

Developing a Comprehensive In-District AAC program

Cathy Magold, M.S., CCC/SLP
June 7, 2025



Vision



that promotes
autonomy, sense of
self, and ability to
connect with others

All students in the district will have access to the communication tools and support they need to express themselves, build relationships, and reach their full academic and personal potential, regardless of verbal ability

Mission



To create a comprehensive district-wide AAC program that contains the resources to provide students who have complex communication needs individualized supports, evidenced-based practices, collaborative team training, and family involvement.

Not being able
to *spea*k is not
the same as not



having
anything
to *say*

Why?



- 28th year as an SLP and 12th year in public education
- Caseload has primarily been students in our district's autism program in preschool and early elementary
- No formal procedure/process for identifying students who need high tech AAC and then once identified, no specific process for obtaining/maintaining devices
- Increasing population of students with complex communication needs.
- "Outside" AAC evaluations typically have waiting list

Project stages

Stage 1



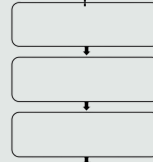
Collect Data

Stage 2



**Secure
Funding**

Stage 3



**Develop
Processes**

Stage 4



**Provide
Training/
Resources**

Stage 1: Data Collection



Farmington District Data

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|------------------------------------|---------|---------|---------|---------|---------|
| Total # special education students | 485 | 516 | 514 | 543 | 555 |
| # students with autism | 93 | 94 | 106 | 113 | 121 |
| # students with AAC devices | 17 | 18 | 26 | 27 | 34 |

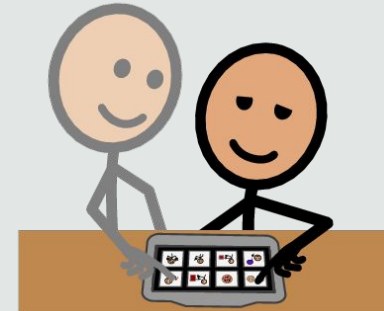
Data taken from Edsight website, CT SEDS, district SLP caseload data

Stage 1: District SLP Survey Results



Survey responses received from 7/8 district SLPs

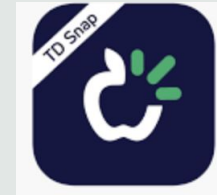
| | |
|---|-----|
| Has had specific Training in AAC Evaluation | 57% |
| Has had specific Training in AAC Implementation | 71% |
| Not comfortable completing AAC evaluations | 43% |
| Not comfortable implementing AAC | 14% |
| Identified “not having resources (trial devices, evaluation templates, evaluation tasks, etc)” as a barrier to completing AAC evaluations | 86% |



Stage 1: District SLP Survey Results



| AAC program | # current users |
|-------------|-----------------|
| Proloquo2Go | 22 |
| TouchChat | 2 |
| TD Snap | 4 |
| LAMP | 1 |
| low-tech | 5 |



Stage 2: Secure Funding



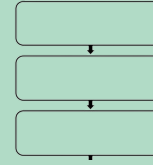
| Item | Quantity | Approx Cost Each | Total cost |
|-----------------------------|---|----------------------------|-----------------------------|
| ipad | 4 | 550 | 2200 |
| Ipad cases | 4 | 30 | 120 |
| Screen protector | 4 | 8 (for 2 pack) | 16 |
| AAC apps | 4 Proloquo2Go 4 TD Snap 2 LAMP 2 TouchChat | 250* 50 300* 300* | 500* 200 600* 600* |
| AAC Evaluation Genie app | 4 | 13 | 52 |
| | | | \$3386 - \$4288 |

Possible Funding Sources:

- IDEA grant
- District budget
- AAC Vendors
- Typical cost of an AAC evaluation from NEAT = \$3500

* typically can be purchased for ½ price in October and April

Stage 3: Develop Processes



- Collaborate with IT and Finance departments
- Develop flowchart to guide SLPs and IEP teams through each stage of trial and acquisition process
- Create system to track and manage assessment/trial tools (SLP “lending Library”)



Stage 4: Provide Training/Resources



HAVING A
COMMUNICATION
DEVICE DOESN'T MAKE
YOU AN EFFECTIVE
COMMUNICATOR ANY
MORE THAN HAVING A
PIANO MAKES YOU A
MUSICIAN.
(BEUKELMAN, 1991)



- Professional Development for SLPs in assessment and implementation
- SLP Peer mentoring
- Shared Google Drive of resources including evaluation templates, sample reports, handouts for teachers/paras/families
- Links to training videos/manuals

Many thanks!

Any questions?

You can reach me at:
magoldc@fpsct.org

Credits: This presentation template was created by **Slidesgo**,
including icons by **Flaticon** and infographics & images by **Freepik**