Considering Assistive Technology and the AT Plan

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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

Laws Affecting IEP Teams

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

AT Device

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.

AT Services

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.

AT Services

Customizing

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

AT Services

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.

AT Services

Training

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

AT Services

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?

Common Barriers

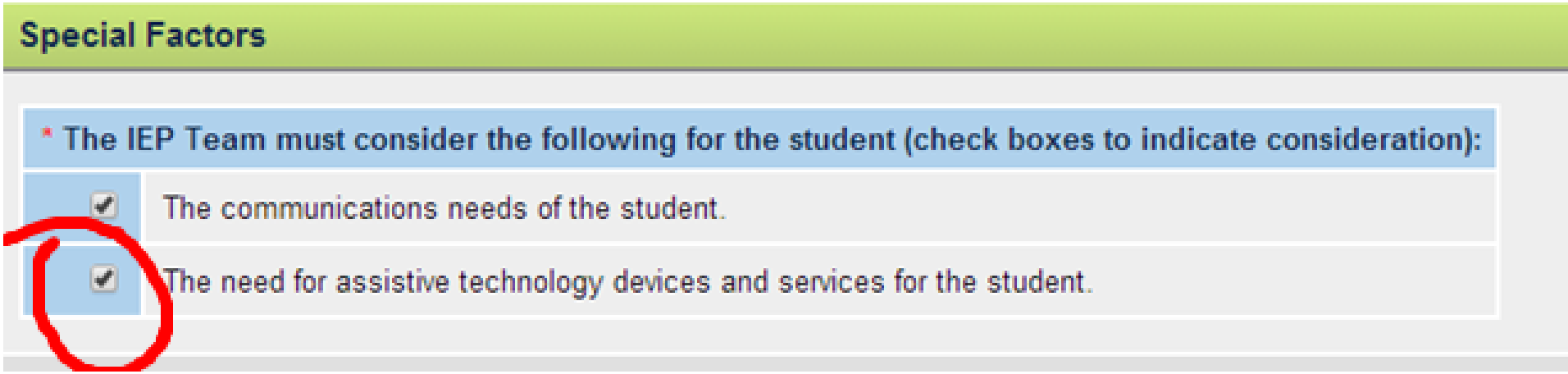
Reasons given for lack of AT

* 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?



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.

QIAT
Quality Indicators for Assistive Technology Services

Qiat.org

Contact Us Site Map Text Size Normal

Quality Indicators for Assistive Technology

Guiding the Provision of Quality AT Services

Home | Indicators | QIAT List | Resources | Announcements | About Us

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Welcome to the QIAT Website

A resource for educators and families interested in learning more about Assistive Technology

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's New

QIAT Webinars Series

If you need resources to support effective implementation, or if you are not sure about your role in a child's team process of AT implementation, this session will be of value. The QIAT Leadership Team will share the Quality Indicators for Implementation of Assistive Technology in the IEP. We will provide strategies for implementation, options to support effective practice, and principles to guide improvement at the building or district or level.

Series 6 - Evaluation of the Effectiveness of AT

Wed, Mar. 19th at 11:30 AM CST

Sign up with Ablenet University

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

Quality Indicators for Consideration of Assistive Technology Needs

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. Assistive technology (AT) devices and services are considered for all students with disabilities regardless of type or severity of disability.	**1** AT is not considered for students with disabilities.	**2** AT is considered only for students with severe disabilities or students in specific disability categories.	**3** AT is considered for all students with disabilities but the consideration is inconsistently based on the unique educational needs of the student.	**4** AT is considered for all students with disabilities and the consideration is generally based on the unique educational needs of the student.	**5** AT is considered for all students with disabilities and the consideration is consistently based on the unique educational needs of the student.
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.	**1** No process is established for IEP teams to use to make AT decisions.	**2** A process is established for IEP teams to use to make AT decisions but it is not collaborative.	**3** A collaborative process is established but not generally used by IEP teams to make AT decisions.	**4** A collaborative process is established and generally used by IEP teams to make AT decisions.	**5** A collaborative process is established and consistently used by IEP teams to make AT decisions.
3. IEP team members have the collective	**1** The team does not have	**2** Individual team members	**3** Team members	**4** Team members generally	**5** The team consistently

Quality Indicators for **CONSIDERATION**

1. AT devices and services are considered for *all* students with disabilities regardless of type or severity of disability.

Quality Indicators for **CONSIDERATION**

2. 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.

Quality Indicators for **CONSIDERATION**

3. IEP team members have the collective knowledge and skills needed to make informed AT decisions and seek assistance when needed.

Quality Indicators for **CONSIDERATION**

4. 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.

Quality Indicators for **CONSIDERATION**

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.

Quality Indicators for **CONSIDERATION**

6. When AT is needed, the IEP team explores a range of AT devices, services, and other supports that address identified needs.

Quality Indicators for **CONSIDERATION**

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	**B. Completes Tasks with Accommodations/Modifications and/or Assistive Technology (AT)**		**C. Consideration Outcomes (Document outcome in the IEP)**
☐ 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 →**	B1. Have **Accommodations/Modifications** been tried for specified area/task? ☐ Yes ☐ No *If yes, list **Accommodations/Modifications** below:* 1) 2) 3) ☐ Student is <u>not</u> making adequate progress with current **Accommodations/Modifications**. List other **Accommodations and Modifications** to explore: 1) 2)	B2. Has **Assistive Technology** been tried? ☐ Yes ☐ *No* *If yes, complete back of form.* ☐ Student is <u>not</u> making adequate progress with current **Assistive Technology**. List other AT to explore: 1) 2) 3) 4) 5)	☐ AT is <u>not</u> 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 <u>not</u> using AT and may benefit from its use.

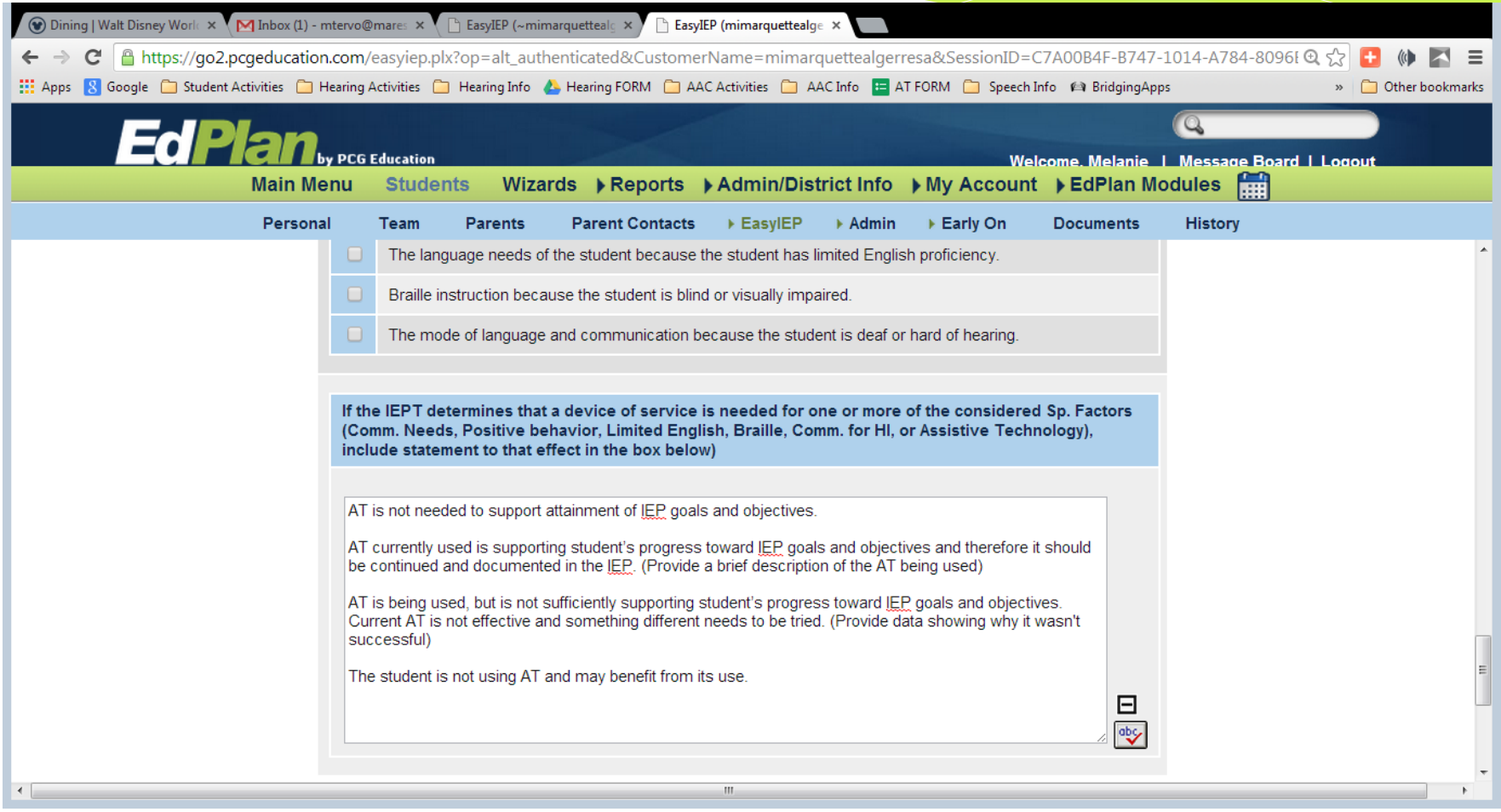
Consideration Guide

AT device/service	Is the student using the AT?	Does the AT help in achieving IEP goals?	Has the student's performance changed due to the AT?	Does the student like to use the AT?	Are there barriers to using the AT? If so, what?	Is additional training needed?	Should something different be tried?	Comments

IEP AT Considerations Outcomes

- **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



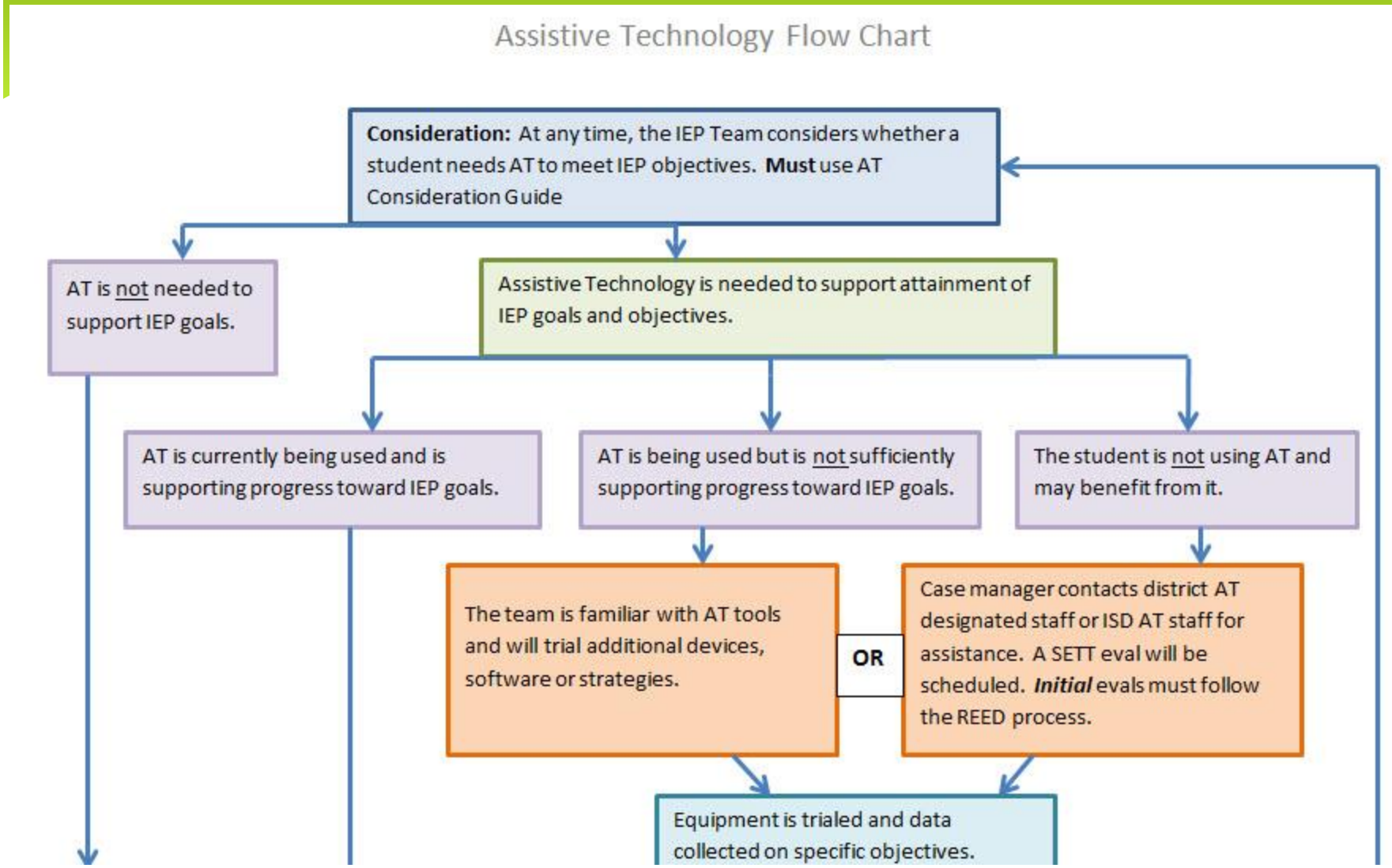
Common Errors with Consideration

* 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.
OR
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.

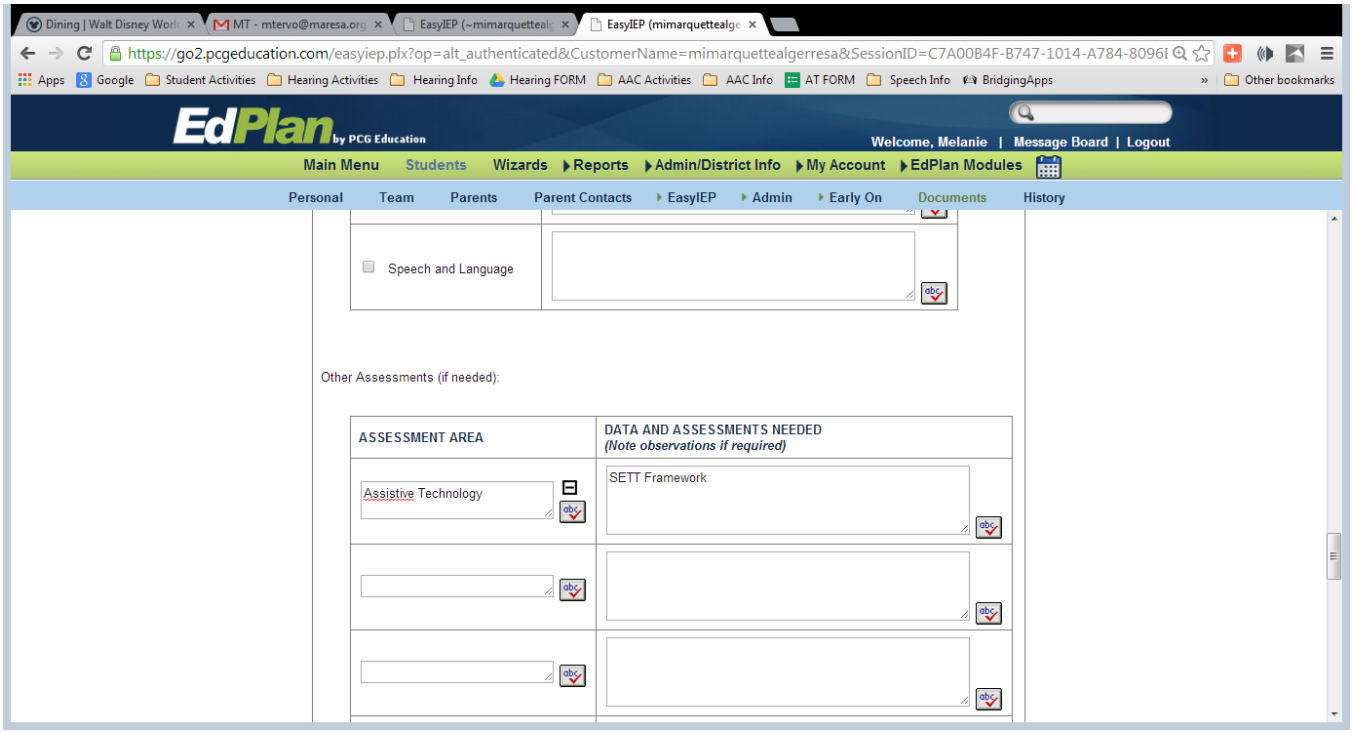
Requirements

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.

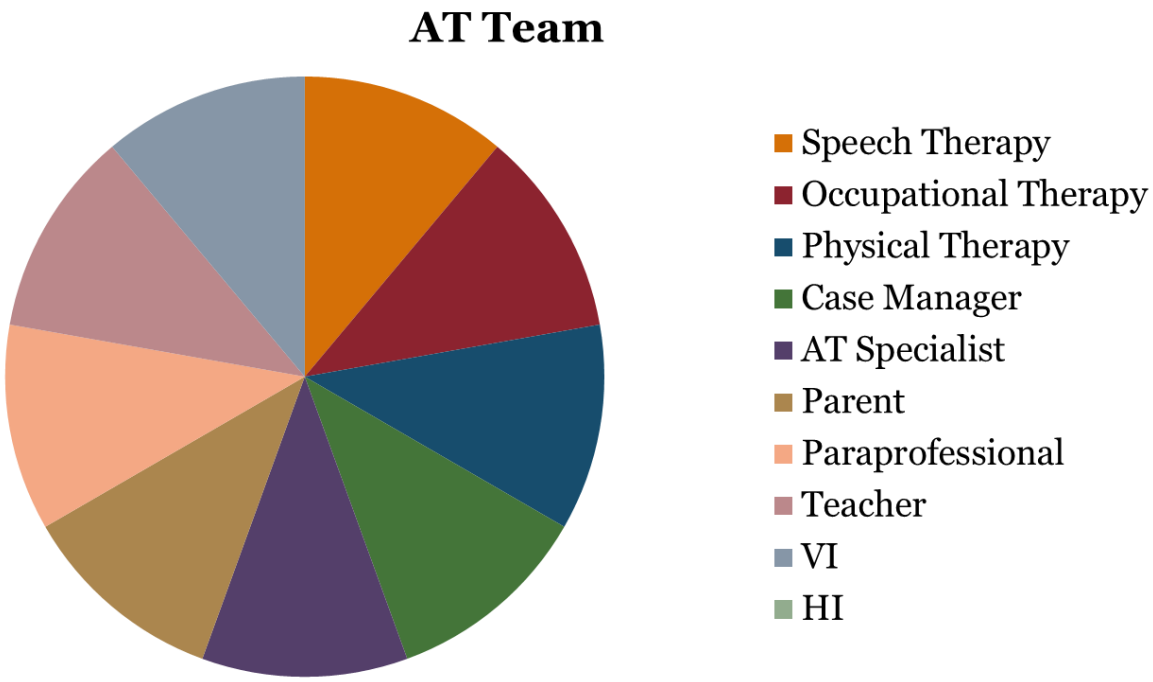
AT and the REED



Part 4.

The AT Evaluation and Teams

Assistive Technology Team



SETT Framework

- 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
* Michigan Integrated Technology Supports (MITS – statewide).

MITS

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

All Categories

enter search terms here

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 Form

Data Collection Sheet – Multiple Objectives

Student Name: _____ Date: _____

Objective:

1. _____
2. _____
3. _____
4. _____
5. _____

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

Date	Obj. #											%/Comments

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

STUDENT NAME _____ **DATE**_____

Rating Scale for the effectiveness of the AT items in meeting the related IEP goal:

_____1_____2_____3_____

Totally Ineffective	**Somewhat Effective**	**Totally Effective**
(Did not help to meet goal; reasons are stated)	(Effectiveness may increase with more time, training or refinement)	(Helped to meet IEP goal)

AT ITEM	IEP GOAL	DATE TRIALED	RESULTS (Use rating scale above 1-3)
AT Item: How was item was obtained?	IEP Goal Addressed:	_____to_____ Was item returned: (if necessary) □ Yes □ No Date returned:	1 2 3

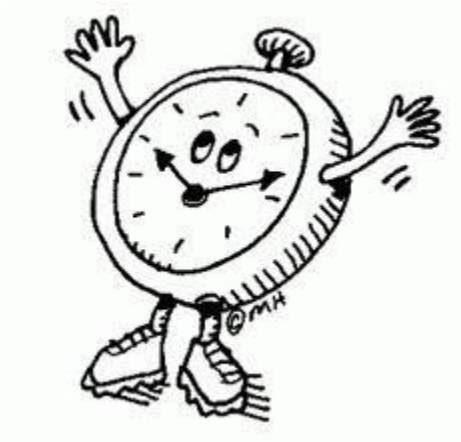
Comments:_____

_____

_____

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!

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Resources on Blog

Labels: Android, iDevices and Apps, new features/products, visually impaired

Tuesday, July 22, 2014

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.

click on image for details

AT & Transition

Accessible Instructional Materials

Bookshare Information

Device Descriptions

IEP Team Forms

- AT Flow Chart
- Consideration Guide
- Continuum of AT Solutions for HIAT
- SETT Form
- Assistive Technology Plan
- AT Data Collection Guidelines
- Data Collection Form

Region 1A Information