

TRAINING SELF ASSESSMENT

IEP teams must consider the need for assistive technology (AT) devices and services, including augmentative and alternative communication (AAC), with the development of each individualized education program (IEP) to ensure a free appropriate public education (FAPE).

AAC and communication access needs, including training, must be documented in the IEP before instruction or support is provided.

This self-assessment is intended to help individuals reflect on their current understanding of AAC and identify areas of strength and where additional training or support may be needed. Results may be used by the IEP team to inform planning for AAC-related training in alignment with §22.1-217.4. This tool is not evaluative.



For additional support in the consideration, selection, implementation, or training of AAC or other assistive technology devices or services, visit the AT Network website.

Directions for Completion

For each statement, circle the response that best reflects your current level of knowledge or experience as it relates to this student and your role.

Rating Scale

1 - Not yet familiar or am just learning	4 - Confident and able to support independently
2 - Have some knowledge or experience	n/a - this level of support is not applicable based on my role
3 - Generally comfortable and able to support	

Foundations of AAC

Understanding of what AAC is and its role in supporting the student and their communication needs. 1 2 3 4 n/a

Knowing how AAC supports the student's access to instruction, routines, and social interaction across the school day. 1 2 3 4 n/a

Student-Specific System Training

Recognizing how the student's AAC system is set up to support communication and navigating it to locate or model basic vocabulary. 1 2 3 4 n/a

Familiarity with the student's AAC system, including device features and programming (e.g., adding or editing vocabulary). 1 2 3 4 n/a

Communication Supports

Utilizing evidence-based practices (e.g., Aided Language Stimulation, wait time) during interactions with the student and instruction. 1 2 3 4 n/a

Modeling AAC use during routines, activities, and interactions in ways that support the student's communication. 1 2 3 4 n/a

Providing opportunities for the student to use AAC for a range of communication purposes (e.g., requesting, commenting, social interaction, asking questions). 1 2 3 4 n/a

Incorporating the student's communication modalities into instruction, routines, or activities throughout the day. 1 2 3 4 n/a

Implementation and Instructional Supports

Adapting the environment, materials, or instruction to support the student's communication access and participation. 1 2 3 4 n/a

Collecting, sharing, or using data about the student's AAC use and progress to inform decision-making. 1 2 3 4 n/a

Knowing where to seek support or additional resources if I have questions about supporting the student's AAC use. 1 2 3 4 n/a

Based on my responses to the self-assessment questions and my role and responsibilities in supporting the student's use of AAC and communication needs, additional support may be helpful in the following area(s)*:

- Foundations of AAC
- Student-Specific System Training
- Communication Supports
- Implementation and Instructional Supports
- Other: _____

*Training area descriptions are below.

Training Area Descriptions

These descriptions highlight potential training needs only. This is not a menu of pre-designed courses or scripted trainings. Identified training needs must be individualized.

Foundations of AAC

Build shared understanding of AAC and the student's communication needs.

Training focuses on identifying what AAC is, why the student uses it, and how AAC supports communication and access to instruction, routines, and social interaction across the school day.

Student-Specific System Training

Ensure staff can access, navigate, and (as appropriate) modify the student's AAC system.

Training focuses on basic device features, how the student's AAC system set up and use including vocabulary organization and basic navigation, programming (e.g., adding or editing vocabulary, adjusting settings, creating word lists), and troubleshooting. Training should be provided in the context of how the AAC system is used during instruction, routines, and activities.

Communication Practices

Encourage effective communication interactions with the student.

Training focuses on evidence-based practices to support communication partners including: modeling AAC use without the requirement to respond, responding to all communication attempts regardless of modality, allowing adequate wait time, and creating opportunities for the student to communicate for a range of purposes.

Implementation and Instructional Supports

Support meaningful integration of AAC throughout the school day.

Training focuses on incorporating the student's AAC into instruction, routines, and activities throughout the day which may include: adapting the environment, materials, or instruction to support communication access; embedding AAC into academic and social learning opportunities; expanding language use; supporting self-advocacy; and using information about AAC use to inform decision-making.