This evidence-based practice overview on Technology-aided Instruction & Intervention includes the following components:

1. **Overview**: A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
2. **Evidence-base**: The TAII Evidence-base details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.
3. **Step-by-Step Guide**: Use the TAII Step-by-Step Practice Guide as an outline for how to plan for, use, and monitor TAII. Each step includes a brief description as a helpful reminder while learning the process.
4. **Implementation Checklist**: Use the TAII Implementation Checklist to determine if the practice is being implemented as intended.
5. **Data Collection Sheets**: Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.
6. **Tip Sheet for Professionals**: Use the TAII Tip Sheet for Professionals as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.
7. **Parent Guide**: Use the TAII Parent Guide to help parents or family members understand basic information about the practice being used with their child.
8. **Additional Resources**: Use the Additional Resources to learn more about the practice.
9. **CEC Standards**: A list of CEC Standards that apply specifically to TAII.
10. **Module References**: A list of numerical References utilized for the TAII module.

**Suggested citation:**
What Is TAII?

Technology-aided instruction and intervention (TAII) refers to instruction or intervention in which technology is the central feature supporting the acquisition of a goal for the learner.

Technology is defined as “any electronic item, equipment, application, or virtual network that is used intentionally to increase/maintain, and/or improve daily living, work/productivity, and recreation/leisure capabilities of children with autism spectrum disorders.”¹ Some of the forms of technology included in the definition are smart phones, tablets, laptops, desktop computers, speech generating devices, interactive white boards, software for computers, and the internet.

Evidence-base

Technology-aided instruction and intervention meets the evidence-based practice criteria with 11 single case design studies and 9 group design studies. The practice has been effective with learners in preschool (3-5 years) to high school learners (15-22 years). Studies included in the 2014 EBP report detailed how technology-aided instruction and intervention can be used effectively to address: social, communication, joint attention, behavior, school-readiness, cognitive, motor, adaptive, vocational, and academic outcomes.

How Is TAII Being Used?

Technology-aided instruction and intervention can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments. Parents and family members also can use technology-aided instruction and intervention in the home.

For more information, visit: www.afirm.fpg.unc.edu
The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014).

Efficacy must be established through high quality, peer-reviewed research in scientific journals using:
- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

**--OVERVIEW--**

Technology-aided instruction and intervention refers to instruction or intervention in which technology is the central feature supporting the acquisition of a goal for the learner. Technology-aided instruction and intervention meets the evidence-based practice criteria with 11 single case design studies and 9 group design studies. The practice has been effective with learners in preschool (3-5 years) to high school learners (15-22 years). Studies included in the 2014 EBP report detailed how technology-aided instruction and intervention can be used effectively to address: social, communication, joint attention, behavior, school-readiness, cognitive, motor, adaptive, vocational, and academic outcomes.

In the table below, the outcomes identified by the evidence base are shown by age of participants.
Early intervention (0-2 years)

No studies

Preschool (3-5 years)


Elementary (6-11 years)


Elementary (6-11 years continued)


Middle (12-14 years)


High (15-22 years)

Peer-Mediated Instruction
and Intervention (PMII)

High (15-22 years continued)


* Research which included participants in multiple age ranges.
This practice guide outlines how to plan for, use, and monitor the practice of Technology-aided Instruction & Intervention.

Keep in mind that TAI can be used to increase behaviors with technology.

BEFORE YOU START...

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about...?

- Establishing a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered...

- Identifying additional evidence-based practices...

If the answer to any of these is “no,” review the process of how to select an EBP.

For more information, visit: www.afirm.fpg.unc.edu
Step 1: Planning

The planning step explains initial steps and considerations involved when using TAII as an intervention for a learner.

1.1 Conduct technology assessment for learner

TAII can be used for a variety of skills/behaviors. Before deciding to use TAII with a learner, complete the TAII Assessment for Good Fit with the learner.

*Note:* For more information about reinforcement, see the Reinforcement AFIRM Module.

*Use the TAII Planning Worksheet as a guide when planning for TAII.*

1.2 Discuss technology preferences with families and learners

Speak with the learner directly and/or with the learner’s family to find out what types of technology the learner uses at home, technology preferences, and the learner’s behavior using technology at home.

1.3 Identify available technology resources

Make a list of the available technology tools in the classroom, then the school, maybe in the district and at home (some students bring their own technology with them in their backpacks everyday). If no technology is available, consider purchasing technology using funds from your school, district, or even Parent-Teacher Association.

1.4 Review policies/rules concerning the use of technology

Some classrooms and most schools today have technology-related rules. Make sure to review those rules before proceeding with using TAII with your learner. You may also need to check district technology policies as well.

1.5 Prepare needed materials

Consider additional materials that may be needed to support the learner’s use of the selected technology, such as visual supports, task analysis, reward chart, etc.

*Note:* If the learner needs additional instructions to use technology, please visit the Task Analysis module, the Visual Supports module, and/or the Modeling module.

1.6 Inform and train appropriate team members to support learner

Make sure all team members who support the learner know how to use the device so they can support its use in different settings. You may need to provide written instructions or a video demonstrating how it is to be used. Do not forget that the family may need to be trained as well.

Now you are ready to start...
Step 1: Planning (continued)

1.7 Schedule times to use selected TAI

Depending on the purpose for the elected TAI, there may be a need to set up a schedule of times for its use.

*Note:* If a learner is using a speech-generating device, the device should be accessible in all classes and settings.

*Use the TAI Planning Worksheet as a guide when planning for TAI.*

Step 2: Using

This section describes the process of implementing TAI by withholding the consequences that are maintaining the interfering behavior and prompting the use of the replacement behavior.

2.1 Teach learner how to use selected TAI

It is important to make sure the learner know how to use the selected technology for the identified goal.

2.2 Review rules with learner of appropriate use

You will need to review the class/school/district rules and policies regarding technology use as appropriate.

*Note:* If a learner is using an application on a mobile device, consider using the guided access feature in the accessibility settings to lock the learner into the application or an app lock application to prevent unauthorized access to specific applications.

2.3 Provide prompting and reinforcement if needed for using selected TAI

You may want to plan on how you will prompt the learner to use the selected TAI. You may also need to use reinforcement for appropriate use of the TAI.

*Note:* For more information on prompting and reinforcement, please visit the Prompting and Reinforcement modules.

2.4 Ensure the technology is used consistently and across settings

You may want to observe how the technology is used in different settings or get feedback from others on its use. Data collection sheets are provided in the resources section.

*Use the TAI Anecdotal Data Collection Form to monitor behaviors.*
Step 3: Monitoring

The following process describes how the use of TAII can be monitored and how to determine TAII steps based on the data.

### 3.1 Collect and analyze data

Data collection sheets are provided in the resources section to help with data collection. They include an event sampling collection sheet to show how often technology is used for its intended purpose and an anecdotal notes data collection sheet to help gather data across settings from other team members. In some cases, both data sheets may be helpful to determine if any adjustments need to be made. Depending on the specific technology use, other types of data collection may be needed.

- Use the TAII Frequency Data Collection Form to monitor behaviors.
- Use the TAII Anecdotal Data Collection Form to monitor behaviors.

### 3.2 Determine next steps based on learner progress

If the learner with ASD is showing progress with TAII based upon collected data, then continue to use this practice with the learner. Gradually new target skills and behaviors can be introduced to the learner with ASD.

If the learner with ASD is not showing progress with TAII, ask yourself the following questions:

- Is the target skill or behavior well defined?
- Is the skill or behavior measurable and observable?
- Is the skill or behavior too difficult for the learner?
- Was TAII used with fidelity (see implementation checklist)?
- Is the student motivated by technology use?
- Is the selected technology tool appropriate for the selected goal?
- Is the selected technology tool too difficult for the learner to use?
- Are all team members using/supporting TAII in a consistent manner?

If these issues have been addressed and the learner with ASD continues not to show progress, consider selecting a different evidence-based practice to use with the learner.
# Technology-aided Instruction & Intervention (TAII) Implementation Checklist

### Before you start:

#### Have you...

- Identified the behavior?
- Collected baseline data through direct observation?
- Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered.

*If the answer to any of these is “no”, refer to the “Selecting EBPs” section on the website.*

### Step 1: Planning

1. Conduct technology assessment for learner (1.1)
2. Discuss technology preferences with families and learners (1.2)
3. Identify available technology resources (1.3)
4. Review policies/rules concerning the use of technology (1.4)
5. Prepare needed materials (1.5)
6. Inform and train appropriate team members to support learner (1.6)
7. Schedule times to use selected TAII (1.7)

### Step 2: Using

1. Teach learner how to use selected TAII (2.1)
2. Review rules with learner of appropriate use (2.2)
3. Provide prompting and reinforcement if needed for using selected TAII (2.3)
4. Ensure the technology is used consistently and across settings (2.4)

### Step 3: Monitoring

1. Collect and analyze data on performance of target behavior (3.1)
2. Determine next steps based on learner progress (3.2)

<table>
<thead>
<tr>
<th>Observation Date</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer’s Initials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
---Planning Worksheet---

Learner’s Name: ___________________ Date/Time: ___________

Observer(s): ____________________________

Target Behavior: ____________________________

What instructional domain does the learner’s target skill/behavior address?
- Social
- Joint Attention
- School-readiness
- Motor
- Vocational
- Communication
- Behavior
- Cognitive
- Adaptive
- Academic

Please answer the following questions to determine what level of supports may be needed:

1. Does the learner have the fine motor ability to use a touchscreen independently?
   - Yes
   - No

2. Does the learner have the fine motor ability to use a tactile surface such as a desktop keyboard independently?
   - Yes
   - No

3. Has the learner ever used any technology tool/device in the school setting?
   - Yes
   - No
   If yes, list tool/device(s): ____________________________

4. Has the learner ever used any technology tool/device in the home setting?
   - Yes
   - No
   If yes, list tool/device(s): ____________________________

5. Will the learner be using the technology tool/device in multiple settings?
   - Yes
   - No

6. Will additional training be needed for the learner?
   - Yes
   - No

Note: If you respond ‘no’ to one or more of the first four questions, consider consulting with the school or district’s assistive technology specialist and/or occupational therapist.

If TAlI is appropriate, continue ➔
Identify available technology resources:

<table>
<thead>
<tr>
<th>Location</th>
<th>Available Options</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>□ Desktop □ Laptop □ Tablet □ Whiteboard □ Other:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Laptop □ Tablet □ Other:</td>
<td></td>
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<tr>
<td>School</td>
<td>□ Laptop □ Tablet □ Other:</td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>□ Laptop □ Tablet □ Other:</td>
<td></td>
</tr>
<tr>
<td>Home/Personal</td>
<td>□ Desktop □ Laptop □ Tablet □ Mobile device □ Other:</td>
<td></td>
</tr>
</tbody>
</table>

What if there are no technologies available?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Available</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there funds available to purchase technology?</td>
<td>□ Yes □ No</td>
<td></td>
</tr>
<tr>
<td>Is there a state or local technology lending library?</td>
<td>□ Yes □ No</td>
<td></td>
</tr>
</tbody>
</table>
Identify policies/rules regarding the use of technology:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Applicable</th>
<th>Policies/Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there any classroom rules regarding technology use?</td>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>Are there any school rules/policies regarding technology use?</td>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>Are there any district policies regarding technology use?</td>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>Does the learner's family have any rules/preferences regarding use of technology?</td>
<td>□ Yes</td>
<td>□ No</td>
</tr>
</tbody>
</table>

Prepare materials:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Applicable</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are any other materials needed to facilitate use of the technology?</td>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>Are visual supports needed to help the learner use the technology?</td>
<td>□ Yes</td>
<td>□ No</td>
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<tr>
<td>Do written directions need to be provided on how to use the technology?</td>
<td>□ Yes</td>
<td>□ No</td>
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</tbody>
</table>
Identify and train team members:

<table>
<thead>
<tr>
<th>Team Members</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Learner</td>
<td></td>
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<tr>
<td>□ Family Member(s): ___________________________</td>
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<tr>
<td>□ Special education</td>
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<tr>
<td>□ General education</td>
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<tr>
<td>□ Specials (e.g., PE, music, library, computer, etc.)</td>
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<tr>
<td>□ Paraprofessionals/Teacher Assistants</td>
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<tr>
<td>□ Speech therapist</td>
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<td>□ Occupational therapist</td>
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<td>□ Physical therapist</td>
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<tr>
<td>□ Lunchroom workers</td>
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<tr>
<td>□ Custodians</td>
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<td>□ Other(s): _________________________</td>
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Identify times to use TAIL:

<table>
<thead>
<tr>
<th>Daily Schedule</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Class:</td>
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<td>Lunch</td>
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For more information, visit: www.afirm.fpg.unc.edu
---TAII Anecdotal Notes---

Learner’s Name: ___________________  Date/Time: ____________
Observer(s): ____________________________
Target Behavior(s): _______________________________________
_________________________________________________________________

Anecdotal Notes:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Notes</th>
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<td>☐ Before</td>
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<td>☐ Before</td>
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<td>☐ Before</td>
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For more information, visit: www.afirm.fpg.unc.edu
---TALL Frequency Data Collection---

Learner’s Name: ________________  Date/Time: ________________
Observer(s): ____________________________________________
Target Behavior(s): ________________________________________

Frequency Data:
Use frequency recording to collect data on every instance of the target behavior.

<table>
<thead>
<tr>
<th>Date</th>
<th>Tally</th>
<th>Total</th>
<th>Time</th>
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<tbody>
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</tbody>
</table>

For more information, visit: www.afirm.fpg.unc.edu
Technology-aided Instruction & Intervention (TAII) ---Professional’s Guide---

Technology-aided Instruction & Intervention ...
- is an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 3 to 22 years old that can be implemented for multiple goals.
- can be used by teachers and team members (paraprofessionals, speech pathologists, parents) in school, community, and home environments.

Why Use?
- TAII can help decrease adult support and increase learner independence
- TAII can make learning predictable for learners with ASD
- TAII can be used to foster communication through the use of specially designed devices and applications that generate speech

Outcomes
- The evidence – base for TAII supports the use of this practice to address the outcomes below:

<table>
<thead>
<tr>
<th>Early Intervention (0-2)</th>
<th>Preschool (3-5)</th>
<th>Elementary (6-11)</th>
<th>Middle (12-14)</th>
<th>High (15-22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No studies</td>
<td>Social</td>
<td>Social</td>
<td>Social</td>
<td>Social</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
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</tr>
<tr>
<td>Joint Attention</td>
<td>Joint Attention</td>
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<td>Joint Attention</td>
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<tr>
<td>Behavior</td>
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<tr>
<td>School-Readiness</td>
<td>School-Readiness</td>
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<tr>
<td>Cognitive</td>
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<tr>
<td>Motor</td>
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<td>Adaptive</td>
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<td>Vocational</td>
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<td>Vocational</td>
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<tr>
<td>Academic</td>
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</table>

TIPS:
- Assess the learner before selecting a technology tool
- Spend time learning how to use the technology tool before teaching the learner and additional team members how to use the technology tool
- Monitor the learner to ensure the technology tool is being used for the intended purpose.
Technology-aided Instruction & Intervention

This tip sheet was designed as a supplemental resource to help provide basic information about the practice.

For more information, visit:

Technology-aided Instruction & Intervention (TAII) - Professional’s Guide

STEPS FOR IMPLEMENTING

1. Plan

- Conduct technology assessment for learner
- Discuss technology preferences with families and learners
- Identify available technology resources
- Review policies/rules concerning the use of technology
- Prepare needed materials
- Inform and train appropriate team members to support learner
- Schedule times to use selected TAII

2. Use

- Teach learner how to use selected TAII
- Review rules with learner of appropriate use
- Provide prompting and reinforcement if needed for using selected TAII
- Ensure the technology is used consistently and across settings

3. Monitor

- Collect data on targeted skills and use of TAII
- Determine next steps based on learner progress
This parent introduction to TAI is designed as a supplemental resource to help answer basic questions about this practice.

To find out more about how TAI is used with your child, speak with:

For more information visit: www.afirm.fpg.unc.edu
Articles:


---Additional Resources---
Articles (continued):


App:

![Autism Apps](image)

*Autism Apps* by Touch Autism (Free)

Books:


Websites:


Technology-aided Instruction & Intervention  

CEC Standards

The CEC Standards that apply to all 27 evidence-based practices can be found on our website at: [http://afirm.fpg.unc.edu/learn-afirm](http://afirm.fpg.unc.edu/learn-afirm)

Below are CEC Standards that apply specifically to Technology-aided Instruction & Intervention (TAII) module.

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<tr>
<th>Standard Description</th>
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<tr>
<th>Initial Preparation Standard 2: Learning Environments</th>
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<tr>
<td>ISCI 2 S3 Identify supports needed for integration into various program placements</td>
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<tr>
<th>Initial Preparation Standard 5: Instructional Planning &amp; Strategies</th>
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<tr>
<td>ISCI 5 K3 Augmentative and assistive communication strategies</td>
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<tr>
<td>ISCI 5 S7 Incorporate and implement instructional and assistive technology into the educational program</td>
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<tr>
<td>DDAS5 S2 Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with developmental disabilities/autism spectrum disorders</td>
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<th>Advanced Preparation Standard 7: Collaboration</th>
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<tr>
<td>SEDASS7.S3 Collaborate with families and other team members in non-judgmental ways to make informed decisions about interventions and life planning</td>
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For more information, visit: [www.afirm.fpg.unc.edu](http://www.afirm.fpg.unc.edu)
Module References


---Module References---


