

HOUSE No. 318

The Commonwealth of Massachusetts

PRESENTED BY:

Garrett J. Bradley

To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act to improve augmentative and alternative communication opportunities for children with disabilities.

PETITION OF:

NAME:

Garrett J. Bradley

DISTRICT/ADDRESS:

3rd Plymouth

HOUSE No. 318

By Mr. Bradley of Hingham, a petition (accompanied by bill, House, No. 318) of Garrett J. Bradley relative to training and preparation in the use of augmentative and alternative communication for students. Education.

[SIMILAR MATTER FILED IN PREVIOUS SESSION
SEE HOUSE, NO. 343 OF 2013-2014.]

The Commonwealth of Massachusetts

**In the One Hundred and Eighty-Ninth General Court
(2015-2016)**

An Act to improve augmentative and alternative communication opportunities for children with disabilities.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

1 SECTION 1. Chapter 71 of the General Laws, as appearing in the 2012 Official Edition,
2 is hereby amended by inserting at the end of section 38G the following paragraph:-

3 All teachers who apply for an initial Massachusetts educator license on or after
4 September 1, 2018 shall receive training and preparation in the use of augmentative and
5 alternative communication for students who are nonverbal or who have limited speech, as a
6 requirement for such licensure. Such training and preparation shall include coursework in
7 augmentative and alternative communication and practical experience in the classroom with
8 children who use augmentative and alternative communication, including but not limited to
9 children with Autism Spectrum Disorder, acquired brain injury, cerebral palsy and other

10 disabilities that result in limited or no verbal abilities; provided that practical experience for
11 regular education teachers shall include experience in the classroom with students who use
12 augmentative and alternative communication, and if classroom settings are unavailable practical
13 experience may include other types of interactions with and observations of individuals who use
14 augmentative and alternative communication. Teacher and specialist teacher licensure
15 requirements, subject matter knowledge requirements, professional standards for teachers, and
16 educator preparation program approval requirements shall adequately address augmentative and
17 alternative communication competencies to educate students with disabilities who are nonverbal
18 or have limited verbal abilities; provided that a teacher shall not be subject to such requirements
19 if they are applying for a second or subsequent licenses. The board shall require that the
20 individual professional development plans required under section 38G of Chapter 71 address the
21 learning needs of students who are nonverbal or have limited speech.