires you to identify what IEP objective the AAC system addresses.
- Generally, the AAC system will address the area of expressive communication and language production.

If you are still trialing devices or communication boards, should those devices/supports be written into the IEP?

- NO!! If you are still exploring, there is a chance that the trial device or support won't be the right match for the student. If the trial AAC tool is written into the IEP but is not the one that is eventually implemented, the team will have to re-open the IEP to remove the trial device/support and add the final solution.
 - If there is room next to the box where you check off that the student needs assistive technology, write that the IEP team is in the process of exploring communication options.
 - If a comment box is not available, ask your LEA where in the IEP they would like to note that AT/AAC is being explored.

Additional Resources

- Portland Public Schools – Portland Oregon (March 13, 2013) Assistive Technology Team / Augmentative & Alternative Communication: Frequently Asked Questions [website]. Retrieved from <http://tinyurl.com/as2k4lz>
- Saint Paul Public Schools (March 13, 2013) Special Education –Assistive Technology in the IEP [website] Retrieved from <http://tinyurl.com/a5s5ruu>

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Concern 2: Writing SLP goals for students using AAC Systems

AAC Goals are Language Goals

- Lauren Enders PrAACtical AAC blog posting of April 25, 2013
 - “AAC goals are *no different* from any other IEP goal. I recall a workshop I attended years ago presented by Gail VanTatenhove that helps put IEP goals for AAC into perspective. Gail said that AAC therapy is just language therapy. Isn't that true? Aren't we just teaching language? For this student, language is simply being expressed in a mode other than natural speech!”

Language Goals vs. AAC Language Goals

- “What *is* different - and I believe most daunting about the goal-writing process - is that teachers and therapists simply don't know enough about AAC. Most receive minimal instruction on AAC and educating students with complex communication needs. Therefore, most haven't been given the tools to understand where to begin, what vocabulary to choose, how to teach AAC use, how to develop appropriate and engaging activities, or how to write functional AAC goals.”

Choose Target Vocabulary & Language Skills

- Step 1: Select vocabulary and language structures that will help the student establish and maintain meaningful communicative interactions.
 - Will learning to say these words be essential to this child's ability to his/her thoughts, feelings, complaints, hopes or desires?
 - In what situations will these words be useful?
 - 1 situation or activity vs. multiple situations/activities

High Priority Target Words

- “Choose core words, words that we know comprise the bulk of all words spoken by natural speakers. You may also want to include some extended or “personal core” words, words that Gail VanTatenhove describes as “words that are ‘core’ to the child's personal needs, like names of key people, places, and things”.

How about Pre-Stored Sentences?

- Don't ONLY have pre-stored sentences because they deny the PWUAAC the ability to build a novel message.
- BUT, include some pre-stored messages for utterances that are time sensitive and need to be quick.

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Pre-stored Sentences for ...

1. Quick information (e.g., I need to use the bathroom, My name is Gail Van Tatenhove)
2. Emergency messages (e.g., health, pain, fear danger, etc.)
3. Predictable routines (e.g., hello/goodbyes, school pledges, lines in stories, etc.)
4. Education of communication partners (who I communicate, how to ask questions, etc.)
5. Mediation of discourse (e.g., Excuse me, I have something I would like to say.)
6. Questions for learning and participation (e.g., What is going on? What do you think about that? Please give me an example.)

Resources for Target Vocabulary

- VanTatenhove, Gail M. *Normal Language Development, Generative Language & AAC*. 2005, Revised October 2007. www.vantatenhove.com
- Zangari, Carole. *5 Reasons for Using Pre-Stored Messages in AAC Systems*. April. 16, 2013. <http://praacticalaac.org/praactical/5-reasons-for-using-pre-stored-messages-in-aac-systems>

Choose Target Vocabulary & Language Skills

- Step 2: Consider the communicative functions that can be expressed with the selected target vocabulary.
 - What language function(s) will be targeted?
 - What words and word combinations/language are necessary to express these language functions?

Target Vocabulary & Functions

- Module 1 from the Pixon Language and Learning Activity Notebook from the Pixon Project Kit by Semantic Compaction Systems, written by Gail Van Tatenhove.
- These words identify a target word and a language function.
- They are NOT written at the level required for an IEP, but do show an example of thinking about target vocabulary that is based on language function.
- They include “goals” for the CP = Communication Partner.

Module 1 PLLAN Goals

- The AAC user will ask “**what**” when he/she doesn’t know about an object or activity. (function = request information)
 - CP will model “what this,” “what is,” and/or “what do” in response.
 - CP will model “what is that” and/or “what you do” in response
- The AAC user will say “**gone**” or “**all gone**” to show that he/she recognizes that something is missing or depleted. (function = disappearance, nonexistence)
 - CP will model “it gone” or “that all gone” in response.

Module 1 PLLAN Goals

- The AAC user will call attention to something that is “out of the ordinary” using a word, such as “**look**.” (function = existence, request action, direct attention)
 - CP will model “look that” or “look there” in response.
- The AAC user will direct actions in the activity using a word, such as “**do**.” (function = direct or state action)
 - CP will model “do that” or “do it” in response.

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Module 1 PLLAN Goals

- The AAC user will ask for **“help”** when he/she is unable to do something independently before or during the activity. (function = request assistance)
 - CP will model “want help,” “need help,” or “help you” in response.
- The AAC user will ask for **“more”** of something during the activity. (function = request recurrence)
 - CP will model “more that” or “want more” in response.
 - CP will model “give me more” or “get more” in response.

Module 1 PLLAN Goals

- The AAC user will request a repetition of the same activity or an aspect of the activity using the word **“again”** or **“more.”** (function = request recurrence)
 - CP will model “do again,” “look again,” or “get again” in response.
 - CP will model “do more” or “get more” in response.
- The AAC user will request a change in activity, using the word **“different.”** (function = request action, directive, comment)
 - CP will model “do different,” “different thing,” or “different one” in response.

Module 1 PLLAN Goals

- The AAC user will request a complete stopping of all activity, using the word **“stop”** or **“all done.”** (function = rejection, cessation)
 - CP will model “want stop,” “stop now,” or “all done this” in response.
- The communication partner will model language during the activity that describes, discusses or comments upon the activity and people engaged in the activity. (Example words = good, bad, like, silly, big, little, up, down, go, eat, run, open, turn, etc.).

More PLLAN Goals

- **Module #2: Expressing Self, and about Others and Possession**
- **Purpose:** To define a sense of self in relationship to others
- **Target Words:** pronouns (I, me, my, mine, myself, you, yours, he, she, etc.), people words (boy, girl, teacher) and personal names (Gail, Ms. Van, etc.)

More PLLAN Goals

- **Module #3: Expressing Negation and Negatives**
- **Purpose:** To encourage the person to direct the behaviors of others using negative concepts.
- **Target Words:** break/broken, don’t, not, problem, trouble, wrong, right

More PLLAN Goals

- **Module #4: Regulating Time Aspects of an Activity**
- **Purpose:** To encourage the person to communicate time ideas in order to direct activities and the pace of activities.
- **Target Vocabulary:** fast, slow, now, later, wait, ready

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More PLLAN Goals

- **Module #5: Requesting and Directing Actions**
- **Purpose:** to expand the person's ability to request and direct action with more specific action words
- **Target Vocabulary:** basic verbs

More PLLAN Goals

- **Module #6: Describing and Commenting on an Activity**
- **Purpose:** to express understanding of descriptive ideas of an activity and express an opinion
- **Target Vocabulary:** basic adjectives

More PLLAN Goals

- **Module #7: Requesting Objects and Stating Their Existence**
- **Purpose:** to learn how to talk about objects generally without using or needing a specific object word
- **Target Vocabulary:** generic nouns (all, it, one, place, some, stuff, that, thing, this, way)

More PLLAN Goals

- **Module #8: Stating and Directing Locations**
- **Purpose:** to state locations and direct the placement of objects/actions
- **Target Vocabulary:** prepositions and place adverbs (on, off, in, out, up, down, over, under, away, here, there)

More PLLAN Goals

- **Module #9: Requesting Information**
- **Purpose:** to ask questions in order to gain information
- **Target Vocabulary:** interrogatives (question, who, what, when, where, why, how, how much, how many)

More PLLAN Goals

- **Module #10: Stating Personal Attributes and Feelings**
- **Purpose:** to use descriptive concepts to state personal attributes, such as appearance and feelings
- **Target Vocabulary:** basic adjectives

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More PLLAN Goals

- **Module #11: Stating and Directing Specific Actions**
- **Purpose:** to use a range of words for specific actions
- **Target Vocabulary:** additional verbs

More PLLAN Goals

- **Module #12: Stating Additional Time Concepts**
- **Purpose:** to use specific time words
- **Target Vocabulary:** time words (morning, afternoon, night, before, after, yesterday, today, tomorrow)

Write Well-Written IEP Goals

- An IEP goal for AAC should have the same components as any other well-written IEP goal.
- IEP goals need to be objectively measurable (that means observable) and must have a baseline. A baseline is an assessment of the student's current ability to complete the IEP goal.
- A student's progress towards an IEP goal is measured against the student's baseline.

S.M.A.R.T. Goals

- **S – SPECIFIC:** Specifically describe the skill or expected behavior as well as conditions, such as tools used or amount of prompting allowed.
- **M – MEASURABLE:** Describe how progress can be measured via counting or observation.
- **A – Use ACTION WORDS:** Use action words like the student
- **R – REALISTIC & RELEVANT:** Consider the child's disability, his or her needs, and the contexts of educational service delivery.
- **T – TIME LIMITED:** State the time frames for expected mastery.

Describe the Student's AAC System

- Refer to your district's policies to determine where you should list the AAC system components within the student's IEP.
- Option 1: The team can also choose to describe the system within the goal.
- Option 2: Describe the student's AAC system in the present educational levels and/or in specially designed instruction (see below). Then the specific IEP goals can simply refer to his **AAC system** (unless the goal is specific to one mode of communication.)
 - Tommy uses approximated signs for "yes" and "no", a high-tech voice output device, paper choice boards, and a manual communication board that duplicates the vocabulary most frequently used on his voice output device.
 - Tommy will use the manual board when the device is not working or available or the environment does not support use of the device (i.e., bright sunlight or water play).

Include the Level of Prompting

- Include the level of prompting allowed during measurement of the goal.
- Clearly specify the level of prompting allowed for the goal to be considered achieved.
- Include a copy of the hierarchy in the IEP.
- For students with the most complex communication needs, differentiate short-term objectives from the annual goal simply by achieving the target skill with greater independence (a lower level of prompting).

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Example SLP Goals

For the Earliest Communicator

- To increase classroom participation and involvement by the end of the one-year IEP period, Tommy will direct the action of the teacher or peer using his AAC system (a single-switch voice output device or single 2" symbol on paper) by using the word "go" or "stop" given a level 1 prompt (general statement: "If I hear "go", I can start the blende.) and 10 seconds of wait time. He will use a target word 2 times per classroom activity in 4/5 opportunities.
- Baseline: Tommy requires a level 4 prompt to say "go" in classroom activities and does not yet use the word "stop".
- Short-term Objectives may replicate this goal but allow for level 2 or 3 prompts and be measured after a shorter time frame, like a marking period.

For the Emerging Communicator

- By the end of the one-year IEP period, given 2 models and color coding cues for parts of speech (I need a blue word and an orange word) along with a level 2 prompt (general suggestion: "You can tell me what kind of animal") plus 10 seconds of wait time, Susie will use her AAC system (a tablet-based device with a voice output communication app or a 50 location communication board with cells hidden to show only 20 locations) to describe a target item using an adjective and a noun 1 time per 15-minute classroom activity in 4/5 classroom activities.
- Baseline: Susie describes target items with a noun only with a level 2 prompt.

For a More Advanced Communicator

- By the end of the one-year IEP period, following 1 model along with a level 1 prompt (general suggestion: "tell me more in a sentence") and 10 seconds of wait time, Johnny will use his AAC system (a tablet-based device with a voice output communication app or a 50 location core communication board with additional fringe in a flip book) to provide a one sentence response containing at least 3 words (subject verb object) 1 time per 30-minute classroom activity in 4/5 classroom activities.
- Baseline: Johnny provides 2 word sentences given a level 2 prompt.

Measuring Progress on Goals

- Measure goals in natural communicative contexts as much as possible. Linda Burkhart and Gayle Porter in "Writing IEP Goals and Objectives for Authentic Communication" say...
"Goals must be measurable, but do not have to be measured in a testing format. It is often more appropriate to write the goal as measured over natural contexts throughout the day. For example, the child will ____ more than ____ number of times within the natural context of school activities. To make this type of data collection practical, reasonable time samples across days, weeks or months would need to be selected. For children who have very little expressive language, data might be collected every time the child expresses herself in the classroom. For the child who communicates only a few times a day, a full day may be selected periodically. For children who are using more language, a specific activity or time period of a selected day can be measured."

Realistic Assessment

- Be sure to consider the number of possible opportunities that can be provided before selecting the number of expected behaviors!
- In some groups of students with the most complex bodies and communication needs, the response rates are very low. You wouldn't want to write a goal for 5 responses per group in one of these classrooms because there may only be one opportunity provided to the student.

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An IEP Writing Template “Disclaimer”

- Every district and state will have its own procedures and requirements; therefore, rigid use of a template is unrealistic.
- This template is meant to serve as a framework that can be tweaked depending on the student’s and school district’s specific needs.
- The items listed after each component are examples and does not represent an exhaustive list. The information listed should appear, but does not have to appear in the order shown.

The “Template”

- **Time Limit:** By the end of the one-year IEP period, by the end of the 3rd marking period, at the conclusion of the second marking period.
- **Specific Conditions:** given ___ models, given ___ cues, with a level ___ prompt, given ___ seconds wait time, using ___ AAC system.
- **Action Words** to describe targeted skill or behavior: the student will _____.
- **Measured** by number of times performed: ___ times, ___ % of the trials.
- **Realistic and Relevant** schedule of assessment: per classroom session, across all activities, in ___/___ opportunities
- **Baseline** performance: ___ can currently ___ with ___ conditions.

“Communicative Competence” and IEP Goals

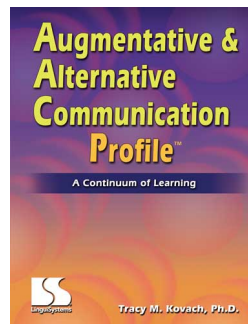
Four Areas of Competence

- Four areas of communicative competence were originally defined by Janice Light
(*Toward a definition of communicative competence for individuals using augmentative and alternative communication systems*. Augmentative and Alternative Communication, 1989, Vol. 5, No. 2 : Pages 137-144.)
 1. Operational
 2. Linguistic
 3. Social
 4. Strategic

Measuring Progress on Goals

- Language Sample Analysis (LSA) is a traditional way for speech-language pathologists to measure linguistic levels and progress on linguistic goals.
- Language samples can also be analyzed for progress in areas of operational, social, and strategic progress.
- Collect language samples from the person using AAC using both (as possible) ...
 - Automated data collection
 - Observations/transcriptions
- See presentation of Language Sample Analysis and AAC (presented at ASHA 2012, Atlanta).

An Assessment Tool that helps drive intervention and IEP goal development



- A Profile for measuring competencies by Tracy Kovach, Ph.D.
- Augmentative and Alternative Communication Profile: A Continuum of Learning (©2009, Linguistic Systems.)
- Excellent resource to for developing and measuring IEP goals.

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AAC Profile: COL

The image shows a screenshot of the 'Augmentative & Alternative Communication Profile' form. It is a detailed assessment tool with multiple sections for recording data across different communication domains. The form includes a header for patient information, a 'Communication Competence' section with various sub-sections, and a 'Linguistic Competence' section. The form is designed to be filled out by a clinician to assess a patient's communication abilities and needs.

Sample Goals for the 4 Areas of Competence

Contributed by Lauren Enders
Meets the S.M.A.R.T. criteria

Operational Competence (Beginning Communicator)

- Upon completion of two marking periods, following a question posed by an adult and provision of 10 seconds of wait time, Jamie will use her AAC system (a dynamic display device with synthesized speech output) to respond to the question by navigating to one screen beyond the home screen and selecting an on-topic response 2 times in a 30-minute classroom or therapy session across each of 3 consecutive data collection points.
- Baseline: Jamie requires a level 2 prompt to navigate from the home screen to an on-topic responses.

Operational Competence (Advanced Communicator)

- Following completion of one marking period, when entering a loud room such as a cafeteria or busy classroom, given a level 1 prompt (general prompt "It's loud in here!") John will independently increase the volume on his AAC system (a high-tech dynamic display device accessed via eye gaze) in each of 3 consecutive opportunities.
- Baseline: John requires a level 3 prompt ("Turn up your volume, John") to navigate to and increase the volume.

Linguistic Competence (Beginning Communicator)

- By the end of the one-year IEP period, following 2 models, a level 2 prompt, and 10 seconds of wait time, Gina will use her AAC system (a low-tech 12 location voice output device or a 12 location manual board with vocabulary to match her voice output device) to request recurrence of an activity with the word "more." She will use the target words 4 times in a 30-minute classroom activity in 4/5 opportunities.
- Baseline: Gina requires a level 4 prompt to use the word "more".

Linguistic Competence (Advanced Communicator)

- By the end of second marking period, given 1 model along with a level 1 prompt and 10 seconds of wait time, Sally will use her AAC system (a high tech dedicated with a voice output communication device or a 50 location core communication board with additional fringe in a flip book) to provide a 2 sentence response containing at least 4 words (subject verb article object) 1 time per 30-minute classroom activity in 4/5 opportunities.
- Baseline: Sally provides two 3-word sentences given a level 2 prompt.

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Social Competence (Beginning Communicator)

- To increase self-advocacy by the end of the one-year IEP period, Joey will request assistance with an object or action (when a needed item is missing, inaccessible, or broken) using his AAC system by using the word “help” or “open” given a level 1 prompt (general statement: “If I hear “help”, I can give you what you need) and 10 seconds of wait time. He will use a target word 2 times per classroom activity in 4/5 opportunities.
- Baseline: Joey requires a level 4 prompt to say “help” or “open” during classroom activities when a needed item is missing, inaccessible, or broken.

Social Competence (Advanced Communicator)

- To increase peer interaction by the end of the one-year IEP period, following a model and given a level 1 prompt (general suggestion: take two turns) Mark will provide an on-topic utterance to maintain a conversational exchange for 2 turns using his AAC system (a tablet-based device with a communication app or a 50 location core communication board with additional fringe in a flip book) on 2 occasions per peer interaction activity in each of 3 consecutive data collection sessions.
- Baseline: Mark requires a level 3 prompt to answer a question or respond initially to a comment of a peer but does not respond for his second turn without a level 4 prompt.

Strategic Competence (Beginning Communicator)

- By the end of the one-year IEP period, following a communication breakdown and provision of a level 2 prompt (if you say tell me the word, I’ll understand”) plus 10 seconds of wait time, Mary will use her AAC system (a low-tech 8 location voice output device or an 8 location manual board with vocabulary to match her voice output device) to select a word to repair the communication breakdown. She will use her AAC system to repair a breakdown in 4/5 observed opportunities.
- Baseline: Mary requires a level 4 prompt to use her AAC system during communication breakdowns.

Strategic Competence (Advanced Communicator)

- By the end of the one-year IEP period, following a communication breakdown when using sign with a non-signer, given a level 1 prompt (I didn’t understand) and 10 seconds of wait time, Ben will use his AAC system (a tablet-based device with a communication app or a 50 location core communication board with additional fringe in a flip book) to successfully repair the communication breakdown. He will use his AAC system to repair a breakdown in 4/5 observed opportunities.
- Baseline: Ben requires a level 3 prompt to use his AAC system during communication breakdowns.

Concern 3: Developing educationally-relevant goals (that align with state standards) for students using AAC systems

Different Perspectives

- AAC and the IEP by Robin Hurd (Perspectives on Augmentative and Alternative Communication, June 2009 vol. 18, no. 2, pages 65-70.)
- Students who use AAC “need the expertise of each team member to design a custom education that allows them to make progress towards state educational standards and build communication competence across curriculum areas.”

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Parent Perspective

- Brings a long-term perspective.
- Knows what was done in the past and in any treatment outside of the school.
- Keenly aware that their child will quickly grow from a cute young child into an adolescent, and then into an adult who will need certain, specific skills to be as independent as possible.
- Have the advantage of seeing the child working on new skills that the student is too shy to try out in front of a room full of listening peers.
- Ask parents at the IEP meeting: "What is your child just beginning to do that we may not yet see happening at school?"

General Education Teacher Perspective

- Knowledge of what curriculum will be covered in the inclusionary, general education classroom.
 - helpful to the other members of the team who will be helping the student with homework or providing adaptations
- Ask the general education teachers at the IEP meeting: "What do you want all of your students to remember from your class—a day from now and a year from now?"

Special Education Teacher Perspective

- Brings their training in working with students with reading and math delays and experience in making adaptations for students with special needs.
- Role of the special educator varies depending on whether his/her services are performed in the inclusion classroom, via team teaching, or will be delivered with him/her as the main teacher in a resource room or life skills setting.
- Ask the special educator: "What adaptations and specialized instruction will be needed in order for this student to learn?"

SLP Perspective

- Has training in understanding how children learn language and in specific language areas of focus for the child who uses AAC strategies and devices.
- A vital part of the job of the SLP on the IEP team is to pinpoint specific areas of language need and to provide teachers with ways to address those areas of need within their curriculum.
- Ask the speech-language pathologists at the IEP meeting is "What types of language skills need to be built in order for this student to understand and interact with the curriculum?"

Hurd: Generic Language-Based Educational Math Goals

- As the IEP team discusses possible math IEP goals, the SLP can recommend a focus on critical concepts (e.g., same/different, more/less).
- The language-based goals on the IEP could state the following:
 - The student will compare two items (e.g., shapes, sums, concepts) and describe them as being the same or different.
 - The student will compare quantities of items and describe them as more, less, all, some, or none.

SIG 12 Perspectives

- The September 2012 issue of Perspectives on Augmentative and Alternative Communication is dedicated to the subject of AAC in the general education classroom with several articles that specifically addresses AAC goals that are aligned with educational standards.
 - *Using Standards-Based Instruction To Teach Language to Children Who Use AAC* by Solana Henneberry, Jennifer Kelso, and Gloria Soto.
 - *Making It A Reality: Using Standards-Based General Education Science and Math Curriculum To Teach Vocabulary and Language Structures to Students Who Use AAC* by Michele Caputo Boruta and Kara Bidstrup.

AAC in the IEP

Gail M. Van Tatenhove, MS, CCC-SLP

Aligning Speech Therapy IEP Goals with Classroom IEP Goals and State Standards

AAC Goals can be written that ...

- Address language skills that are meaningful and functional to the individual student for both educational and communication needs.
- Meet Grade Level Curriculum
- Align with State Standards

Aligning to State Standards

The approach shown is NOT a cookbook for creating goals, but rather a format to align SLP goals to state educational standards

NOTE: All aspects of a S.M.A.R.T. Goal are not included in the examples. Only the "heart" of the goal is included to show alignment to educational goals

Kindergarten Level

SLP Area Addressed:	Academic Area Addressed:	Content Standard:	Aligned AAC Goal
Linguistic/Expressive Language	Recognize and name all uppercase and lowercase letters of the alphabet	Reading/Language Arts: Reading Process & Word Analysis - K1.1.7 - Kindergarten	
Present Level of Performance: NAME can answer "wh" questions non-verbally regarding letters of the alphabet using a communication board (where is the letter "a?", which one is a "b"?)	Present Level of Performance: NAME can identify the letters: b, c, t, s, m given a verbal cue and letters on an alphabet board by pointing.	The student will name all upper and lower case letters of the alphabet.	Given a verbal cue NAME will identify, using his AAC device, all upper and lower case letters of the alphabet on 4 out of 5 opportunities.

Modified 2011, from work by M. Perkins, 2009

Second Grade

SLP Area Addressed:	Academic Area Addressed:	Content Standard:	Aligned AAC Goal
Pragmatics/ Topic Maintenance	Comprehension strategies to understand grade-level, appropriate material	English/Language Arts – Second Grade	
Present Level of Performance: During conversation, NAME will answer and ask questions when given a direct verbal and visual cue on 8 out of 10 opportunities.	Present Level of Performance: Following the reading of a short story, NAME can answer (who, what, whose, when) questions with 30% accuracy.	1. Reading Comprehension 2.0.4 a. Answer questions about a text. b. Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).	Following the reading of a short story NAME (using his AAC device) will demonstrate topic maintenance by answering and/or asking questions on 4 out of 5 opportunities for at least 4 turns.

Modified 2011, from work by M. Perkins, 2009

Fourth Grade

SLP Area Addressed:	Academic Area Addressed:	Content Standard:	Aligned AAC Goal
Pragmatics/Clarification	Organizing and delivering oral information	English/Language Arts – Grade 4	
Present Level of Performance: NAME will give information using one to two word phrases and when communication partner indicates that he/she does not understand by repeating but she does not rephrase or expand his sentence.	Present Level of Performance: NAME uses one to two word phrases to deliver information.	Listening and Speaking 1.1.8 - Use details, examples, anecdotes, or experiences to explain or clarify information <i>Alternative Level Speaking and Listening: 1.0 Goal: Use appropriate conversational skills</i>	When given an indirect verbal cue NAME will give an expanded sentence, for example "eat" to "I want to eat" or "I don't want to eat" or "I want to eat that" or "Do you want to eat" 4 out of 5 opportunities using his AAC device.

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AAC in the IEP

Gail M. Van Tatenhove, MS, CCC-SLP

Fourth Grade			
SLP Area Addressed: Linguistics/Syntax & Morphology: Past Tense Verbs with Pronouns	Academic Area Addressed: Describe: social, political, cultural & economic life of the people of California	Content Standard: History-Social Studies 4.2.5 – Grade 4 Sociology – Standard 1	Aligned AAC Goal
Present Level of Performance: NAME uses only present tense pronoun phrase when relating information or sharing experiences with his communication partner. Uses past tense phrases with icons when given physical prompts 8 of 10 opportunities.	Present Level of Performance: Following a paragraph about California history, NAME will retell two pieces of information in sentences using past tense form.	History/SS "California: A Changing State" 4.2.5 Describe the daily lives of the people, native and non-native, who occupied the presidios, missions, ranchos, and pueblos.	Following a story and when given a visual cue, NAME will relate information of past events or experiences using appropriate past tense phrases (e.g., She felt, he liked, they had, the lived) with 80% accuracy.
Modified 2011, from work by M. Perkins, 2009			

Seventh Grade			
SLP Area Addressed: Linguistics/Semantics & Vocabulary	Academic Area Addressed: Students use strategies, skills, and concepts in finding solutions	Content Standard: Mathematics Mathematical Reasoning – Grade 7	Aligned AAC Goal
Present Level of Performance: NAME uses a descriptive word (adjective, adverb) vocabulary word in a sentence when he has a visual and verbal prompt with 60% accuracy.	Present Level of Performance: When given two shapes to compare/contrast, NAME is able to describe attributes with 40% accuracy.	2.2.6 Mathematical: Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work. <i>Discrete Mathematics2.0</i> Will sort and classify by attributes	Given a visual cue, NAME will answer in a complete sentence, using his AAC device, math related description questions (e.g., It is smaller, larger, more, less, the same as...) on 4 out of 5 opportunities.
Modified 2011, from work by M. Perkins, 2009			

Workshop Activity
• Select 2 of the Aligned SLP goals from the previous slides. • Re-write the goals to be S.M.A.R.T. goals using the "template" presented by Lauren Enders. – Time Limit: By the end of the one-year IEP period, by the end of the 3rd marking period, at the conclusion of the second marking period. – Specific Conditions: given ___ models, given ___ cues, with a level ___ prompt, given ___ seconds wait time, using ___ AAC system. – Action Words to describe targeted skill or behavior: the student will _____. – Measured by number of times performed: ___ times, ___ % of the trials. – Realistic and Relevant schedule of assessment: per classroom session, across all activities, in ___/___ opportunities – Baseline performance: ___ can currently ___ with ___ conditions.

A Quote to Keep You Going
• "Joshua (4th grader, EcoPoint with Unity®) is a treasure chest. We just keep finding more and more wonderful things about him. We want to keep him another year and we will do everything we can to help him be successful another year at our school." – Gary Schadow, Principal, Dream Lake Elementary School – IEP Meeting, May 2013

Post-Workshop
• Contact Gail at: – gvantatenhove@cfl.rr.com • Resources: – Website www.vantatenhove.com – YouTube channel (gvantatenhove) – Facebook (GailVT) – Twitter (gvantatenhove)