

AAC TRAINING PLANNING TOOL

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

AAC and communication access needs must be documented in the IEP before instruction or support is provided. This includes any required training to ensure the student can use AAC effectively and that curriculum and instruction accommodate their communication needs.

This document is designed to help IEP teams identify the individualized training needed for school employees or contractors who support a student using AAC and to plan for effective implementation. All decisions should be based on student data.



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

Did You Know?

Augmentative and alternative communication (AAC) means any method or tool other than oral speech that an individual uses to communicate, including gestures, facial expressions, writing, and speech-generating devices. ([COV § 22.1-217.4](#))

Student Communication Profile & AAC Needs

Communication methods(s)/tool(s): _____

Relevant strengths: _____

Primary AAC system(s): _____

Communication and Instructional Considerations

Consider the following communication and instructional areas in which training may be required to ensure the student's effective use of AAC and fidelity of implementation.

Primary communication needs/functions:

- Requests and Preferences
- Basic Needs & Self-Care
- Self-Advocacy and Safety
- Feelings/Emotional Expression
- Behavior Regulation
- Academic Participation
- Social Interaction
- Transitions & Navigating Environment
- Asking/Answering Questions
- Other: _____

Required environment(s) for access and participation:

- Classroom
- Specials/Electives
- Recess
- Lunch
- Transitions
- Transportation
- Community/CTE/Job sites
- Extracurricular Activities
- Home/After school
- Other: _____

Access and participation supports:

- Physical access & technical support
- Aided language stimulation/modeling
- Pre-programmed academic/SEL vocabulary
- Predictable routines & visual supports
- Prompting & wait time
- Partner strategies for honoring and expanding communication attempts
- Structured social interaction
- Other: _____

Curriculum and instructional needs:

- Adjusted pacing
- Reduced verbal/linguistic load
- Alternative question and response options
- Pre-teach vocabulary and concepts using the AAC system
- Direct instruction for non-academic communication skills
- Scaffold communication opportunities
- Other: _____

Don't Forget!

Be sure to document the communication and instruction needs, AT devices (including AAC) and services (including training), and supports for school personnel required for FAPE in the student's IEP. ([8VAC20-81-110\(F\)](#)).

Student Support Personnel

Consider and identify all school employees, contractors providing instruction or direct support to the student. Training and technical assistance needs for other team members such as the student and parents should also be considered.

Instructional Staff:

- General Ed Teachers
- Special Ed Teachers
- Paraprofessionals
- SLP
- OT/PT
- Behavior Specialist/BCBA
- Substitute Teachers

Other: _____

School-Wide Personnel:

- Administrators
- School Counselor
- School Psychologist
- Social Worker
- Nurse/Health Assistant
- Library/Media/Technology Specialist
- Specials/Electives Teachers

Additional Staff/Contractors:

- Bus Drivers
- Cafeteria Staff
- Safety/Security Personnel
- Custodial Staff
- Office Staff
- Job Coaches/CTE/CBI Staff
- Contractors/Therapists

Planning Matrix

As a team, complete the table below to plan and customize required training for staff, contractors, and other team members who support the student's use of AAC, ensure access to curricula and instruction, and ensure effective communication throughout the day (including academics, social, and extracurricular activities). Training needs may vary depending on the level of instruction or support provided.

Use the AAC Training Self-Assessment to assist in determining required training needs.

Staff	Training Area(s)* (circle all that apply)	Specific Training Topics	Training Provider(s)	Training Format(s)	Timeline (Initial, Follow Up)	Monitoring
	1 2 3 4					
	1 2 3 4					
	1 2 3 4					
	1 2 3 4					
	1 2 3 4					
	1 2 3 4					
	1 2 3 4					

*Training Areas

- 1: **Foundations of AAC** - Build shared understanding of AAC and the student's communication needs.
- 2: **Student-Specific System Training** - Ensure staff can access, navigate, and modify the student's AAC system.
- 3: **Communication Practices** - Encourage effective communication interactions with the student.
- 4: **Implementation and Instructional Supports** - Support meaningful integration of AAC throughout the school day.