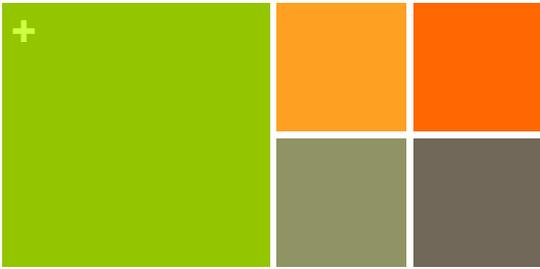


ABLE Tech Handout 1



Assistive Technology Assessment Made Easy

Content by Dr. Penny R. Reed
Presented by Oklahoma ABLE Tech

+ Oklahoma ABLE Tech



Our mission is to improve access and acquisition of assistive technology for individuals with disabilities of all ages.

+ Providing AT



ACCESS	ACQUISITION
--------	-------------

- | | |
|---------------------------|-----------------------------|
| ■ Device demonstrations | ■ Device reuse and exchange |
| ■ Device short-term loans | ■ Financial loans |

+ Activity 1 – 5 Minutes

This training will be a success for me if...



+ Overview of the Day

1. AT Overview – Round Robin
2. Legal Issues
3. Overview of the QIAT
4. Consideration Process
5. Assessment Process
6. Practice Using AT Assessment Forms
7. Funding Resources

+ AT Overview

+ AT Device

- AT is a **device** or piece of equipment that is used to increase, maintain, or improve functional capabilities of children with disabilities.





AT
EXAMPLES



+ AT Service

- AT is also a **service** that directly assists children with a disability in the selection, acquisition, or use of an AT device.



+ AT Devices and Services are Provided

- For those students the IEP team determines need AT
- May also be referred to as auxiliary or supplementary aids and services and provided in 504 plans

+ Round Robin

+ Break



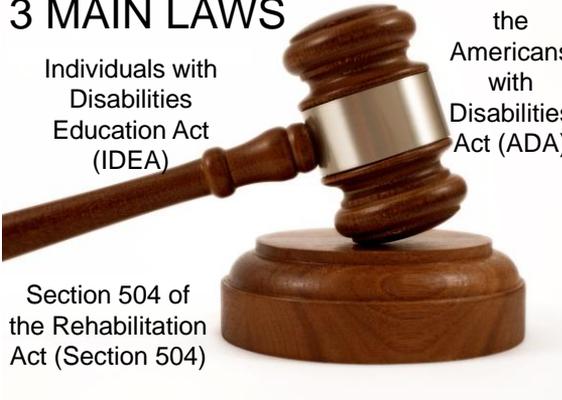
AT and the + Law

3 MAIN LAWS

Individuals with
Disabilities
Education Act
(IDEA)

Title II of
the
Americans
with
Disabilities
Act (ADA)

Section 504 of
the Rehabilitation
Act (Section 504)



Overview of + the QIAT

+ What is the QIAT?

- Quality Indicators for Assistive Technology
- Leads best practice in AT service delivery
- 8 Quality Indicators
- Join the QIAT list
- qiata.org

+ 8 Quality Indicators

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

AT
+ Consideration

+ Truths About AT Consideration



- Is required by law for all students on IEPs
- Can take place during an IEP meeting – may take under 10-20 minutes
- Uses information the team already knows
- Looks at the student's ability to achieve academically with assistance and without

+ No AT is Needed When the Student...



- is reaching educational goals without it.
- has access to the curriculum without it.
- is communicating effectively without it.

+ AT Is Needed When...



- it is currently being used and is aiding the student in reaching educational goals.
- it allows the student to remain in the least restrictive environment.
- the absence of it requires the student to be removed to a more restrictive environment.
- it is not currently being used but the IEP team decides it is needed.

+ Lunch!



+ AT Assessment

+ AT Assessment Now in Your District

- Who does it?
- What are your procedures?
- What guides your procedures?



+ Truths About AT Assessment



- Can be completed by the IEP team
- One team member must have knowledge about AT (or consultation with a specialist may be necessary)
- Is completed over days, weeks, or even months
- Involves obtaining new information
- Takes multiple interactions
- Goal: To find an AT match

+ Assessment vs Evaluation



- Evaluation: Activities conducted to determine a child's **eligibility** for special education
- Assessment: Activities conducted to determine a child's **specific needs**.

+ Steps of an Assessment



- A. Referral and Preliminary Decisions
- B. Primary Decisions
- C. Trial Use
- D. Final Decisions
- E. Implementation/Ongoing Use

+ When to Refer for an AT Assessment

- When considering AT needs during the IEP meeting:
 - Student is not using AT, but IEP team decides it is needed
 - Student is not using AT, and the team does not have enough info
 - Student is using AT but has new/changed needs that may require additional AT
- When a student is being removed from the regular education classroom for any part of their instruction – Will the use of AT allow them to stay in the regular education classroom?
- When a student has difficulty accessing educational materials like textbooks, worksheets, workbooks, novels, etc.

A. REFER FOR ASSESSMENT WHEN MORE INFORMATION IS NEEDED



A. PRELIMINARY DECISIONS



B. PRIMARY DECISIONS

Student
Environments
Tasks
Tools
joyzabala.com



+ Gathering Information - Student

- Current abilities
- Needs
- Expectations
- Future plans

Use the least complex intervention that will lower the barrier to achievement.

+ Gathering Information - Student – Current Abilities

- | | |
|------------------------|--------------------------|
| ■ Physical | ■ Vocational Performance |
| ■ Sensory | ■ Environmental Control |
| ■ Communication | ■ Social Competence |
| ■ Cognitive | ■ Recreation/Leisure |
| ■ Academic Performance | |

+ Activity 2 – 15 Minutes

- Think of a student you have worked with or currently work with who may need an AT Assessment
- Complete two sections of the *WATI Student Information Guide* – the first one and one other of your choice

+ Activity 2 – Resources Needed/Available

- WATI Assessment Forms Doc
- GPAT Protocols
- PAR Information at donjohnston.com/par/
- Communication Matrix at communicationmatrix.org
- AIM Navigator at aim.cast.org
- Pragmatics Profile of Everyday Communication Skills at <http://www.wedit.wmin.ac.uk/psychology/pp/children.htm>



ENVIRONMENTS -
Where is the student throughout the day?



+ Information Gathering – Environment

- What are the other students doing?
- Equipment materials available?
- AT currently used by student?
- Modifications typically made?
- Primary people interacting with student?
- How is instruction/direction delivered?

+ Information Gathering – Environment, Continued

- Student's position/location in room?
- Where are things students needs to see?
- Lighting/Sound?
- Transitions? – Concerns?
- Adaptations/modifications used to facilitate participation?

+ Environmental Observation Summary



+ Activity 3 – 15 Minutes

Gathering Information about Environments and Tasks

- Use the *WATI Environmental Observation Summary* form to discuss the student's environments and tasks.

Resources Needed/Available

- WATI Environmental Observation Summary form (online or in WATI manual)
- WATI Assessment Forms Doc
 - Classroom Observation Guide

+ Information Gathering - Tasks

- What does the student need to be able to do both now and in the future?
- NOT goals but things you do to reach the goals
- Is student an active participant?

+ Tasks – Examples

- Produce legible written material
- Produce audible speech
- Take turns
- Transition to new activities

+ Information Gathering - Tools

- Tools can include devices and services
 - What are the features needed?
 - What tools have those features?
 - Does the student already have any tools?
 - Will more than one tool be needed?

+ Activity 4 – 15 Minutes

Gathering Information about Tools

Resources Needed

- Based on S-E-T data, fill in the descriptors of the types of support your student needs across the top of the SETT Scaffold for Tool Selection
- WATI Assessment Forms Doc –
 - SETT Scaffold for Tool Selection
 - AT Checklist
- Maryland mATch up tool – marylandlearninglinks.org
- ABLE Tech Staff

+ SETT Scaffold for Tools Selection - Descriptors

STUDENT: _____ AREA OF ESTABLISHED NEED (See SETT, Part I): _____

STEP 1: Based on S-E-T data, enter descriptors or functions needed by the student across the shaded top row - 1 descriptor per column
 STEP 2: Enter promising tools in the shaded left column - 1 tool per row
 STEP 3: For each tool, enter matches with descriptors and functions to help guide discussion of devices and services
 USE ADDITIONAL SHEETS IF NECESSARY

Descriptors									
Tools									

+ Roles and Responsibilities

- Facilitator
- Recorder
- Time Keeper



Share roles and responsibilities.

+ What to Bring

- Information that has been gathered
- Chart paper and markers
- WATIAT Checklist or TAMAT Consideration Quick Wheel at <http://www.tamcec.org/publications/planning-tools/>
- GPAT Charts
- Web access – Tech Matrix at techmatrix.org
- Other resources – Knowledgeable person



+ First Steps

- Confirm time frame
- Introductions
 - Write name and title where visible
- Provide an overview of the process
 - Let people know that input will be written/displayed



+ Steps of Decision-Making

1. Problem Identification
2. Solution Generation
3. Solution Selection
4. Implementation
5. Follow-Up



+ Decision-Making Resources Available

- WATI AT Decision-Making Guide
- Education Tech Points
- AT Consideration Quick Wheel



+ Throughout the Process

Write EVERYTHING down!!

- Creates a shared group memory
- Helps when mind wanders
- Nothing is a secret
- Keeps a team on same step and on task



+ During Problem Identification

1. Address both strengths and needs of student.
2. Consider demands of environment and tasks that need to be accomplished.
3. Before generating solutions, select one task on which to focus



+ During Solution Generation

Follow Brainstorming Rules

Use tools as needed:

- AT Checklist
- Catalogues
- AT Wheel
- Tech Matrix



+ During Solution Selection

Encourage:

- Discussion
- Combining
- Sequencing
- Prioritizing



+ When Reaching a Decision

Seek and obtain a consensus.

Do not confuse unanimous agreement with:

- Majority rule
- Minority rule
- Authority rule



+

Break




C. TRIAL USE

- Identify times, places, and duration of the trial
- Select a functional, frequently occurring activity from identified tasks
- Specify when and how the student will use the device(s) in the activity
- Specify cues and supports
- Specify any training needed

C. BEFORE THE TRIALS – Additional Duties

- Detail current achievement on this activity and expected change during the trial
- Develop criteria that will indicate success or lack thereof
- Decide what information will be collected to indicate level of change
- Assign responsibilities appropriately

+ Trial Use Plan – Resources Available

- WATI Assessment Forms Doc
 - WATI AT Trial Use Guide
 - WATI AT Trial Use Summary

Guide effective trials in the environments in which the AT will be used

+ AT Trial Use Guide

School/Agency Phone: _____ Address: _____
 Persons Completing Guide: _____
 Parent(s) Name: _____ Phone: _____
 Parent(s) Address: _____
 Goal for AT use: _____

ACQUISITION				
Source(s)	Person Responsible	Date(s) Available	Date Received	Date Returned

Person primarily responsible to learn to operate this AT: _____

E. IMPLEMENTATION/ ONGOING USE

1. Follow the implementation plan completely
2. Take time to talk
3. Monitor the student's progress
4. Adjust the plan as needed

+ A Twist on **SETT**: Creating an Implementation Plan

- Ways each member of the staff and other supporters will support the students' AT use
- Actions that will be taken in the environment to support the student's AT use
- Tasks that adults need to do
- Help for people in the environment to understand the tools



+ AT Decision-Making Guide

Chapter 1 - Assistive Technology Assessment
WATI Assistive Technology Decision Making Guide

Referral Question _____

PROBLEM IDENTIFICATION		
Student's Abilities/Preferences	Environmental Considerations	Tasks
Writing/Use of Hands Communication Reading/Bookmarks Memory Vision Hearing Attention Other	e.g. Classroom Placement Least/Best Time Noise, etc. In/Out Technology Equipment Available Room Arrangement, Lighting Social Activities, etc.	e.g. Produce legible written output Produce audible speech Read text Complete math problems Participate in electronic lesson Monitor understanding of the subject assessment
Referral Question _____ ** Specific task identified in referral question		
SOLUTION GENERATION		Implementation Plan
Determining Only No Decision	Shows & Selects Best Item Solution Generated	AT Tools/Services/Methods Date _____ Length _____ Person Responsible _____
Follow-Up Plan What & When (or specific date area)		



+ Activity 6 – 30 Minutes

- Get in groups with your supplies.
- Decide who is going to do each role.
- As a team recreate the WATIAT Decision-Making Guide on your large white paper using information about the student you chose.
- This morning you completed:
 - Problem Identification
 - Solution Generation
- Proceed with:
 - Solution Selection – Discuss/Select ideas from your Tool list.
 - Implementation Plan – AT Trials/Services needed, date, length, person responsible



+ Planning for Long-term Use

Use the same decision-making process for making final decisions:

- AT Tool(s) – What and why?
- AT Services – What? Why? and for whom? include:
 - Set up
 - Training – Content and for whom
 - Maintenance and Repair
 - Supervision
- Follow-up
- Other needs or considerations



+ ReSETT

- Over time things change with the **S**tudent, **E**nvironment, and **T**asks which may lead to changes in **T**ools
- May be new people involved
- New questions/ideas may have come up
- New technology may be available
- Re**SETT**ing is NOT starting over



Case Studies/ + Consultations

Funding + Resources

+ AT Funding Manual

- Medicaid
- Ability Connection
- Donna Nigh Foundation
- Private Insurance
- AIM Center (for select vision items)
- Liberty Braille (for select vision items)
- Department of Rehabilitation Services (DRS)

www.ok.gov/abletech/Publications/OK_Funding_for_AT/

+ Contact Us



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