**NSSEO Universal AAC Process Flow Chart**

**A Multi-Tiered System of Supports (MTSS) Approach**

**Tier One**

- TouchChat Word Power app and Core Vocabulary Boards are accessible.
- The educational team models augmentative/alternative communication (AAC).
- The student demonstrates potential for consideration of 1:1 AAC.

1. The educational team meets to consider 1:1 AAC through application of a problem solving model (i.e. SETT).
2. Document the decision making process (SETT).
3. Utilize the Universal AAC Intervention Plan form to document the implementation process.

- School/Program Administrator will send home the letter of informed consent to parents and notify a representative from the home school district.

- Use the classroom iPad/AAC to collect evidence for data based decision making.

- Based upon the data collected, the educational team may request a 1:1 iPad/AAC by completing the individualized AAC Request Form.

- Document Assistive Technology in the IEP.

**Tier Two**

If Tier One does NOT meet the student’s needs, consider **Tier Two** following the steps outlined above. **Tier Two** AAC utilizes switch access with the Go Talk Now Plus w/Participate Now app. If Tier Two is not an appropriate option, continue to **Tier Three**.
**Tier Three**

Can the student perform **communication** tasks necessary to meet IEP goals and objectives and make reasonable progress in the curriculum without any technology-based compensatory supports?

Does the IEP Team have the knowledge and skills necessary to make this

- **yes**
  - Document evidence to support this conclusion and any accommodations or modifications that are necessary. Note that the student does not need AT at this time

- **no**
  - The SLP will seek assistance from an AT Facilitator (See contact information)

Does the IEP Team have the knowledge and skills necessary to make this

- **yes**
  - Is the student currently using AAC?

- **no**
  - The SLP will seek assistance from an AT Facilitator (See contact information)

**Is the student currently using AAC?**

- **yes**
  - Document AAC in the IEP

- **no**
  - By appointment, the AT Facilitator will review the IEP with the team and collect more information

**Is the AAC working?**

- **yes**
  - The AT Facilitator will conduct a student observation

- **no**
  - The AT Facilitator will follow up with the TEAM to complete the SETT Framework forms in order to develop an AAC Intervention Plan

**Document AAC in the IEP**

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October 2017