

We are so happy to work with you on your student's AAC evaluation. This session is an introduction to how we systematically ensure that we are using a collaborative team approach to choosing an AAC system, if needed. Our process is quite simple. First the IEP team makes a referral to your administrator. We gather information, schedule an assessment, and often plan a visit. Once we have conducted trials, and done some data collection of your own, we compile all our information into a report for the IEP. When a decision is made, we go into action helping to fund or provide an AAC system to match the student's needs. A system without training is ineffective, so our final service is training both on the technical implementation strategies needed to get the communication system up and running for your student. I will walk these steps down a bit for you!

DTA Schools Student AAC Process

Referral



- **Student document review**
- **Partner interview & survey**
- **Scheduling**



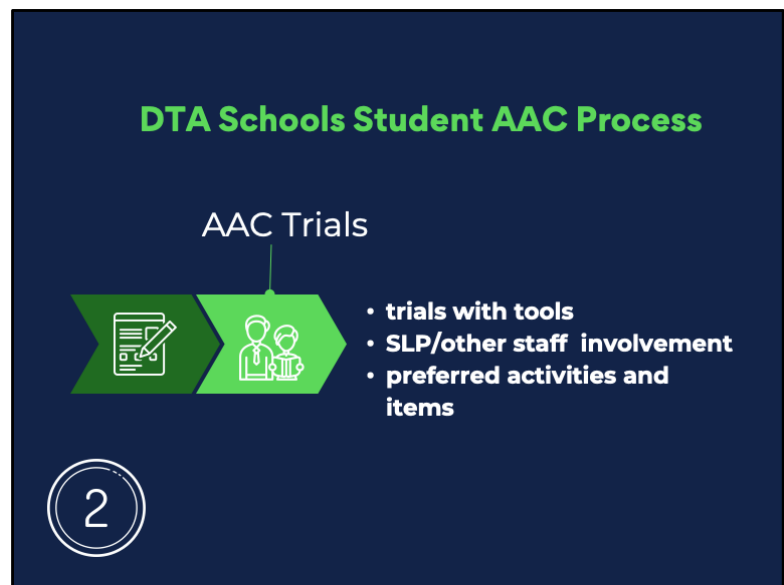
When someone on the IEP team recognizes that the student isn't communicating effectively, or aged peers, it's time for a referral. A referral does NOT mean we are going to recommend a high communication device. A referral simply means the IEP team wants more information about how the student is communicating, and some possible solutions to consider. This may be a communication device, a communication book, some environmental adaptations, more speech therapy or sign language until we start asking questions and seeking answers!

At DTA Schools we will first request the IEP and eligibility documents. We are looking for information about the student's vision and hearing, formal speech and cognitive testing, their literacy and current communication. This also helps us to understand who the "stakeholders" are, in other words, who is on the IEP team and who we need to contact.

Next, we will send you an electronic interview form so you can tell us how your student is communicating, their concerns, what truly motivates your student and what you are hoping with results from the assessment/consultation. We will also send, or ask you to send, this to the parents and the other members of the IEP team so we have everyone's input.

If your student's family needs a paper document, or a different language, just let us know and we will provide an accessible interview form for them.

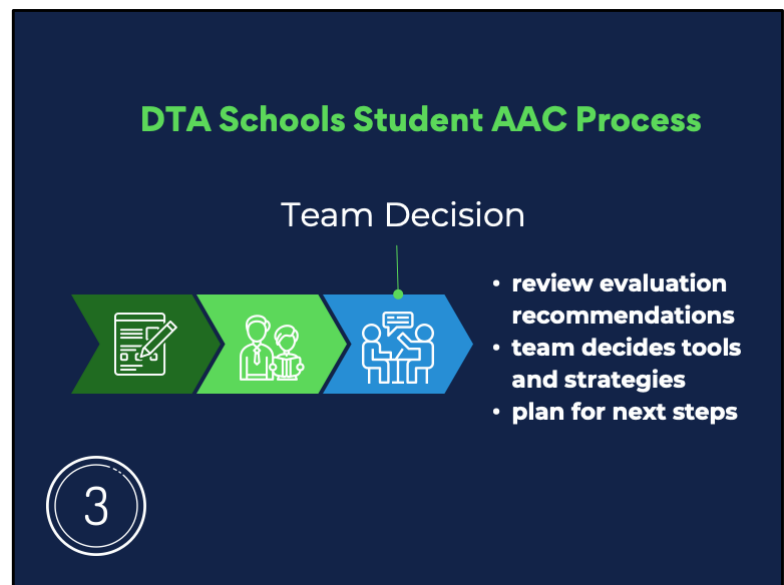
Once we have these tools, we are ready to schedule an onsite visit to assess the student ourselves. For some SLPs, we will be consulting remotely with the SLP who will be performing the evaluation. In these instances, we will be supporting through coaching and mentoring.



Step two involves trying out some different communication supports. We may do trials with an iPad, or a dynamic display tablet computer. We may assess using photographs and single me student may need an eye gaze accessible device to try out. No worries! We will customize our your student's needs.

This session in NO WAY appears to be an assessment, from the student's perspective. We like t making sure we have personally motivating materials to quickly engage your student. This is in means they will participate fully with us.

We use a systematic process for completing the assessment to ensure we don't miss any piece which may be of value in making a decision.

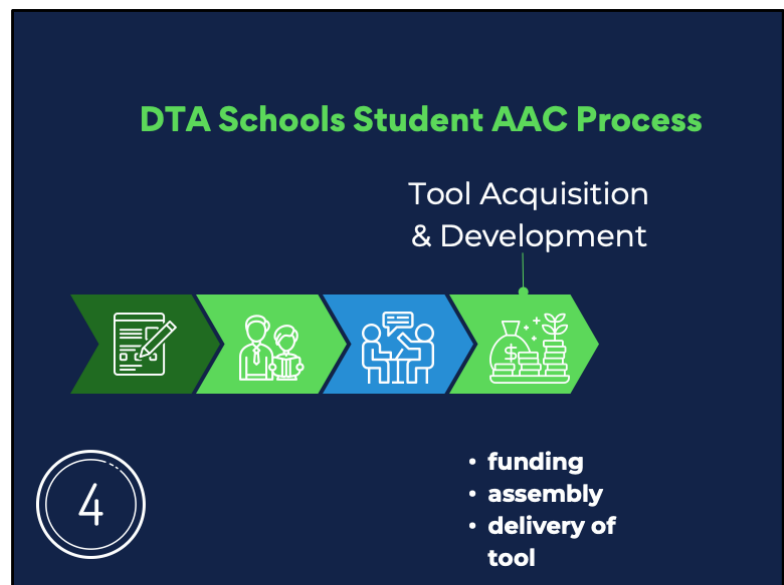


Once the assessment is complete, we will compile the results into a report, our DTA AAC Assessment Consultation Report. This document discusses all the relevant information you need to make a decision on how to support your student's communication learning.

We will give you at least three recommendations to consider. If we are recommending a communication application, we will suggest several different pieces of equipment you should consider on which program.

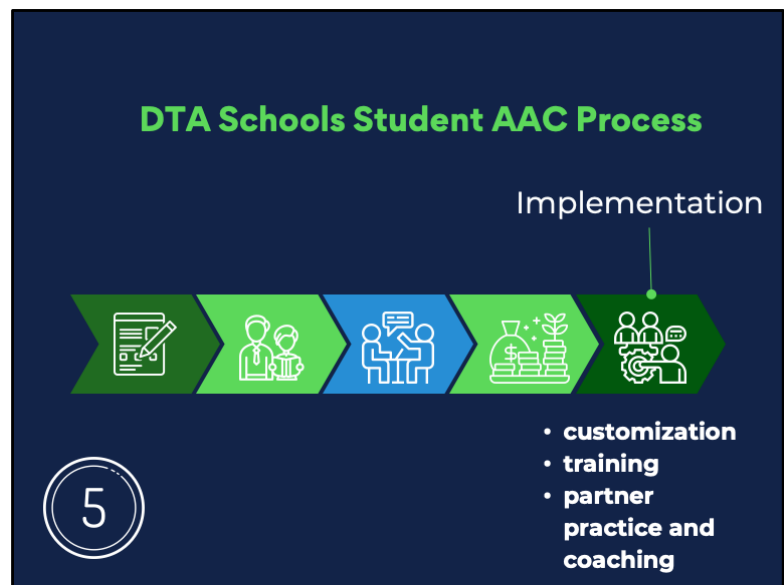
We require an IEP meeting to make this decision because there are relevant concerns for many team members. The family may need to decide if they want to pursue personal funding of the AAC system to consider whether they want to use their insurance or Medicaid. A Local Education Agency (LEA) representative must be present, because the school district may be offering to fund the communication system.

Most importantly, initially learning AAC, and teaching AAC can be challenging, so it is vitally important the entire team is on-board and willing to participate. This will ensure success!



Once an IEP team decision is made, you will let us know and we can move forward helping you equipment or materials the student needs. We have a stellar funding specialist and frequent int manufacturers of many of the different AAC systems. We know their processes well and can fa when needed.

If a device is funded, we will ask that it be delivered to our office so that we can begin customiz your student.



Our final, and perhaps most important step, is implementation. We will ask the family and school to complete a "word list" of the most important people, places, foods, and leisure activities in the child's life. We will also want photos of the people so that the student will be most likely to embrace the AAC solution presented to him. We do this with electronic or printed forms which are quick to complete (5-10 minutes).

When the device arrives, or the book is made, we will deliver it to the school and offer a technical demonstration to everyone on the team (parents included!) to get you started.

Our final training is to help you develop an implementation plan. We will discuss when and how the device will be used, share ideas and materials to make it easier for you, and be sure you have the information you need to troubleshoot the system.

AND we aren't going anywhere, so if you should ever need us, we will be a phone call or email away.