*This document begins after the student assessment, completion of a trial, selection of an app, and selection of an appropriate page set. The student’s SLP can use the list below as a guide for necessary tasks for SGD implementation. (short version)*

|  |  |  |
| --- | --- | --- |
|  | SGD program plan - goals, levels of support, error correction, current targets, partner input, response expectations, data format |  |
|  | partner training - aided language, non-directive language, expectant pause, data collection |  |
|  | implementation plan - mapping use into day, data collection plan, expressive opportunities, direct instruction |  |
|  | Other applications - peers, explore time, partner voice off, paper-based |  |
|  | progress monitoring - data collection process, partner vs student use, fidelity of implementation |  |
|  | App Training - app operation for partners across settings |  |
|  | Maintenance * Electronics labeled, codes recorded (passwords, serial number, Apple ID, Guided Access)
* Charging cords, location, process established and transport process within, across settings
* Point person for maintenance, tech support, backup, repairs
 |  |
|  | SGD point person - decisions about vocabulary, device, edits, process, settings, masking, highlighting, etc. |  |
|  | Team Communication - updates, data, programs, new settings, home/school consistency  |  |

*This document begins after the student assessment, completion of a trial, selection of an app, and selection of an appropriate page set.*

Once a communication device has been procured, one Team member should be designated as the “lead” for the implementation of the speech device as part of a comprehensive communication system. This person will be responsible for ensuring the following tasks are completed, either by themselves or as assigned to appropriate team members. (long version)

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| --- | --- | --- | --- |
|  | **Device Preparation** | **status** |  |
|  | Are the iPad and accessories all labeled with student’s information/team contact? |  |  |
|  | What is the password for the iPad (if any)? |  |  |
|  | What is the Apple ID associated with AAC app? |  |  |
|  | What is the Serial Number and name of the iPad? |  |  |
|  | Who maintains the Guided Access code? What is it / how is it known to others? |  |  |
|  | Where are the device charger cord and brick stored? Are there others available?  |  |  |
|  | Is the iPad dedicated to the communication app? What other apps will be available on the iPad, and what is the accepted use of these apps? |  |  |
|  | **Device Maintenance and Safety** | **status** |  |
|  | Who will be responsible for performing routine maintenance, including trouble-shooting problems, updating software, and backing up vocabulary? What is the schedule / process for these activities? |  |  |
|  | What is the procedure for charging the device – who, when, where, how long? |  |  |
|  | What protective accessories (e.g. protective case, screen protector, strap) are used with the device? |  |  |
|  | What is the proper way to transport the device between settings: to/from home, to/from school, and within the community? |  |  |
|  | Who will be responsible for preparing the device for safe transport between settings: school to home, home to school, home to community, and school to community?  |  |  |
|  | Where will the device be located in the home when not in use? |  |  |
|  | What is the proper way to transport the device within school locations? |  |  |
|  | What is the plan for identifying and sharing proper positioning of the device across settings, activities, equipment, and positions? |  |  |
|  | Will there be a paper-based version of the app available as a back-up? |  |  |
|  | **App Responsibilities** |  |  |
|  | Who needs to be trained in the basic use of the app (all adult communication partners)? |  |  |
|  | What is the plan to provide this training? Include training activities and timeline. |  |  |
|  | What settings or features are important for all partners to know? |  |  |
|  | What are partners expected to know about the app content: main sets/sections of vocabulary available and their location/navigation? |  |  |
|  | What other features/settings of the app are necessary for the partner to know to begin using the app?  |  |  |
|  | What supports will be provided to assist partners in using the app? For example, cheat sheets, scripts, video tutorials, notes etc. |  |  |
|  | What is the process for monitoring partners’ learning towards these app targets? |  |  |
|  | Who is the point person who will be responsible for decisions about communication app content and format? This includes addition of vocabulary, use of masking, highlighting etc. |  |  |
|  | What is the protocol for requesting edits to the program? |  |  |
|  | Who will be allowed to make edits to the program (based on decisions above)? |  |  |
|  | **Student Outcomes** | **status** |  |
|  | Does the student have appropriate and clearly defined goals related to communication and the device? |  |  |
|  | How are the student’s communication goals shared, updated, and distributed to partners? |  |  |
|  | Are the communication goals appropriately mapped into the student’s day in a way that is clear and easy to follow? |  |  |
|  | How will information about current target vocabulary be shared with the team?  |  |  |
|  | **Instructional Strategies** | **status** |  |
|  | How have partners been trained in to implement the ‘Aided Language Input’ instructional strategy?  |  |  |
|  | How have partners been trained in to implement the ‘Non-Directive Language’ instructional strategy?  |  |  |
|  | How have partners been trained in the use of the ‘Expectant Pause’ instructional strategy? |  |  |
|  | Has the importance of Engagement been discussed, focusing on its significant contribution to participation?  |  |  |
|  | How is fidelity of implementation of important instructional methods (e.g. aided language, non-directive language, expectant pause) monitored? |  |  |
|  | **Implementation**  |  |  |
|  | Train peers in implementation. |  |  |
|  | Has an implementation plan been created for the communication program / device? |  |  |
|  | Does the implementation plan include:  |  |  |
|  | … guidance that is detailed enough to allow partners to accurately implement the communication program? |  |  |
|  | … accepted sequence / levels of adult support? |  |  |
|  | … specific information about when the device is to be used in the day? |  |  |
|  | … specific information about who is using the device and how they are to use it?  |  |  |
|  | … specific information about the student performance expectations? |  |  |
|  | … designated student ‘Explore Time’?  |  |  |
|  | … designated ‘Partner Voice Off’ communication time?  |  |  |
|  | … designated ‘Engineered’ or ‘Expressive Opportunities’ for the student?  |  |  |
|  | … time for designated Direct Instruction related to device operation and use and vocabulary?  |  |  |
|  | **Progress Monitoring** | **status** |  |
|  | How is information collected, recorded and used for student’s performance? |  |  |
|  | **Documentation and Reporting** | **status** |  |
|  | What written plans exist to identify and track the communication program? Include information contained in the plan(s). |  |  |
|  | What is the process for updating the implementation plan? Include who will make the updates, how often, and the dissemination process. |  |  |
|  | What is the plan for unmasking/showing all symbols? |  |  |