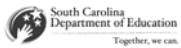



Assistive Technology Consideration

 South Carolina
Department of Education
Together, we can.

Division of Accountability
Office of Regional Services
Assistive Technology Services

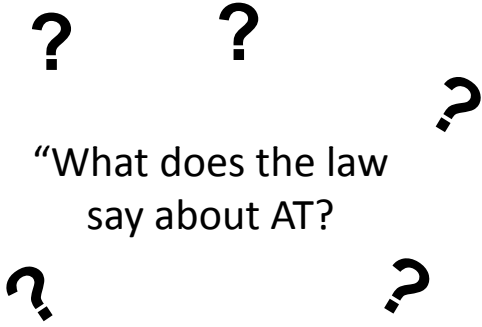
Assistive Technology Consideration

Assistive Technology Specialists
Sue Maloney, MS, Ed.
Stacy Springer, MS, OTR/L, ATP
Mark Daniels, MS, Ed.



Questions to Consider

- If the student is currently using AT, is the AT adequate to address the new goals and objectives?
- Does the student need AT to access the curriculum?
- Does the student need AT to access instructional materials?
- Does the student need AT to access the technology used by other students?
- Could AT help the student work more independently?



“What does the law say about AT?”

Assistive Technology Devices

“any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.” (Section 300.5)

The Individuals with Disabilities Education Act (Public Law 105-17)

Assistive Technology Services

“...any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.”

Assistive Technology Act of 1998 as amended (P.L. 108-364)

Consideration: Who should be considered for AT?

Educators are required (mandated) to “consider” (this does not mean evaluate as it may not be deemed appropriate) assistive technology for all students with IEPs, (§34 C.F.R 300.346.2.(v)), and to provide assistive technology for students who require it for a FAPE (§34 C.F.R. 300.6 (b)).

Assistive Technology Consideration

Congressional Intent of IDEA 2004

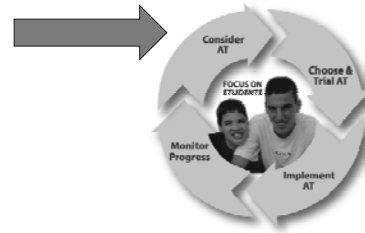


IDEA 2004 affirms emphasis on AT as a means to support educational achievement

- Requires consideration of AT in the IEP process
- Places responsibility for decision-making with IEP Team
- Requires accessible instructional materials

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The Assistive Technology Cycle

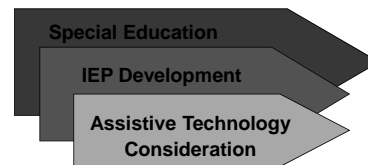


Maryland Assistive Technology Network (MATN)
<http://olms.cte.jhu.edu/olms/output/page.php?id=9514>

How do we consider AT as we develop the IEP?

Assistive Technology Consideration

Embedded within the Special Education Process and the IEP Development Process



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AT Consideration: 5 Step Process

- STEP 1** → Review Student's present level of academic achievement & functional performance.
- STEP 2** → Review student's IEP goals & objectives.
- STEP 3** → Identify tasks to accomplish IEP goals across environments.
- STEP 4** → Determine student's functional capability to perform tasks across environments.
- STEP 5** → Identify appropriate supports & services, including AT.

AT Consideration: 5 Step Process

- STEP 1** → Review Student's present level of academic achievement & functional performance.

Assistive Technology Consideration

STEP 1 → Review Present Level of Performance

Look at the student to identify:

- Functional areas of concern
- Barriers to success
- Strengths to apply or build upon

STEP 1 → Review Present Level of Performance

Has the student used AT?

- **If yes**, then look at the types of devices and/or AT services. (i.e. results, trials, outcomes, student satisfaction)
 - Does the student still need these AT devices and/or services?
 - Does the student need other AT devices and/or services?
- **If no**,
 - Is there information that suggests that the student needs an AT assessment?
 - Are there reasons why the student has not used AT? (Refer to the explanation in the student's previous IEP related to the decision not to require AT.)

**AT Consideration:
5 Step Process**

STEP 2 → Review student's IEP goals & objectives.

Look at the student and relevant:

- State content standards
- School district curriculum
- Required assessments

STEP 2 → Review Student's IEP Goals & Objectives

- IEP goals are developed based on the skills and abilities a student is **expected to gain in one year.**
- The IEP team examines the grade-specific curriculum and outlines the **skills and functional abilities** the student must develop.

**AT Consideration:
5 Step Process**


STEP 3 → Identify tasks to accomplish IEP goals across environments.

STEP 3 → Identify Tasks to Accomplish IEP Goals Across Environments

- The IEP team must think about the **specific tasks** the student needs to complete to achieve his/her IEP goals and objectives.
- The student will complete the tasks in a **range of environments** so the IEP team should think about **challenges the student might experience** while completing certain tasks in different environments.

Assistive Technology Consideration

Instructional/Functional Skills



- Reading
- Written Expression
- Math
- Communication
- Recreation
- Daily organization
- Seating/Positioning
- Hearing
- Seeing
- Self-care
- Mobility
- Other areas

A Consideration Resource Guide with video links
http://www.valdosta.edu/coe/ece/eatrb/video_tips.htm

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STEP 3 → Identify Tasks to Accomplish IEP Goals Across Environments

The Student

What:

- ✓ Does the Student need to do?
- ✓ Are the Student's special needs and current abilities?

Zabala, Joy. "Setting the Stage For Success: Building Success through Effective Selection and Use of Assistive Technology Systems". (2000)

STEP 3 → Identify Tasks to Accomplish IEP Goals Across Environments

The Environments

What are the:

- ✓ Instructional and physical arrangements?
- ✓ Materials and equipment are currently available?
- ✓ Available supports to the student and the people working with the student?
- ✓ Attitudes and expectations of the people in the environment ?

Zabala, Joy. "Setting the Stage For Success: Building Success through Effective Selection and Use of Assistive Technology Systems". (2000)

STEP 3 → Identify Tasks to Accomplish IEP Goals Across Environments

The Tasks

What:

- ✓ Activities occur in the student's natural environments which enable progress toward mastery of identified goals?
- ✓ Is everyone else doing?
- ✓ Are the critical elements of the activities?

Zabala, Joy. "Setting the Stage For Success: Building Success through Effective Selection and Use of Assistive Technology Systems". (2000)

AT Consideration: 5 Step Process

STEP 4 → Determine student's functional capability to perform tasks across environments.

STEP 4 → Determine Student's Functional Capability to Perform Tasks

- Determine required tasks that may be difficult for the student to complete at an appropriate level of independence.
- Consider effective supports or supplements to the student's skills and abilities to increase his/her likelihood of success.
- Determine the critical elements of the tasks across environments.
 - Tasks that the student cannot accomplish independently
 - Ways the task can be modified to increase participation

Assistive Technology Consideration

AT Consideration: 5 Step Process

STEP 5 → Identify appropriate supports & services, including AT.

STEP 5 → Identify Appropriate Supports & Services, Including AT

- ☉ At this point, the IEP team decides IF the supports and services needed include AT.
- ☉ All decisions result from the team's analysis of the student's needs, identified goals, and expected tasks, regardless of cost.
- ☉ A focus on independence is equally important.
While an adult scribe may adequately help a student with handwriting difficulties, the goal is to provide tools and strategies that encourage high levels of independence in learning.

STEP 5 → Identify Appropriate Supports & Services, Including AT

Tools
What:

- ✓ No tech, low tech, and high tech options should be considered for inclusion in an assistive technology system for a student with these needs and abilities doing these tasks in these environments?
- ✓ Strategies might be used to invite increased student performance?
- ✓ Proposed trial system of tools might student try out in the customary environments in which they will be used?

Zabala, Joy. "Setting the Stage For Success: Building Success through Effective Selection and Use of Assistive Technology Systems". (2000)

STEP 5 → Identify Appropriate Supports & Services, Including AT

Tools

Brainstorm No/Low- to High-Tech TOOLS and STRATEGIES to complete tasks across environments to identify:

- Options for overcoming barriers
- Ways to maintain critical elements of the required tasks
- The least complex solution that will remove the barrier

STEP 5 → Identify Appropriate Supports & Services, Including AT

Justifying Need for AT

Based on the results of **Steps 1-4**
Does the student need AT devices and/or services to:

- Participate and progress in the general education curriculum and meet his or her goals?
- Participate in nonacademic activities?

OR....

- Can the student participate successfully without AT?

STEP 5 → Identify Appropriate Supports & Services, Including AT

Documentation


Does the student need AT to progress in the general education curriculum with appropriate independence?"

- **If yes**, document AT devices and/or services on the IEP.
- Documenting the team's decisions about AT is critical in the student's IEP and describes the features of the tool(s) required rather than specific tool or software program (i.e. text-reader vs. Kurzweil 3000).
- Clear IEP documentation helps future teams understand the needs of the student and effective tools to use.


Assistive Technology Consideration

STEP 5 → Identify Appropriate Supports & Services, Including AT

- Review any accommodations the student requires to participate in state assessments. Note if any of these are AT devices.
- Review the state-approved list of assessment accommodations and ask, "Are there any AT devices that the student requires to participate in statewide assessments?"



Results of AT Consideration:
3 Conclusions




1. AT is Not Required

IEP Team Considerations

- ⦿ AT is not needed at this time, but may be needed in the future and will be reconsidered.
- ⦿ Best practices indicate that the basis of the decision is documented.

Documentation in the IEP

- ⦿ The IEP Team anticipates that the student will be able to:
 - participate in the educational program,
 - accomplish expected tasks, and
 - make reasonable progress toward mastery of IEP goals and objectives with typically available supports and services.




2. AT is Required

IEP Team Considerations

- ⦿ AT is required and the IEP team knows the nature and extent of the AT devices and services needed.
- ⦿ AT devices and services to be provided are documented in the IEP.

Documentation in the IEP


- ⦿ The IEP team anticipates that the student will NOT be able to participate in the educational program or make reasonable progress toward IEP Team mastery of IEP goals and objectives WITHOUT assistive technology devices and services.
- ⦿ *The specifics of the devices and services must be included in the IEP.*



AT is Required

EXAMPLES

- AT has been used to obtain present levels of academic achievement and functional performance and **can adequately address the new goals** and objectives.
- AT has been used to obtain present levels of academic achievement and functional performance, but **different AT is needed to adequately address** the new goals and objectives.
- AT has NOT been used previously **but is needed** to adequately address the new goals and objectives.



3. Need More Info

IEP Team determines that additional information is needed:

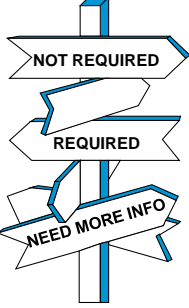
- ⦿ Decide whether or not the student requires AT devices and services to participate in the educational program and make adequate progress toward IEP Team mastery of IEP goals, or
- ⦿ Determine the nature and extent of AT devices and services needed.

Documentation in the IEP

- ⦿ Additional information is needed and the type of assistance needed is documented.
- ⦿ *The specific assistance requested is written into the IEP as an AT service.*



Assistive Technology Consideration

Ongoing Process



- Not a one time event

AT Consideration Summarized By Penny Reed



A Quick Review...

How do IEP Teams consider assistive technology?

The IEP Team follows the 5-Step consideration process that is embedded in IEP Development and Special Education processes

- STEP 1** → Review Student's present level of academic achievement & functional performance.
- STEP 2** → Review student's IEP goals & objectives.
- STEP 3** → Identify tasks to accomplish IEP goals across environments.
- STEP 4** → Determine student's functional capability to perform tasks across environments.
- STEP 5** → Identify appropriate supports & services, including AT.

A Quick Review...

What decisions do IEP Teams make as a result of AT consideration?

1. AT is **not** needed at this time and the basis of this decision is documented in the IEP.
2. AT **is** needed and is included in the IEP.
3. **More information** is needed before a decision can be made.

SETT Consideration Guide

SC Department of Education Assistive Technology Specialists (ATS)

Mission

- The mission of Assistive Technology Services (ATS) is to provide assistive technology support, training, consultation, equipment, and technical assistance to educators who teach students at risk of academic failure and students with disabilities.

Assistive Technology Consideration

ATS SERVICES

Professional Development

- presentations, workshops, and trainings on assistive technology for districts and regions, both in person and online;
- training on conducting assistive technology evaluations and assessments for local staff.

Funding Assistance

- Identification of funding sources
- Research into grant opportunities
- Formation of funding networks among AT professionals

Additional ATS Services

Technical Assistance

- Formation and support of AT teams within schools and districts
- Collaborative sessions with instructional technology specialists
- Recommendations on interventions for assisting students at risk of academic failure and students with disabilities
- Training in AT assessment, evaluation, and implementation for AT teams

E-News – “AT Connect”

- News on free software, scheduled trainings, and upcoming conferences

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<http://ed.sc.gov/agency/Accountability/Regional-Services/ATRS.html>

SCCATN WIKI!

SC Collaborative Assistive Technology Network

<http://sccatn.wikispaces.com/>

Upcoming Trainings, Conferences
Free Resources
Vendor Links
FAQ
Best Practice in AT

AT Resources

- ABLEDATA <http://www.abledata.com> ABLEDATA is sponsored by the National Institute on Disability and Rehabilitation Research, U.S. Department of Education. The searchable ABLEDATA database contains over 21,000 products.
- Alliance for Technology Access (ATA) <http://www.ataccess.org> The ATA provides AT information and support services to children and adults with disabilities.
- ATSTAR Program <http://www.atstar.org> The Assistive Technology - Strategies, Tools, Accommodations and Resources (ATSTAR) Program is designed to increase AT expertise through technology-enhanced learning environments.
- Assistive Technology Industry Association (ATIA) <http://www.atia.org> The Assistive Technology Industry Association is an organization of manufacturers, sellers or providers of technology-based assistive devices and/or services. The organization sponsors the ATIA annual conference and the Assistive Technology Outcomes Journal.
- Assistive Technology Training Online (ATTO) <http://www.at-training.com> The Assistive Technology Training Online Project provides internet-based training in both general and specific areas of adapted computer use.

AT Resources

- California State University at Northridge, Center on Disabilities (CSUN) <http://www.csun.edu/cod/> Located at California State University, Northridge, the Center on Disabilities develops and publishes materials of interest to the field of disability and sponsors conferences, seminars, and workshops.
- Center for Applied Special Technology (CAST) <http://www.cast.org> CAST is an organization that works to expand learning opportunities for all individuals, especially those with disabilities, through the research and development of innovative, technology-based educational resources and strategies.
- Closing the Gap <http://www.closingthegap.com> This web site spotlights resources in computer technology, special education and rehabilitation. The Resource Directory is a database of over 2000 hardware and software products which is web searchable. Links to vendors are included.
- Council for Exceptional Children (CEC) <http://www.cec.sped.org> CEC is an international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. Services provided include professional

Assistive Technology Consideration

AT Resources

- Georgia Project on Assistive Technology (GPAT) <http://www.gpat.org> GPAT is a project of the Georgia Department of Education: Division for Exceptional Students, providing a range of technical support services in the area of assistive technology to local school system personnel and their students. Contains helpful resources, forms, and a video-linked consideration guide. GPAT Videos - http://coefaculty.valdosta.edu/spe/ATRB/Video_Tips.htm
- Maryland Assistive Technology Network <http://www.matnonline.com/> Established by Johns Hopkins University Center for Technology in Education (CTE), the Maryland Assistive Technology Network (MATN) provides assistive technology specialists information on the most up-to-date AT policies, practices, and devices. CTE offers professional development opportunities to MATN members through its semi-annual institutes with nationally acclaimed leaders in assistive technology, regional meetings, and the MATN Online Web site.
- National Assistive Technology Research Institute (NATRI) <http://natri.uky.edu> (NATRI) conducts assistive technology (AT) research, translates theory and research into AT practice, and provides resources for improving the delivery of AT services.

AT Resources

- National Center for Technology Innovation (NCTI) <http://www.nationaltechcenter.org/> NCTI seeks to broaden and enrich the field of technology for the education of students with disabilities by providing resources and promoting partnerships for the development of tools and applications by developers, manufacturers, producers, publishers and researchers.
- Office of Special Education Programs (OSEP), U.S. Department of Education <http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr> OSEP is dedicated to improving educational results for children with disabilities. The site provides information on Federal policy, national grant projects, national studies, and statistics related to disabilities and other related resources.
- Oregon Technology Access Program (OTAP) <http://www.otap-oregon.org/> OTAP provides training, information, technical assistance and resources regarding the uses of technology for children with disabilities.
- Quality Indicators for Assistive Technology (QIAT) <http://www.qiat.org> The QIAT Consortium is a national grassroots group dedicated to identifying, disseminating, and implementing a set of widely applicable quality indicators for assistive technology services in school settings. The QIAT listserv provides a national forum for discussion of AT issues.

AT Resources

- Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) <http://www.resna.org/> RESNA is an interdisciplinary association that provides a credentialing program for assistive technology service providers. The RESNA Technical Assistance Project provides technical assistance to the 56 state/territory programs as authorized under the AT Act of 1998.
- Technology and Media (TAM) Division of CEC <http://www.tamcec.org> TAM is a division of the Council for Exceptional Children (CEC) that works to promote the effective use of technology and media for individuals with exceptional educational needs. The site includes information on conferences and professional publications including the JSET Journal.
- Texas Assistive Technology Network (TATN) <http://www.texasat.net> TATN is a collaborative network between the twenty (20) education service centers in Texas with Region 4 Education Service Center in Houston providing statewide leadership. The site provides links, resources, and training materials.
- Wisconsin Assistive Technology Initiative (WATI) <http://www.wati.org> WATI is a statewide project funded by the Wisconsin Department of Public Instruction to help all school districts develop or improve their assistive technology services. It includes information on best practices, training materials, resources, sample forms, and provides links to other sites related to AT.

QUESTIONS? COMMENTS?

Thanks for:
filling out the survey *and*
signing up for our listserv