

Assistive Technology

What, Where, When, & How?

Technology

- Technology is the science of the application of knowledge to practical purposes : applied science.
2. : a scientific method of achieving a practical purpose. (Webster's Dictionary)

Instructional or Educational Technology

Instructional technology leverages of all types of technology to improve teaching and learning.

Instructional Technology promotes and enables the effective use of technology in teaching and learning.

Assistive Technology

Assistive technology is anything that can be/is used to increase, maintain or improve the functional capabilities of a student with a disability.

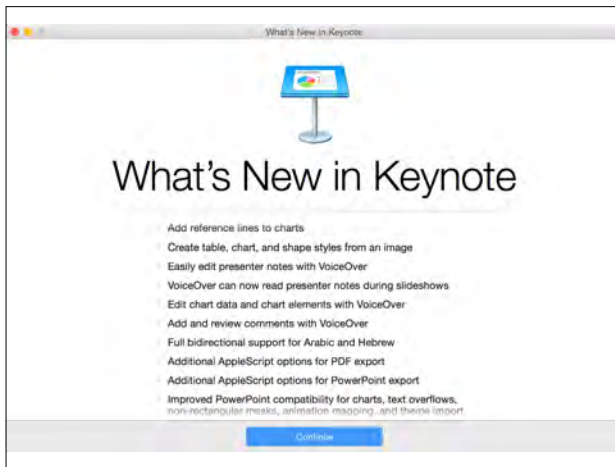
Assistive technology (often abbreviated as AT) is any item, piece of equipment, software or product system that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities.

Diverse AT Needs

- Physical Challenges
- Learning Challenges
- Gifted Challenges
- Cognitive Challenges
- ELL and Second Language Learner Needs

- IEP teams have done better in meeting the assistive technology needs of students with severe physical, intellectual, communication, and sensory impairments.
- The first assistive technology devices were developed to meet the needs of these severely disabled/challenged students.

- Initial professional development activities in assistive technology were focused on educators working with students with the most severe disabilities.
- Historically, very little attention was been given to the assistive technology needs of students with learning disabilities, mild intellectual disabilities, and behavioral disorders.
- Now high incidence needs are getting considerable attention with technology that is becoming very mainstream.



Assistive Technology Device

- Switches
- Wheelchairs
- Screen Magnifiers



Assistive Technology Services

- Medical Alert Systems
- TTY
- Home automation
- Close Captioning
- Guide dog or service dog

Consider AT?

- With the re-authorization of the Individuals with Disabilities Education Act (IDEA) in 1997, Individualized Education Program (IEP) teams are required to **consider assistive technology devices and services** as a special factor in the development, review, and revision of IEPs for students with disabilities.

AT Specialist?

- knowledgeable about potential assistive technology solutions
- solutions that will enhance student's ability to meet goals, objectives, and educational tasks

Quality Indicators - (QIAT) Consortium

- critical elements of effective consideration...
- collaborative decision-making process
- systematic consideration of each student's needs
- IEP goals and objectives
- extracurricular activities
- progress in general education curriculum

Who Pays for AT?

- Many answers to this question
- Depends on the technology
- Age of individual
- Type of need
- Insurance

Access to the Curriculum

- inclusion
- progress in general education curriculum
- meeting IEP goals and objectives
- UDL, modification, accommodation, differentiation...

- the law does not define the process for “consideration”
- the school system must develop or adopt a process
- team must review student needs and abilities in combination with the instructional tasks across the school environment and curriculum
- team must be trained in the whatever process is selected

Formal AT Evaluation

- Permission or Request from parent/guardian
- Observation
- Recommendations
- Decision

Georgia Project for Assistive Technology

- Assistive Technology Consideration Checklist
 - appropriate for students of all ages and ability levels
 - documents the procedure used
 - considers all instructional areas

**Georgia Project for Assistive Technology
Assistive Technology Consideration Process Guide**

Student: _____ School: _____ Date: _____

The GPAT Assistive Technology Consideration Resource Guide is a companion document that will assist IEP teams in completing this form. Please refer to the Resource Guide for examples of instructional tasks and possible solutions to document within this Consideration Process Guide. Each column contains general examples for each area but is not considered all inclusive.

Options for completing this Consideration Process Guide:

1. Using the student's present levels of performance, in which general area(s) does the student experience difficulty completing instructional tasks?

Writing/Written Composition Spelling Reading Math
 Study/Organizational Skills Hearing/Listening Oral Communication/Language Seating / Positioning / Mobility
 Activities of Daily Living Recreation and Leisure Pre-vocational and Vocational Other: _____
 No areas are identified. No further consideration is required.

2. Column A. List one area with one instructional task per row, such as Writing/Copying notes from board. Check the location(s) where the student needs to complete the task.

Complete columns B-E on each row until it is determined that the student completes the task independently, then stop.

3. Column B. List the standard classroom material currently used by the student to complete the task.
4. Column C. List the accommodations, modifications and/or strategies currently used by the student to complete the task.
5. Column D. List the assistive technology solution(s) currently used by the student to complete the task.
6. Column E. List other possible solutions the IEP team has identified (accommodations, modifications, strategies, AT devices and/or services).

| A. Area and Instructional Task(s) | B. Standard Classroom Materials | C. Accommodations/ Modifications/Strategies | D. Assistive Technology Solutions | E. Other Possible Solutions (Accommodations, Strategies, Assistive Technology Devices and/or Services) |
|---|-------------------------------------|---|-------------------------------------|--|
| <input type="checkbox"/> School <input type="checkbox"/> Home/Community | If not independent, continue to B → | If not independent, continue to C → | If not independent, continue to D → | |
| <input type="checkbox"/> School <input type="checkbox"/> Home/Community | If not independent, continue to B → | If not independent, continue to C → | If not independent, continue to D → | |
| <input type="checkbox"/> School <input type="checkbox"/> Home/Community | If not independent, continue to B → | If not independent, continue to C → | If not independent, continue to D → | |

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Joy Zabala - SETT Framework

- create accessible instructional materials (AIM)
- Universal Design for Learning
- modifications and accommodations
- assistive technology

Assistive Technology Consideration: Student, Environment, Tasks and Tools (SETT)

An Assistive Technology Service is any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. IDEA, 2004 P.L. 108-446, Section 302

Student: _____ Grade/Age: _____ School Building: _____ District: _____
 Contact/Class Manager: _____ E-Mail: _____ Date: _____
 Team Participants (Names/Titles): _____

AT Consideration: Select the instructional or access areas in which the student is experiencing difficulty completing daily tasks and/or goals.

| | | | | | | | | | |
|-----|--------------------|-----|-----------|-----|---------|-----|-------------------------|-----|-----------------------------|
| Y N | Written Expression | Y N | Spelling | Y N | Reading | Y N | Math | Y N | Study/Organizational Skills |
| Y N | Communication | Y N | Listening | Y N | Vision | Y N | Daily Living Activities | Y N | Seating/Positioning |
| Y N | Recreation/Leisure | Y N | Mobility | Y N | Hearing | Y N | Environmental Control | Y N | Pre-Vocational/Vocational |

Y N Other-Specify: _____

If yes (and linked to an IEP goal, identify that goal(s):

Discuss the Student, Environment and Tasks, deciding what the student needs to do in different environments. Lastly, look at the most appropriate tools to accomplish those tasks.

| STUDENT | ENVIRONMENT | TASKS | TOOLS (Complete Last) |
|---|---|--|--|
| What do the student's needs? (Instructional areas?) | Classroom/Situations where help is needed | Tasks student needs to be able to accomplish | What AT Tools or services will address these tasks? (Current, New or Additional) |
| 1. DoubleClickAndType | 3. DoubleClickAndType | 2. DoubleClickAndType | 4. DoubleClickAndType |
| 2. | 1. | | |

Conclusion: Highlight one of the three conclusions below (Select the text and click the "Text Highlight" button in the toolbar.)

- Student's needs are being met WITHOUT assistive technology => "considered but not needed" on the IEP.
- Student's needs are being met WITH assistive technology => List items and related support services on the IEP.
- AT concerns continue to exist => Further assessment is necessary.

Meeting Notes:

IEP

IEP (Individualized Education Program): Written document that describes a student with a disability's educational plan; it discusses the disability, goals for the student, various things that need to be done throughout the school year, what services the school will provide, and where the student will learn.

Outcomes

- The student independently accomplishes required tasks within the relevant instructional or access areas using standard classroom tools. Assistive technology is not required.
- The student accomplishes the required tasks within the instructional or access areas using standard classroom and modifications and accommodations that are currently in place. Assistive technology is not required.
- The student accomplishes the required tasks within the relevant instructional or access areas with assistive technology that has been determined educationally necessary and is currently in place. Assistive technology is required. Document required assistive technology devices and services in the IEP. Monitor the use of the assistive technology and make changes as needed.

More Outcomes

- The student cannot accomplish the required tasks within the relevant instructional or access areas with modifications, accommodations, and/or assistive technology that is currently in place.
- If potential assistive technology solutions are known to the IEP team, trial use of the identified assistive technology solution may be documented in the IEP and implemented.
- If potential assistive technology solutions are not known to the IEP team, the IEP team may choose recruit consultants who can assist the team in addressing assistive technology or refer the student for an assistive technology evaluation or. A trial use period may be recommended at the end of the consultation or evaluation.

Statements

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