



**Mt. Diablo Unified School District**  
**Office of Special Education**  
**Assistive Technology / Augmentative & Alternative Communication**  
**Willow Creek Center: 1026 Mohr Lane, Concord CA 94518**  
**(925) 682-8000 ext. 6241**

## **AAC Verbiage for the IEP**

### **Staff,**

This document will assist you in providing accurate descriptions of AAC strategies and tools/equipment in the IEP.

The sections that should include AAC (where applicable) are:


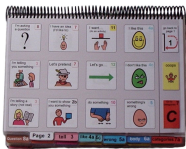


1. Present Levels: 'Communication Development' section
2. Special Factors
  - a. Does the student require Assistive Technology devices and/or services? ✓ YES
  - b. Does the student require Low Incidence (LI) services, equipment, &/or materials to meet educational goals? ---- only if student's SpED eligibility is
    - Vision Impairment
    - Hearing Impairment
    - Orthopedic Impairment
3. Annual Goals & Objectives & baseline: must be measurable to track progress.
4. IEP Notes
5. Offer of FAPE - Services
  - a. 'Supplementary Aids and Services & Other Supports for School Personnel..' section
    - AAC Services should be discussed each year with the AAC Specialist to determine the need for that IEP year
    - service hours should never be rolled over to the next year
6. Assessment Plan
  - a. ✓ "Language/Speech Communication Development"
    - should be checked and include the school site "SLP" first and "AAC Specialist"
    - do not use "Other" - AAC falls under the scope of an SLP

The best practice to implementing AAC strategies and tools/equipment with students is to follow a "Feature-Matching" approach that determines which features the student benefits from and then selecting tools/equipment based on those features.


- **Never** list brand names in the IEP: Legal Compliance
  - MDUSD has a variety of equipment available with the features our students require. When specific brand names of equipment are written in the IEP, it means we are only allowed to use those brands. When equipment breaks and/or is unavailable, MDUSD will be out of compliance with the IEP as it is held to use **ONLY** the specific brand that's listed in the IEP.
  - By using feature matching descriptions, it allows MDUSD flexibility to provide the student with appropriate equipment while staying in compliance with the IEP
- It's critical for staff to describe the features of the equipment that the student has been documented to benefit from

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- In the right column below, select and specify all areas that include “and/or” options

<b>Tech Level</b>	<b>Brand names</b> Do <b>not</b> use brand names (examples below)	<b>Features</b> of the AAC tool ( <b>use</b> this verbiage)
<b>No - tech</b>	N/A	Body language: gestures, facial expressions sign language, vocalizations, verbalizations, eye gaze
<b>Low- Tech</b>	PECS 	Low-tech, printed, symbols used systematically for symbol exchange with a partner. <ul style="list-style-type: none"> <li>• Digital photos <b>and/or</b> pictographic symbols &amp; text <b>or</b> text only</li> <li>• Color <b>or</b> b&amp;w <b>or</b> high contrast (include background &amp; text color)</li> <li>• Size of symbols ( ___” x ___” )</li> <li>• Number of symbols displayed (has choice of at one time)</li> </ul>
	PODD 	Low-tech, printed, partner-driven, robust language book/display <ul style="list-style-type: none"> <li>• Physically accessed by the student via:               <ul style="list-style-type: none"> <li>○ direct selection: (pointing, eye gaze, switch)</li> <li>- <b>or</b> -</li> <li>○ indirect selection: row/column - <b>or</b> - column/row scanning</li> </ul> </li> <li>• Book (symbols per page: size and number )</li> </ul>
<b>Light-Tech</b>	Big Mack, Little Mack 	Light-tech, digitized-speech, voice output tool that records and stores 1 message
	Little Step By Step (LSBS) LSBS with levels 	Light-tech digitized speech voice output tool that records and stores a series of messages in sequential order and provides 2+ levels for routine messages
	Go Talk 4+ (6 buttons) Go Talk 9+ (12 buttons) Got Talk 12+ (16 buttons) Go Talk 32, 32 Express	Light-tech, digitized-speech, voice output tool that holds printed paper overlays that are changed manually in a digitized speech voice output tool with the capability of ___ buttons in a grid format with plastic keyguards
	7 Level Communicator	Light-tech, digitized-speech, voice output tool that holds printed paper overlays that are changed manually and has a capability of 1-16 buttons in a grid format with matching keyguards

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<p><b>High-Tech</b></p>	<p>iPad, iPad mini, iPod Touch, Android, Kindle</p> <p><u>Apps:</u> TouchChat, ProLoQuo2Go, LAMP, Go Talk Now, Pictello, etc</p>	<p>High-tech device with dedicated communication software that will be locked for communication access only.</p> <ul style="list-style-type: none"> <li>● Grid - <b>or</b> - visual scenes - <b>or</b> - hybrid display             <ul style="list-style-type: none"> <li>○ Grid display of ___ cells per page</li> </ul> </li> <li>● Digital photos <b>and/or</b> symbols &amp; text - <b>or</b> - text only</li> <li>● Color - <b>or</b> - b&amp;w - <b>or</b> - high contrast (specify colors of background, symbols and text)</li> <li>● Symbols per page: size ( _" x _" ) and number</li> </ul>

**MT. DIABLO UNIFIED SELPA  
SPECIAL FACTORS**

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ IEP Date: \_\_\_\_\_

**Does the student require assistive technology devices and/or services?**  No  Yes

**Rationale**

*SGD (speech generated device), Student assigned Little Step By Step, picture symbols, AT consultative support to classroom staff and parents as needed. Theradapt chair with/without tray. Wedge seat. Adapted cup with closed lid and straw for drinking, adapted spoon, fork for eating. Appropriate sized student desk to hold SGD/Clamp.*

**Does the student require low incidence services, equipment and/or materials to meet educational goals?**  No  Yes  
(if yes, specify)

\_\_\_\_\_ has a diagnosis of \_\_\_\_\_ which is characteristic of \_\_\_\_\_ impairment. \_\_\_\_\_ has motor planning difficulties across fine, gross and oral motor skills.

**Considerations if the student is blind or visually impaired:**

**Considerations if the student is deaf or hard of hearing:**

**If the student is an English Learner, complete the following section:**

Does the student need primary language support?  No  Yes If yes, how will it be provided? \_\_\_\_\_

What will be the language of instruction for the student? \_\_\_\_\_

Who will provide ELD services to student?  General Education  Special Education

What type of classroom setting will the student attend?  English Language Mainstream  Structured English Immersion

Alternative Program (primary language instruction)

Comments:

**Does student's behavior impede learning of self or others?**  No  Yes

