

# engageok

SUMMER EDUCATION EVENT

The OSDE logo is a stylized outline of the state of Oklahoma. It is filled with a gradient of colors: yellow at the top, orange in the middle, and purple at the bottom. The letters "OSDE" are written in white, bold, uppercase font across the purple section.

OSDE

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**TUESDAY, JULY 7 – THURSDAY, JULY 9, 2015**

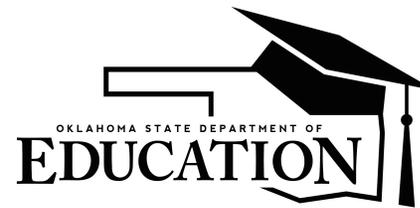
COX CONVENTION CENTER • OKLAHOMA CITY, OKLAHOMA

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# Conducting Assistive Technology Assessments for Students: The IEP Team's Role

Presented by  
Oklahoma ABLE Tech

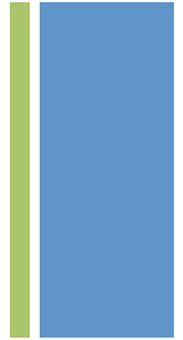


# + AT ASSESSMENT NOW IN YOUR DISTRICT

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

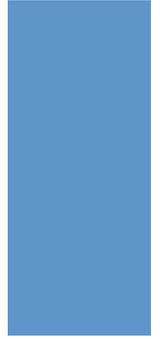


# + AT OVERVIEW



1. Assistive Technology and the Law
2. Assistive Technology Consideration
3. Assistive Technology Assessment

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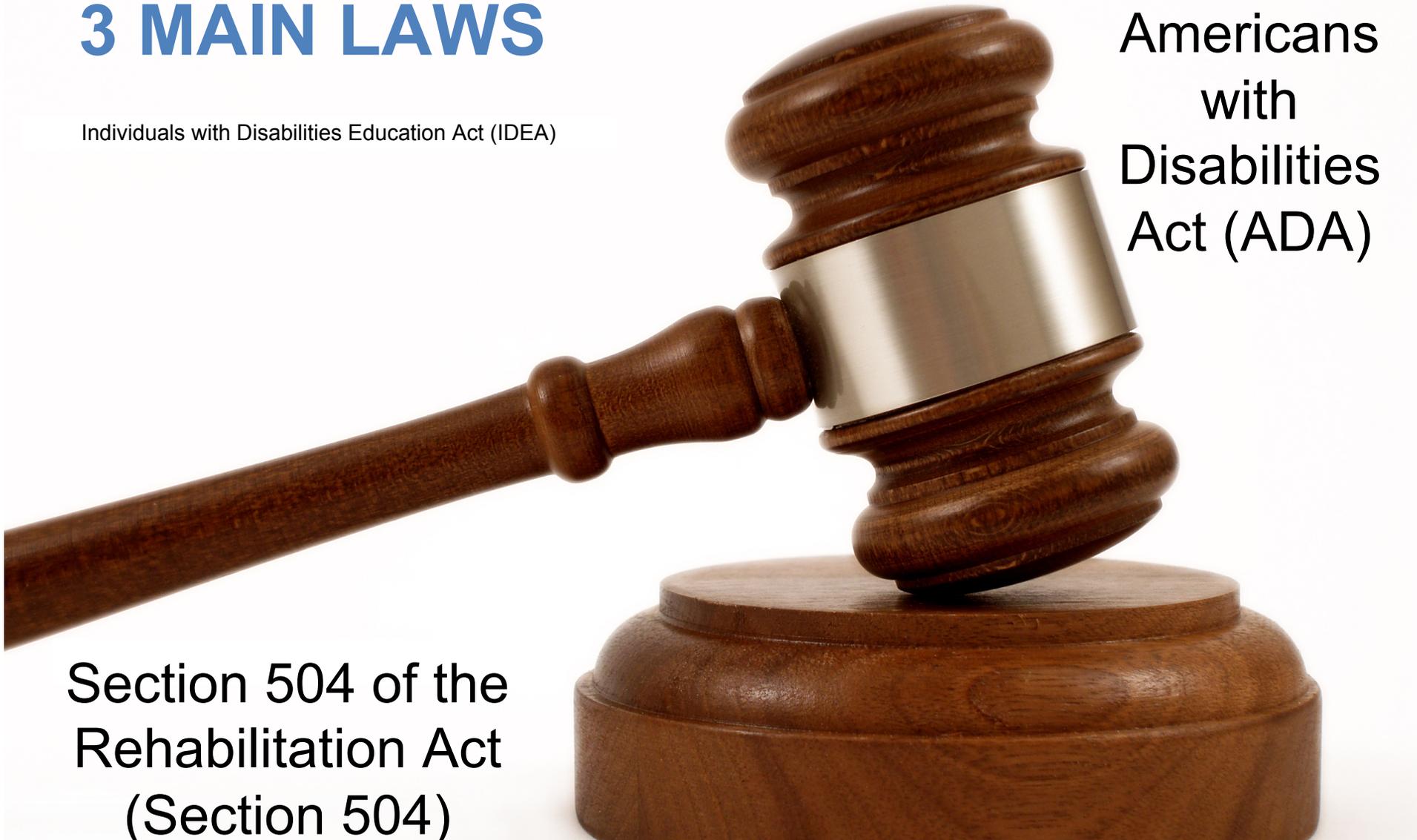
**AT AND THE LAW**

# 3 MAIN LAWS

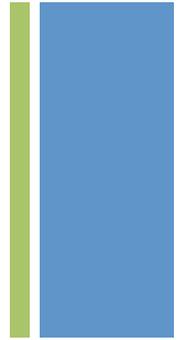
Individuals with Disabilities Education Act (IDEA)

Title II of the  
Americans  
with  
Disabilities  
Act (ADA)

Section 504 of the  
Rehabilitation Act  
(Section 504)



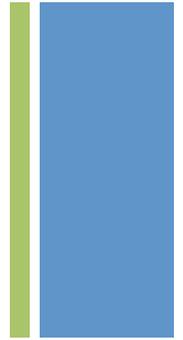
# + AT DEVICE



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



# + AT SERVICE

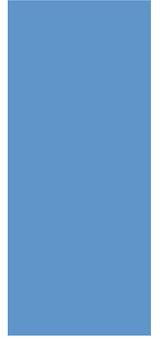


- AT is also a **service** that directly assists children with a disability in the selection, acquisition, or use of an AT device.

## + AT DEVICES AND SERVICES ARE PROVIDED

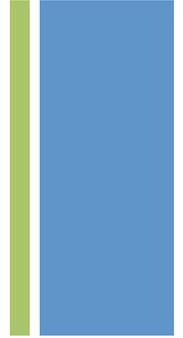
- For those students the IEP team determines need AT
- May also be referred to auxiliary or supplementary aids and services and provided in 504 plans

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**AT CONSIDERATION**

# + TRUTHS ABOUT AT CONSIDERATION



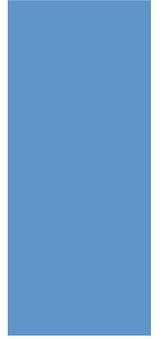
- Is required by law for all students on IEPs
- Can take place during an IEP meeting – may take under 10-20 minutes
- Uses information the team already knows
- Looks at the student's ability to achieve academically with assistance and without

# + 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.

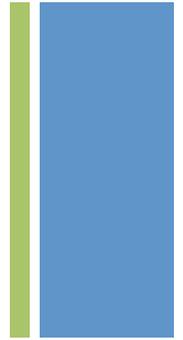


# AT ASSESSMENT

# + TRUTHS ABOUT AT ASSESSMENT

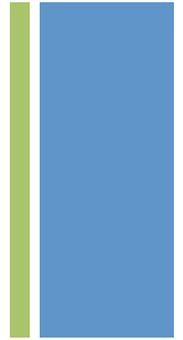
- Can be completed by the IEP team
- One team member must have knowledge about AT (or consultation with a specialist may be necessary)
- Is completed over days, weeks, or even months
- Involves obtaining new information
- Takes multiple interactions
- Goal: To find an AT match

# + 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

# A. REFER FOR ASSESSMENT WHEN MORE INFORMATION IS NEEDED



# A. PRELIMINARY DECISIONS



# B. PRIMARY DECISIONS

Student

Environments

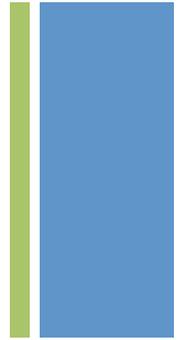
Tasks

Tools

[joyzabala.com](http://joyzabala.com)



# + HOW TO GATHER INFORMATION



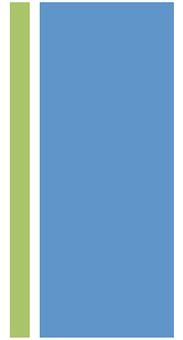
- Georgia Protocols for AT (GPAT)
- Protocol for Accommodations in Reading (PAR)
- Written Productivity Profile (handwriting, keyboarding, spelling)
- Interviews/Observations
- Formal and informal tests in your field (may not be necessary)

# + STUDENT

- Current abilities
- Needs
- Expectations
- Future plans

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

# + STUDENT – Current Abilities



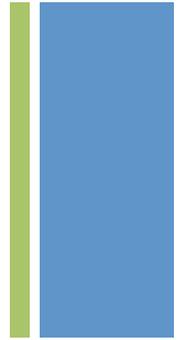
- Physical
- Sensory
- Communication
- Cognitive
- Academic Performance
- Vocational Performance
- Environmental Control
- Social Competence
- Recreation/Leisure

# ENVIRONMENTS -

Where is the student throughout the day?

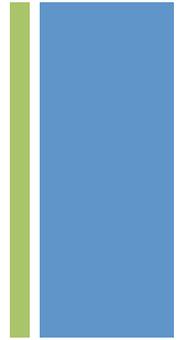


# + TASKS



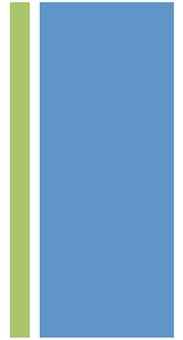
- What does the student need to be able to do both now and in the future?
- NOT goals but things you do to reach the goals
- Is student an active participant?

# + TASKS – Examples



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

# + 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?

## 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

## D. FINAL DECISIONS (AT IS PROVIDED)

1. Identify the source of the equipment and the costs
2. Identify funding sources
3. Order Equipment
4. Plan for training as needed
5. Set up equipment
6. Establish technical support system

## D. FINAL DECISIONS – AT IS DOCUMENTED IN THE IEP

### Common Sections

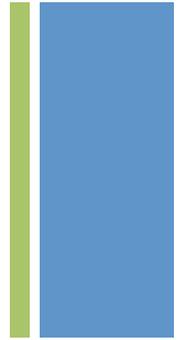
1. Special Education,
2. Related Services, and/or
3. Supplementary Aids and Services.

**\*\*AT can be recorded anywhere within the IEP.**

## E. IMPLEMENTATION/ONGOING USE

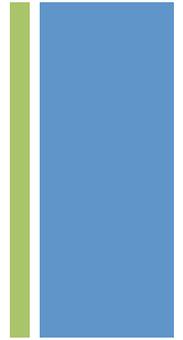
1. Follow the implementation plan completely
2. Take time to talk
3. Monitor the student's progress
4. Adjust the plan as needed

# + RESETTING IS NOT STARTING OVER



- Over time things change with the **S**tudent, **E**nvironments, and **T**asks which may lead to changes in **T**ools
- New people
- New questions/ideas
- New technology

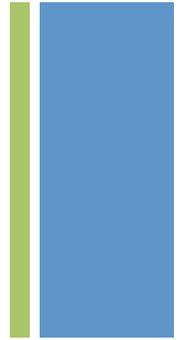
# + AT TECHNICAL ASSISTANCE GUIDE



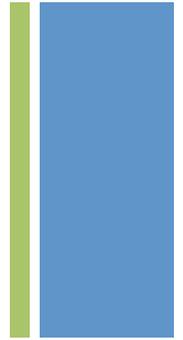
- Laws and Mandates
- Steps in AT Consideration
- Steps in AT Assessment
- Case Law
- Resources

+ **VIEW THE GUIDE AT**

[http://www.ok.gov/abletech/Resources/  
Children\\_&\\_Youth/index.html](http://www.ok.gov/abletech/Resources/Children_&_Youth/index.html)

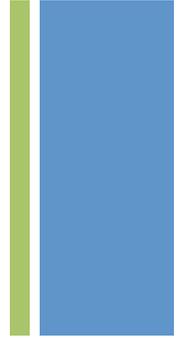


# + AT WEBSITES/RESOURCES



- [www.educationtechpoints.org](http://www.educationtechpoints.org)
- [www.qiat.org](http://www.qiat.org)
- [www.gpat.org](http://www.gpat.org)
- [www.wati.org](http://www.wati.org)
- [www.techmatrix.org](http://www.techmatrix.org)
- [marylandlearninglinks.org](http://marylandlearninglinks.org)

# + ADDITIONAL AT WEBSITES/ RESOURCES



- [communicationmatrix.org](http://communicationmatrix.org)
- [aem.cast.org](http://aem.cast.org)
- [natenetwork.org](http://natenetwork.org)
- [www.ukat.org.uk](http://www.ukat.org.uk)
- <http://iris.peabody.vanderbilt.edu/at/chalcycle.htm>

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