Universal AAC Design - Process Flowchart

**Tier One**

TouchChat WordPower 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 problem solving process (SETT).
3. Utilize the Universal AAC Intervention Plan form to document the implementation process.

The SLP will send home the letter of informed consent to parents, notify the Program Administrators, and give the Universal AAC Cover Letter with the signed parent consent form to the Program Administrative Assistant to 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 team will document decision and Assistive Technology in the IEP.

The educational team may request a 1:1 iPad/AAC by completing the Individualized AAC Request Form.

**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 GoTalkNow Plus app with NSSEO’s pagesets. 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?

Yes

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).

Is the student currently using AAC?

Yes

Document AAC in the IEP

No

Is the AAC working?

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).

By appointment, the AT Facilitator will review the IEP with the team and collect more information.

The AT Facilitator will conduct a student observation.

The AT Facilitator will follow up with the TEAM to complete the SETT Framework forms in order to develop an AAC Intervention Plan.

The team will implement the AT Intervention Plan for evidence to support the AAC decision making process.

The AT Facilitator will document information and evidence in an AT Summary Report (Consultation/Evaluation).

The AT Facilitator will follow up with the team for training & implementation, as needed.

---

**NSSEO AT Facilitators**

Robyn Jung—M.S., CCC-SLP/L
School Districts 25, 26, 59
rjung@nsseo.org

Christi Gilbertson—M.A., CCC-SLP/L
School District 57
NSSEO: Kirk, Miner, River Trails, & DHH Program
cgilbertson@nsseo.org

Sarah Allen - OTR/L SCSS
School Districts 25 & 59
NSSEO: Kirk & Miner Schools
sallen@nsseo.org

Sue Mahoney—M.A., CCC-SLP/L
AT Coordinator
smahoney@nsseo.org