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

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.
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/stpejby)
  – 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 ...

- manual communication board
- single message device
- high tech speech generating device
- mobile technology with an app

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.
## AAC in the IEP

Gail M. Van Tatenhove, MS, CCC-SLP

### 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 trialling 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 students 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

- Saint Paul Public Schools (March 13, 2013) Special Education – Assistive Technology in the IEP [website] Retrieved from [http://tinyurl.com/a5s5ruu](http://tinyurl.com/a5s5ruu)
Concern 2: Writing SLP goals for students using AAC Systems

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.
**AAC in the IEP**
Gail M. Van Tatenhove, MS, CCC-SLP

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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.)

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**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?

---

**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.

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**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.

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**Resources for Target Vocabulary**


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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.

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.)

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 more “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.

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

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 #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

- **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

- **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)

- **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)

- **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)

- **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
**AAC in the IEP**
Gail M. Van Tatenhove, MS, CCC-SLP

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### More PLLAN Goals

<table>
<thead>
<tr>
<th>Module #11: Stating and Directing Specific Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong> to use a range of words for specific actions</td>
</tr>
<tr>
<td><strong>Target Vocabulary:</strong> additional verbs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module #12: Stating Additional Time Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong> to use specific time words</td>
</tr>
<tr>
<td><strong>Target Vocabulary:</strong> time words (morning, afternoon, night, before, after, yesterday, today, tomorrow)</td>
</tr>
</tbody>
</table>

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### 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).
### AAC in the IEP

Gail M. Van Tatenhove, MS, CCC-SLP

#### Example SLP Goals

<table>
<thead>
<tr>
<th><strong>For the Earliest Communicator</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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 blender.”) and 10 seconds of wait time. He will use a target word 2 times per classroom activity in 4/5 opportunities.</td>
</tr>
<tr>
<td>• Baseline: Tommy requires a level 4 prompt to say “go” in classroom activities and does not yet use the word “stop”.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>For the Emerging Communicator</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Baseline: Susie describes target items with a noun only with a level 2 prompt.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>For a More Advanced Communicator</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Baseline: Johnny provides 2 word sentences given a level 2 prompt.</td>
</tr>
</tbody>
</table>

#### Measuring Progress on Goals

<table>
<thead>
<tr>
<th><strong>Realistic Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be sure to consider the number of possible opportunities that can be provided before selecting the number of expected behaviors!</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

| • 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.” |
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 do 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

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.
- Excellent resource to for developing and measuring IEP goals.
AAC Profile: COL

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 response.

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.
AAC in the IEP
Gail M. Van Tatenhove, MS, CCC-SLP

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 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.”
# AAC in the IEP

## Gail M. Van Tatenhove, MS, CCC-SLP

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

AAC in the IEP
Gail M. Van Tatenhove, MS, CCC-SLP

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 Speech Therapy IEP Goals with Classroom IEP Goals and State Standards

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

NOT: 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

<table>
<thead>
<tr>
<th>SLP Area Addressed: Language/Communication</th>
<th>Academic Area Addressed: English/Language Arts</th>
<th>Content Standard: Grade 1 - Language Arts</th>
<th>Aligned AAC Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified 2011, from work by M. Perkins, 2009</td>
<td></td>
<td></td>
<td>Modified 2011, from work by M. Perkins, 2009</td>
</tr>
</tbody>
</table>

Second Grade

<table>
<thead>
<tr>
<th>SLP Area Addressed: Language/Communication</th>
<th>Academic Area Addressed: English/Language Arts - Second Grade</th>
<th>Content Standard: Reading Comprehension Grade 1 - Language Arts</th>
<th>Aligned AAC Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Level of Performance: Reading comprehension, NAMZM will answer and ask questions about a short story.</td>
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<td>Present Level of Performance: Reading comprehension, NAMZM will answer and ask questions about a short story.</td>
<td>2. Reading Comprehension: Reading a short story, NAMZM can answer &quot;what,&quot; &quot;why,&quot; and &quot;where&quot; questions in a 30 word response.</td>
</tr>
<tr>
<td>Modified 2011, from work by M. Perkins, 2009</td>
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</tr>
</tbody>
</table>

Fourth Grade

<table>
<thead>
<tr>
<th>SLP Area Addressed: Language/Communication</th>
<th>Academic Area Addressed: English/Language Arts - Grade 2</th>
<th>Content Standard: Grade 2 - Language Arts</th>
<th>Aligned AAC Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Level of Performance: NAMZM can identify actions, purposes, and strategies to explore or clarify information.</td>
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</table>

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# AAC in the IEP

Gail M. Van Tatenhove, MS, CCC-SLP

## Fourth Grade

### IEP Area Addressed: Social/emotional: Antisocial, aggressive behavior

<table>
<thead>
<tr>
<th>Academic Area Addressed: Social/emotional: Antisocial, aggressive behavior</th>
<th>Content Standard: Social/emotional: Antisocial, aggressive behavior</th>
<th>Aligned AAC Goal</th>
</tr>
</thead>
</table>

**Present Level of Performance:**

Written a story describing a favorite holiday, given _______ minutes time, using _______ AAC system.

**Specific Conditions:**

Given _______ context, given _______ visual and verbal prompt with skills orientation.

**Action Words:**

- social: ___________________
- academic: ___________________

**Time Limit:**

1. Individual: 1 minute, 2 opportunities.
2. Group: 2 minutes, 3 opportunities.

**Realistic and Relevant Schedule of Assessment:**

- Individual: each classroom session, across all activities, in _______ opportunities.
- Group: each classroom session, across all activities, in _______ opportunities.

**Baseline Performance:**

Given _______ context, given _______ visual and verbal prompt, the student will _______.

___/____ opportunities.

---

## Seventh Grade

### IEP Area Addressed: Mathematics: Mathematical reasoning

<table>
<thead>
<tr>
<th>Academic Area Addressed: Mathematics: Mathematical reasoning</th>
<th>Content Standard: Mathematics: Mathematical reasoning</th>
<th>Aligned AAC Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics: Mathematical reasoning</td>
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</tbody>
</table>

**Present Level of Performance:**

Express the solution clearly and logically by using the appropriate method of organization and tools and then use data to support or modify the solution. Use visual and verbal prompt with skills orientation.

**Specific Conditions:**

Given _______ context, given _______ visual and verbal prompt with skills orientation.

**Action Words:**

- social: ___________________
- academic: ___________________

**Time Limit:**

1. Individual: 1 minute, 2 opportunities.
2. Group: 2 minutes, 3 opportunities.

**Realistic and Relevant Schedule of Assessment:**

- Individual: each classroom session, across all activities, in _______ opportunities.
- Group: each classroom session, across all activities, in _______ opportunities.

**Baseline Performance:**

Given _______ context, given _______ visual and verbal prompt, the student will _______.

---

### 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 _______ context, given _______ visual and verbal prompt with skills orientation.
  - **Action Words** to describe targeted skill or behavior: the student will _______.
  - **Measured** by number of times performed: _______ times, _______ % of the trials.
  - **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

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### Post-Workshop

- Contact Gail at:
  - gvantatenhove@cfl.rr.com

- Resources:
  - Website: www.vantatenhove.com
  - YouTube channel (gvantatenhove)
  - Facebook (GailVT)
  - Twitter (gvantatenhove)

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