Considering Assistive Technology and the AT Plan

Sara Menzel, ATP
UCP Michigan Assistive Technology Center
menzel@ucpmichigan.org
Session Objectives

- Define AT Consideration for IEP teams
- Provide resources to assist in the consideration process
- Offer tools/forms to assist IEP teams with AT implementation and data collection
Part 1:

The Law & AT
The Individuals with Disabilities Act (IDEA) requires that AT be provided for all students with disabilities who require this support.

The law states:

- Each public agency shall ensure that **AT devices, AT services, or both**, are made available to a child with a disability if required as a part of the child's
  - (1) Special education
  - (2) Related services
  - (3) Supplementary aids and services
Definition:
The term assistive technology *device* means 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 functional capabilities of children with disabilities.
AT Services

**Definition:**
Any *service* that directly assists a child with a disability in the selection, acquisition or use of an assistive technology (AT) device.
**Evaluation**

The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment.
AT Services

**Acquisition**

Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities.
Customizing

Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices.
Coordination

Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.
Training

Training or technical assistance for a child with a disability or, if appropriate, that child’s family.
Technical Assistance

Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.
Common Barriers

What are some common barriers teams encounter with Assistive Technology?
Reasons given for lack of AT

* Don’t know what is available
* Not enough AT
* Nobody knows what AT we need
* It’s too expensive
* They don’t know what to do with the AT
* It’s too hard to manage
* They can’t use it on school networks
* We don’t know if they can use it on tests…
Part 2:

Consideration
What does it mean to check this box?

Special Factors

* The IEP Team must consider the following for the student (check boxes to indicate consideration):

- The communications needs of the student.
- The need for assistive technology devices and services for the student.
Where do we get Guidance?

The mission of QIAT is to guide the provision of quality AT services to improve educational achievement of students with disabilities.
Welcome... to the QIAT website, the official site of the QIAT Community

The QIAT Community is a nationwide grassroots group that includes hundreds of individuals who provide input into the ongoing process of identifying, disseminating, and implementing a set of widely-applicable Quality Indicators for Assistive Technology Services in school settings that can be used as a tool to support:

- assistive technology service providers as they evaluate and constantly
What is QIAT?

The QIAT Community provides:

**Quality Indicators for Assistive Technology**

Developed by focus groups and validated through research.

1. Consideration
2. Assessment
3. AT in the IEP
4. Implementation
5. Evaluation of Effectiveness
6. Transition
7. Administrative Support
8. Professional Development
# Quality Indicators for Consideration of Assistive Technology Needs

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>UNACCEPTABLE</th>
<th>Variations</th>
<th>PROMISING PRACTICES</th>
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<tbody>
<tr>
<td>1. Assistive technology (AT) devices and services are considered for all students with disabilities regardless of type or severity of disability.</td>
<td>AT is not considered for students with disabilities.</td>
<td>AT is considered only for students with severe disabilities or students in specific disability categories.</td>
<td>AT is considered for all students with disabilities and the consideration is generally based on the unique educational needs of the student.</td>
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<tr>
<td>2. During the development of the individualized educational program (IEP), every IEP team consistently uses a collaborative decision-making process that supports systematic consideration of each student's possible need for AT devices and services.</td>
<td>No process is established for IEP teams to use to make AT decisions.</td>
<td>A process is established for IEP teams to use to make AT decisions but it is not collaborative.</td>
<td>A collaborative process is established and generally used by IEP teams to make AT decisions.</td>
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<td>3. IEP team members have the collective knowledge and skills</td>
<td>The team does not have the knowledge or skills.</td>
<td>Individual team members have some knowledge.</td>
<td>Team members generally use their knowledge.</td>
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<td>Team members consistently use knowledge.</td>
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<tr>
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<td>The team consistently use collective knowledge.</td>
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</table>
1. AT devices and services are considered for all students with disabilities regardless of type or severity of disability.
During the development of the IEP, every IEP team consistently uses a collaborative decision making process that supports systematic consideration of each student’s possible need for AT devices and services.
3. IEP team members have the collective knowledge and skills needed to make informed AT decisions and seek assistance when needed.
Decisions regarding the need for AT devices and services are based on the student’s IEP goals and objectives, access to the curricular and extracurricular activities, and progress in the general education curriculum.
5. The IEP team gathers and analyzes data about the student, customary environments, educational goals and tasks when considering a student’s need for AT devices and services.
6. When AT is needed, the IEP team explores a range of AT devices, services, and other supports that address identified needs.
7. The AT consideration process and results are documented in the IEP and include a rationale for the decision and supporting evidence.
consideration guide

Assistive Technology Consideration Guide

Student: ___________________________ School: ___________________________ Date: ___________________________

Participants: ___________________________ ___________________________ ___________________________

IEP teams may use this form to guide discussion when considering whether Assistive Technology devices and services may be necessary for the student to make progress in IEP goals and curricular tasks.

A. Instructional Area

- Initial IEP  □ Annual IEP

Based on the student’s previous performance or IEP goals and objectives, check the curricular area(s) or tasks in which the student is not making adequate progress.

- Reading  □ Written Expression  □ Handwriting  □ Computer Access  □ Oral Communication  □ Organization and Planning  □ Math  □ ADL  □ Behavior  □ Transition  □ Other ________________

Move to column B1 →

B. Completes Tasks with Accommodations/Modifications and/or Assistive Technology (AT)

<table>
<thead>
<tr>
<th>B1. Have Accommodations/Modifications been tried for specified area/task?</th>
</tr>
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<tbody>
<tr>
<td>□ Yes  □ No</td>
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</table>

If yes, list Accommodations/Modifications below:

1)  2)  3)

B2. Has Assistive Technology been tried?

| □ Yes  □ No |

If yes, complete back of form.

□ Student is not making adequate progress with current Assistive Technology.

List other AT to explore:

1)  2)  3)  4)  5)

C. Consideration Outcomes

(Document outcome in the IEP)

<p>| □ AT is not needed to support attainment of student’s IEP goals and objectives. |
| □ AT is currently being used and is supporting the student’s progress toward IEP goals and objectives and therefore should be continued and documented in the IEP. |
| □ AT is being used but is not sufficiently supporting the student’s progress toward IEP goals and objectives. |
| □ The student is not using AT and may benefit from its use. |</p>
<table>
<thead>
<tr>
<th>AT device/service</th>
<th>Is the student using the AT?</th>
<th>Does the AT help in achieving IEP goals?</th>
<th>Has the student's performance changed due to the AT?</th>
<th>Does the student like to use the AT?</th>
<th>Are there barriers to using the AT? If so, what?</th>
<th>Is additional training needed?</th>
<th>Should something different be tried?</th>
<th>Comments</th>
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**There are four possible outcomes:**

* AT is not needed to support attainment of the students IEP goals and objectives.

* AT currently being used is supporting the student’s progress toward IEP goals and objectives and therefore should be continued and documented in the IEP.

* AT is being used but is not sufficiently supporting the student’s progress toward IEP goals and objectives.

* The student is not using AT and may benefit from its use.
Consideration Outcomes in the IEP

- The language needs of the student because the student has limited English proficiency.
- Braille instruction because the student is blind or visually impaired.
- The mode of language and communication because the student is deaf or hard of hearing.

If the IEP determines that a device of service is needed for one or more of the considered Sp. Factors (Comm. Needs, Positive behavior, Limited English, Braille, Comm. for HI or Assistive Technology), include statement to that effect in the box below.

AT is not needed to support attainment of IEP goals and objectives.

AT currently used is supporting student’s progress toward IEP goals and objectives and therefore it should be continued and documented in the IEP. (Provide a brief description of the AT being used)

AT is being used, but is not sufficiently supporting student’s progress toward IEP goals and objectives. Current AT is not effective and something different needs to be tried. (Provide data showing why it wasn’t successful)

The student is not using AT and may benefit from its use.
Common Errors with Consideration

* AT is considered for students with severe disabilities only.
* No one on the IEP team is knowledgeable about AT.
* Teams don’t use a consistent process based on student data.
* Consideration is limited to items the team members are familiar with or are available in the district.
* Team members fail to consider access to the curriculum and IEP goals in determining if AT is required for FAPE.
* If AT is not needed, team fails to document the basis of its decision.
Part 3:

After Consideration: The AT Process
Flow Chart

Assistive Technology Flow Chart

**Consideration:** At any time, the IEP Team considers whether a student needs AT to meet IEP objectives. **Must** use AT Consideration Guide

- AT is **not** needed to support IEP goals.
- Assistive Technology is needed to support attainment of IEP goals and objectives.

  - AT is currently being used and is supporting progress toward IEP goals.
  - AT is being used but is **not** sufficiently supporting progress toward IEP goals.
  - The student is **not** using AT and may benefit from it.

**The team is familiar with AT tools and will trial additional devices, software or strategies.**

**Case manager contacts district AT designated staff or ISD AT staff for assistance. A SETT eval will be scheduled. **Initial** evals must follow the REED process.**

**Equipment is trialed and data collected on specific objectives.**
Initial AT evaluations must follow the REED process.

* Must obtain consent
* Follow the thirty school day timeline
* Conduct an IEP and/or Amendment.

If you are only looking at obtaining existing data, then you do NOT have to conduct a REED and obtain consent.
AT and the REED
Part 4.

The AT Evaluation and Teams
Assistive Technology Team

AT Team

- Speech Therapy
- Occupational Therapy
- Physical Therapy
- Case Manager
- AT Specialist
- Parent
- Paraprofessional
- Teacher
- VI
- HI
The SETT (Student, Environment, Task, Tools) framework was developed to guide IEP teams through the process of considering AT:

- **S** for the STUDENT
- **E** for the ENVIRONMENT
- **T** for the TASKS
- **T** for the TOOLS needed to address the tasks

*See SETT form*
SETT Report

ASSISTIVE TECHNOLOGY ASSESSMENT: SETT

STUDENT: _____________________________ DATE: _____________________________

SCHOOL: _____________________________

Present at Assessment: _____________________________

STUDENT: What are the student’s current abilities, special needs, case history, review present level?

ENVIRONMENT: Classes student participates in, current equipment, materials, supports, physical & instructional arrangements?
How do I get AT equipment to try?

The team may borrow equipment for evaluation and trial purposes from:

* ISD

Welcome to the MITS Lending Library

The MITS Lending Library contains assistive technology equipment and software that is available to Michigan’s PK-12 Public Schools for short-term (8 weeks) use. It affords districts the opportunity to try assistive technology with students to assess effectiveness prior to purchase.

It is important to remember that the first step toward effective implementation of assistive technology is a thorough assessment comprised of a multidisciplinary team including the student and parents that focus first on student’s needs and the tasks they are required to achieve vs. the tools that are available.

Recent Additions to our Library

- Chin Switch
- ProSlate 8
- Dragon Naturally Speaking Premium 12

If you are a Pre-K-12 educator in a Michigan school and would like access to the lending library please complete the registration and application process. If questions, please contact the MITS Lending Library (Info below).

Need Help

Please consult the User Guide:

Library User Guide

If unable to resolve, please contact the Lending Library coordinator.

Search Lending Library

[Search box]

Reset Go
Part 5.

Data Collection & AT Plan
Data Analysis

The team will utilize data to determine what features of the AT are educationally necessary to meet IEP goals/objectives.
Data Collection Sheet – Multiple Objectives

Student Name: ___________________________ Date: ___________________________

Objective:
1. ___________________________________
2. ___________________________________
3. ___________________________________
4. ___________________________________
5. ___________________________________

(+ = Correct Response) (- = Incorrect Response) (P = Prompted Trial)

<table>
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<tr>
<th>Date</th>
<th>Obj. #</th>
<th>%/Comments</th>
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</table>
Define criteria for performance of identified task

- Select a functional, frequently-occurring activity from identified tasks.

- Identify present level of performance (baseline) for the task and what change is expected with tool/strategy use.

- Define what success will look like for this student.

- Specify when and how the student will use the device(s) in the activity and supports needed.
Specify the variable to be measured

What aspect of student performance are you trying to measure?

- Accuracy/Quality
- Rate - speed/frequency/amount
- Spontaneity
- Duration
- Latency
- Level of assistance
Identify schedule for data collection

- Identify times, places, and duration of the trial.
- Collect data when it is most appropriate and reflects actual performance.
- Specify how and who will collect data.
- Identify when and what team members will reconvene to discuss data.
Putting it all together
The Assistive Technology Plan

Assistive Technology Plan

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>DATE</th>
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Rating Scale for the effectiveness of the AT items in meeting the related IEP goal:

1. Totally Ineffective
   (Did not help to meet goal; reasons are stated)

2. Somewhat Effective
   (Effectiveness may increase with more time, training or refinement)

3. Totally Effective
   (Helped to meet IEP goal)

<table>
<thead>
<tr>
<th>AT ITEM</th>
<th>IEP GOAL</th>
<th>DATE TRIALED</th>
<th>RESULTS</th>
</tr>
</thead>
</table>
| AT Item: | IEP Goal Addressed: | _________to_________
| How was item was obtained? | | | 1 | 2 | 3 |
| | | | | | |

Results (Use rating scale above 1-3)

Comments:__________________________________________
__________________________________________
After Device Trials and Data Collection

Acquisition of AT determined educationally necessary will be done in a timely manner.
Analyze & discuss data collected

Teams should reconvene to review and discuss data, then make decisions regarding appropriate tools/strategies.

Plan for further intervention or data collection.

Keep AT Plan up to date
An Ongoing Process

The team will continually re-assess the appropriateness of technology and modify the plan as necessary.
How do I get help?

AT in the UP

Assistive Technology (AT) & Universal Design for Learning (UDL) in Michigan's Upper Peninsula (UP)

Monday, August 4, 2014

Eyebridge, an app with human interaction for visually impaired!

EyeBridge

An Eyebridge subscription provides live, on-demand, remote visual assistance to help blind or visually impaired individuals with navigating a crowded street, taking public transportation, object identification or written word interpretation. With a wifi connection and Bluetooth headset, a user connects to the service that automatically enables the rear facing camera on a smart phone for live video assistance anywhere in the world, 24/7!
New Chrome AT Toolbox 2.0 Beta

Back in March, I posted about the Chrome AT Toolbox, a searchable collection of free or low-cost apps & extensions. Well, now it's even better and easier to use! With V2, the database has been rewritten and anyone can write reviews to Chrome apps & extensions. New reviews are posted automatically and the database is searchable with filters for Tasks and Keywords. For example, you can search by the Task Organization, and by Keyword Bookmarking to narrow results. The editors are hoping to start fresh with new reviews, and if you disagree with a review, you can share your perspective.

Keep this valuable resource in mind when you're looking for ideas - I know I will! Thank you to John Calvert and Mark Surabian for creating it.