

ASSISTIVE TECHNOLOGY TEAM TRAINING

September 6, 2017
December 6, 2017
January 24, 2018
February 21, 2018

<http://bit.ly/2vySu3M>

Region One ESC

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To increase the school district's capacity to provide effective assistive technology services for students with disabilities by supporting campus-level teams

FUNDAMENTALS GOAL

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- Course overview
- Course resources and materials
- Legal issues in AT
- Consideration of AT
- AT in the IEP
- QIAT Indicators for Consideration of AT

TODAY'S AGENDA

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Day One: Legal Issues in Assistive Technology (AT) & Considering AT in the IEP

- The impact of technology for students with disabilities
- Team processes used for making decisions regarding students and AT
- School district's legal responsibility for considering and providing AT devices and services
- A coordinated process for considering AT needs in the IEP
- Promoting parental participation in collaborative planning, decision-making and implementation
- Quality Indicators for Assistive Technology (QIAT) Indicators and Matrices- Consideration

Goals for Today

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- Face-to-face sessions, Dropbox resources, and handouts
- CPEs
- Assistance with district AT assessments
- Access to loan library

REGION ONE WILL PROVIDE

Region One ESC

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- Participate in 4 face-to-face sessions
- Present team video case study
- Complete evaluation at end of training

PARTICIPANT REQUIREMENTS

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- PCs
- Notebook computer
 - Chrome book
- Tablets

Basic Technology Assessment Package

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- Big Keys Keyboard (\$159)
- Onscreen Keyboard (free)
- Writing Grids
 - Clicker 7 (\$495)
- Word Prediction
 - Co:Writer Universal (\$4.99/month/student)
- Speech to Text
 - Dragon Dictate (\$99 +/-)
- Text to Speech
 - Claro Read (\$302)

Basic Writing Assessment Package

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- Every Move Counts Clicks and Chats (\$90)
- Pixon Project Kit (\$149.95)
- TASP (\$299)
- Augmentative & Alternative Communication Profile: A Continuum of Learning (\$69.95)
- Various AAC devices
 - GoTalk Express 32 (\$599)
 - Core board with multiple locations

Basic Communication Assessment Package

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- Reading with picture and TTS support
 - Clicker 7 (\$495)
- Text to Speech
 - Kurzweil (\$1,395)
- Bookshare
- Learning Ally

Basic Reading Assessment Package

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- Optima Joystick/Rollerball (\$302.50)
- Big Mac Switch (\$135)
- Blue Tooth Switch (\$185)
- USB Switch Interface (\$99)
- Switch Mount (\$350 +/-)
- MyGaze (\$1500 +)

Basic Access Assessment Package

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- Bring to every session
- Add handouts to notebook at each session
- Organize content
 - You are responsible for adding section dividers
- Add online resources as needed (or save them virtually)

COURSE RESOURCES : NOTEBOOK

Region One ESC

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ASSISTIVE TECHNOLOGY An Introduction

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- Select a student
- Permission form
- Description sheet
- Submit video for preview to Marguerite Hornéy prior to Day 4
 - Due uploaded to cloud by February 9, 2019
 - Link will be sent to team lead
- Video Showcase-
- Session A- Day 4
- Session B- Day 4
- Session C- Day 4
- Session d- Day 4

AT TEAM PROJECTS - VIDEO CASE STUDIES

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- AT provides access to:
 - Communication
 - Education
 - Vocation
 - Recreation
 - Community
 - Social Networking

AT and SWD

Region One ESC

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- Designing instructional materials and activities that allow students with wide differences in their learning styles and abilities to remember information and be engaged in the learning process
- www.cast.org
- www.udlcenter.org
 - <http://www.youtube.com/watch?v=bDvKnY0q6e4>

UNIVERSAL DESIGN FOR LEARNING

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- States should ...
 - ...adhere to principles of universal design for learning as they develop student assessments
 - ...create plans for comprehensive literacy instruction and to incorporate universal design for learning principles in those plans
- Federal money can be used for technology that supports the strategy

www.cast.org/whats-new/news/2016/udl-in-the-essa.html#.WaRizD596po

ESSA and UDL²¹

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UNIVERSAL DESIGN FOR LEARNING

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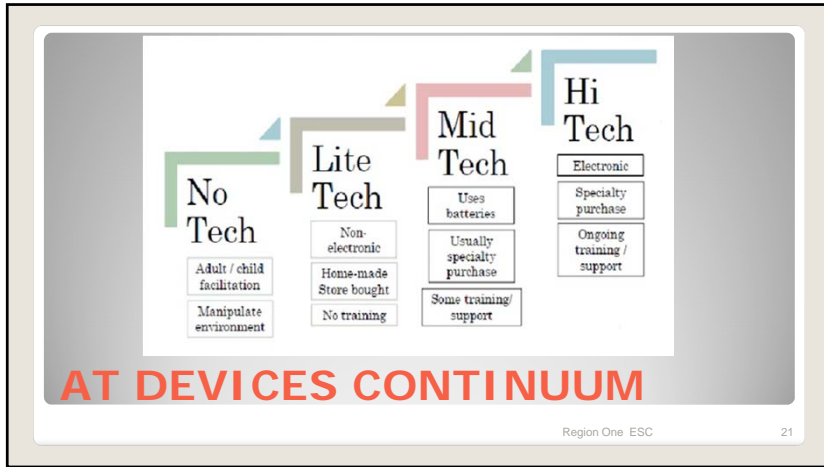
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- Assistive Technology Device: any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability
- Assistive Technology Service: any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device

IDEA: DEFINING ASSISTIVE TECHNOLOGY (AT)

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Handouts



- AT SERVICES**
- Evaluation
 - Instruction
 - Provide and/or purchase
 - Maintenance and repair of AT tools
 - Support
 - Resources
 - Data collection, processing and interpretation
 - Training
 - Staff
 - Student
 - Caregivers/family
 - Peers
- Region One ESC 23

| Instructional Tech | Assistive Tech | Universal Design |
|--------------------|----------------|------------------|
| | | |

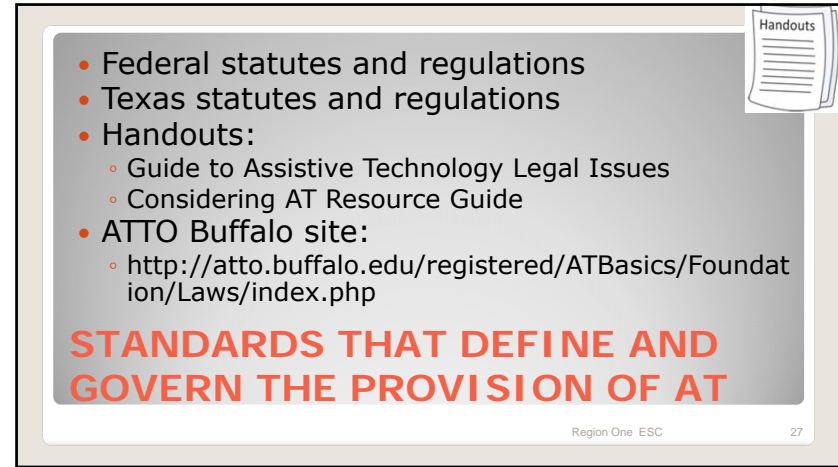
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- WHAT DOES AT LOOK LIKE IN YOUR DISTRICT?**
- Briefly discuss with team members how your district applies the IDEA 04' definition of devices and services
 - What does AT look like in your District?
 - Be ready to share with the group
- Region One ESC 24



ASSISTIVE TECHNOLOGY LEGAL
ISSUES

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- Federal statutes and regulations
- Texas statutes and regulations
- Handouts:
 - Guide to Assistive Technology Legal Issues
 - Considering AT Resource Guide
- ATTO Buffalo site:
 - <http://atto.buffalo.edu/registered/ATBasics/Foundation/Laws/index.php>

STANDARDS THAT DEFINE AND GOVERN THE PROVISION OF AT

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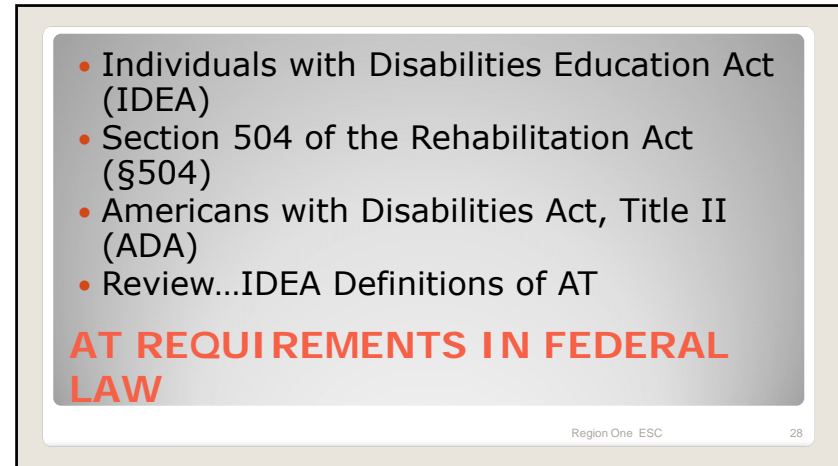


- A professional development training module
 - Developed by TATN-led by Region 4
- Free download at www.texasat.net



**PROVIDING ASSISTIVE TECHNOLOGY:
A LEGAL PERSPECTIVE**

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- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act (§504)
- Americans with Disabilities Act, Title II (ADA)
- Review...IDEA Definitions of AT

AT REQUIREMENTS IN FEDERAL LAW

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- AT must be considered
- If necessary, an AT assessment must be performed
- AT devices and/or services must be provided if required in the child's IEP

IDEA AND AT

Region One ESC 29

- AT falls under the ADA definition of auxiliary aids and services
- Auxiliary aids and services must be provided when they are necessary to afford an individual an equal opportunity to participate

ADA AND AT

Region One ESC 31

**SECTION 504
AND AT**

- Does AT fall under the §504 categories?
- Special Education and related aids and services constitute FAPE, the provision of which is required

Handouts

Region One ESC 30

- Texas Education Code §30.0015
- Title 19 Texas Administrative Code §89.1056

**TEXAS AT RULES & POLICY
GUIDELINES**

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- Transfer to new school, district, state, or agency following graduation, or to parents or student when they move
- Optional
- Agreement must be in writing and contain specific provisions
- Written consent required

TRANSFER OF AT DEVICES

Region One ESC

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- The IEP must be reasonably calculated to provide some meaningful educational benefit
- What is the connection to supporting IEP/TEKS ?

DETERMINING IF AT IS NECESSARY

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- If necessary, AT must be written in as component of the IEP
- Must implement provision of AT device and/or AT services indicated in IEP

TEXAS STATUTORY OBLIGATIONS- REFLECT IDEA

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- Plan for:
 - Proper and timely implementation
 - Maintenance and repair
 - AT training

CONSIDERING THE AT IMPLICATIONS OF IEP COMPONENTS

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- Determine if an AT assessment is warranted
- Provide sufficient AT assessment
- Ensure timeliness of AT assessment
- Disclose credentials of AT evaluators

AT ASSESSMENTS



- Texas districts are allowed to choose a method of assessments or strategies to use
- “Timely” evaluation
- Detailed review and analysis of needs and abilities to meet IDEA requirements

PROVIDING SUFFICIENT AT ASSESSMENTS



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- Not every student with a disability needs formal AT assessment
- ARD committee determines need to seek further information or formal assessment



WHEN IS AN AT ASSESSMENT WARRANTED?

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- Comply with legal requirements regarding evaluations in general
- Comply with legal requirements regarding qualifications of special education providers
- Comply with Code of Ethics



PROFESSIONAL CREDENTIALS OF AT EVALUATORS

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- Rehabilitation and Engineering Society of North America
- ATP – Assistive Technology Practitioner

RESNA Certification

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- Responsibility of district
- Failure to repair in a timely manner might deny a student FAPE
- ARD committees should establish plans for maintenance and repair of certain devices



MAINTENANCE AND REPAIR OF AT DEVICES

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- District using family-owned device that is component of IEP assumes liability
- District not liable for family-owned device that is not component of IEP
- Parent could be liable for damage to or loss of district-owned AT device



OWNERSHIP AND LIABILITY FOR AT DEVICES

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- If IEP states that AT at-home is necessary, it must be provided
- If at-home device is a "want" rather than a "need," a district is not required to provide it
- Efficiency arguments in support of need for at-home device might not be enough to show district's obligation



AT FOR AT HOME USE

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- IDEA medical service exception does not always apply
- Obligation to provide medically related AT devices is further clarified in IDEA 2004

MEDICALLY RELATED AT SERVICES

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- Districts may be able to use "fair use" exception, which allows reproduction of some copyrighted works for educational purposes
- Districts should explore borrowing and sharing reproduced works
- Digital materials "manager"

AT AND COPYRIGHT CONCERNS

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District's obligation to provide a personal AT device is the same as that for any other AT device
If student requires a personal AT device to receive FAPE pursuant to IEP, a district must provide the device



PERSONAL AT DEVICES

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- Instructional materials – not just textbooks
 - Textbooks
 - Workbooks
 - Supplemental materials
- Provide accessible versions such as:
 - Braille
 - Large print
 - Audio files
 - Digital files

PROVISION OF ACCESSIBLE INSTRUCTIONAL MATERIALS (AIM)

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- AT may be required by IDEA, ADA, or Section 504
- AT needs must be considered
- If ARD committee determines AT is necessary, it must be included in IEP
- If AT is included in IEP, it must be implemented



A QUICK REVIEW OF BASIC REQUIREMENTS

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ASSISTIVE TECHNOLOGY
Consideration in the IEP

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Read scenarios
Group discussion



WHAT IF...

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- A professional development training module
 - Developed by TATN-led by Region 4
- Free download at www.texasat.net



CONSIDERING AT IN THE IEP PROCESS

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Whether or not the student requires AT devices and services must be considered by **EVERY IEP** (ARD) Committee during the development of **EVERY IEP**, both when the **INITIAL IEP** is developed and every time it is revised.

THE AT PROCESS BEGINS WITH CONSIDERATION

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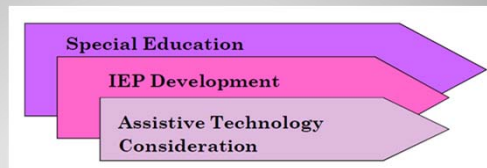


TEXAS 4-STEP MODEL

- STEP 1 → Review present levels of performance and evaluation data.
- STEP 2 → Develop goals and objectives.
- STEP 3 → Determine if any tasks are difficult or impossible for the student.
- STEP 4 → Decide whether or not AT devices and services are required and document decisions.

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Embedded within the Special Education Process and the IEP Development Process



ASSISTIVE TECHNOLOGY CONSIDERATION

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Instructional/Functional Skills




- Reading
- Written Expression
- Math
- Communication
- Recreation
- Daily organization
- Seating/Positioning
- Hearing
- Seeing
- Self-care
- Mobility
- Other areas

Region One ESC 56

- If the student is currently using AT, is the AT adequate to address the new goals and objectives?
- Does the student need AT to access the curriculum?
- Does the student need AT to access the technology used by other students?
- Could AT help the student work more independently?

QUESTIONS TO CONSIDER

Region One ESC 57

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- Best practices indicate that the basis of the decision is documented.


ASSISTIVE TECHNOLOGY IS NOT REQUIRED AT THIS TIME

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Results of AT Consideration

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- The IEP Team anticipates that the student will be able to participate the educational program, accomplish expected tasks, and make reasonable progress toward mastery of IEP goals and objectives with typically available supports and services.

DOCUMENTATION IN THE IEP


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- AT is required and the IEP team knows the nature and extent of the AT devices and services needed
- AT devices and services to be provided, are documented in the IEP

ASSISTIVE TECHNOLOGY IS REQUIRED


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- AT has been used to obtain present levels of academic achievement and functional performance and can adequately address the new goals and objectives.
- AT has been used to obtain present levels of academic achievement and functional performance, but different AT is needed to adequately address the new goals and objectives.
- AT has NOT been used previously but is needed to adequately address the new goals and objectives.

SOME EXAMPLES OF WHEN AT IS REQUIRED


Region One ESC 63



- The ARD Committee anticipates that the student will be able to:
 - participate in the educational program,
 - accomplish expected tasks, and
 - make reasonable progress toward mastery of IEP goals and objectives
 - with assistive technology identified in the IEP.

DOCUMENTATION IN THE IEP


Region One ESC 62



- Decide whether or not the student requires AT devices and services to participate in the educational program and make adequate progress toward mastery of IEP goals, or
- Determine the nature and extent of AT devices and services needed.

THE IEP TEAM DETERMINES MORE INFORMATION IS NEEDED TO ...


Region One ESC 64



- Question to answer
- Time frame
- Informed consent for assessment

DOCUMENTATION IN THE IEP

Region One ESC 65




- Consideration of AT needs
- Assessment of AT needs
- Including AT in the IEP
- AT implementation
- Evaluation of effectiveness of AT
- AT in Transition
- Administrative support of AT
- Professional development & training in AT

QIAT Indicators for AT Services and QIAT Indicators in AT Matrices handouts will be used throughout these sessions

QIAT INDICATORS FOR AT

www.qiat.org

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REQUIRED?

???

NOT REQUIRED?

NEED MORE INFO..

CONSIDERATION OF AT IS AN ONGOING PROCESS

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QIAT- CONSIDERATION AND AT IN THE IEP

www.qiat.org

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1. Assistive technology devices and services are considered **for all students with disabilities** regardless of type or severity of disability.
2. During the development of an individualized educational program, every IEP team consistently uses a **collaborative decision-making process** that supports systematic consideration of each student's possible need for assistive technology devices and services.
3. IEP team members have the **collective knowledge and skills** needed to make informed assistive technology decisions and seek assistance when needed.

QIAT CONSIDERATION

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AT IN THE IEP

Region One ESC

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4. Decisions regarding the need for assistive technology devices and services are **based on the student's IEP goals and objectives, access to 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 assistive technology devices and services.
6. When assistive technology is needed, the IEP team **explores a range** of assistive technology devices, services, and other supports that address identified needs.
7. The assistive technology consideration process and **results are documented in the IEP** and include a rationale for the decision and supporting evidence.

QIAT CONSIDERATION

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1. The education agency has **guidelines for documenting** assistive technology needs in the IEP and requires their consistent application.
2. All **services** that the IEP team determines are needed to support the selection, acquisition, and use of assistive technology devices are designated in the IEP.
3. The IEP illustrates that assistive technology is a **tool to support achievement of goals and progress in the general curriculum** by establishing a clear relationship between student needs, assistive technology devices and services, and the student's goals and objectives.

AT IN THE IEP

Region One ESC

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4. IEP content regarding assistive technology use is written in language that describes how assistive technology contributes to achievement of **measurable and observable outcomes**.
5. Assistive technology is included in the IEP in a manner that provides a **clear and complete description** of the devices and services to be provided and used to address student needs and achieve expected results.

AT IN THE IEP

Region One ESC

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- Student receives AT device and/or service
- Student does not
- Break down by disability, instructional arrangement, grade, etc.

AT and PEIMS

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- Complete the **Consideration of AT Needs** and **AT in the IEP** in the Self-Evaluation Matrices
- Transfer your ratings to the QIAT Matrices Summary Sheet
- Keep a copy for your records and turn one in

COMPLETE THE QIAT MATRICES AS A TEAM

Region One ESC

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- Review the Top 10 Facts from Day 1
- Learn about your district's guidelines for documenting AT
- Explore AT evaluation procedures that are in place in your district
- Complete Assignment 2 prior to Day 2 face-to-face session

ACTION ITEMS

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BEFORE LEAVING...

- Turn to a team mate and mention one thing you learned today
- Bus tables

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