



New Student AAC System **TRANSITION CHECKLIST**

Purpose: This checklist is to be used when you have a new student with an AAC system entering your classroom. Complete the checklist to ensure the student's device is updated and functioning, and to ensure the team has sufficient training and support. This should be completed with collaboration with the classroom teaching staff and the SLP.



When you need help with items on the Checklist, complete the **DTA Schools Schools Help Request form** or contact **Special Ed administration (Director or ESS Specialist)** as soon as possible. This form is also accessible on the DTA Schools Home Page.

IMPORTANT:

Most students' devices are a required part of their IEP. If you need any assistance to make the device a part of the student's daily instruction and social interaction, BE SURE to reach out!



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NEW STUDENT CHECKLIST:

- ☐ Device is brought to school with a full charge **daily**.
- ☐ Locate the student's **AAC Device Manual** (formerly AAC Implementation Plan)
- ☐ Ensure student has the **correct assigned or personal device** and accessories listed in manual.
- ☐ Ensure that the **correct pageset/user file** is showing on screen by comparing the device pages to the sample screen shots in the manual.
- ☐ Be aware of **updates** as notifications appear on screen, and update or inform family or administration if unable.
- ☐ Device is kept available for the student **at all times**.
- ☐ Student device **turns on** and appears to be functioning properly.
- ☐ Bookmark or save a link to the student's **AAC Device Manual** for future reference and manufacturer information.
- ☐ **Update the images** on the device to match your classroom (classmate and staff photos, topics you are teaching, places you go, materials etc.)
- ☐ Confirm the device is **backed up** to a file, or designated shared drive.
- ☐ Make a **backup plan** to use when the device is unavailable for any reason. This may be a communication book, screenshot print outs of the most important pages, or a school ipad with the pageset loaded.

ADULT PREPARATION:

- ☐ Adult partners are knowledgeable about the **basic functioning** of the device and how to **locate vocabulary**.
- ☐ Instructional staff are assigned to **check the device** functionality at the beginning of every school day.
- ☐ All staff understand **expectations for device access** (always available, never removed as punishment etc).
- ☐ Ensure **lesson planning** includes preparation for staff to model specific target words and messages for student during each instructional activity.