"CONSIDERING AT IN THE IEP" WEBINAR

 ~ SEPTEMBER 26, 2012 ~

 LIZ PERSAUD: ... or the Tools For Life program.

 I've got the time at 2 o'clock, and that's our

 starting time. So we're going to go ahead and get started.

 We know that your time is precious, and we truly

 appreciate you taking time out of your busy schedules --

 because we know that we've all got a lot going on these

 days, a lot of great things -- to join us on today's

 webinar.

 We have a great presentation lined up today, a very

 focused topic that is focused on Considering Assistive

 Technology in the IEP.

 But before we get started, I wanted to go over a

 few housekeeping rules and go over a few tools on the

 webinar system just so all of you are familiar with it.

 So over on the left-hand side we have the attendee

 list. We've got the section for host, presenters, and for

 participants. And underneath the participant list is

 everyone that signed up today so you can see as folks are

 joining us and as they are logging onto the system.

 Over in the middle we've got the chat area where

 our director, Carolyn Phillips, has welcomed everyone.

 And I see that somebody said that they're not able

 to hear. Can anyone just type in that they can hear me?

 We just want to do a quick sound check and make sure that

 everything is working well.

 But you'll see that folks will hopefully be able to

 respond -- wonderful. Thanks for responding, folks --

 right there in the middle chat area. And that's a great

 way to interact with us throughout the webinar today.

 So you'll just type in your information, hit

 "Enter," and it will pop up publically. So throughout the

 webinar, if you have any comments or questions, that's a

 wonderful way to interact with us today.

 Over on the left-hand side is the presentation. So

 we want to let you know that that's where it is. Hopefully

 you can see it. And we'll be flipping through the slides

 right over there on the left-hand side.

 I also wanted to let folks know that we are

 offering credits for today's webinar. We are offering CEUs

 and CRCs specifically.

 So the CEUs are administered through Georgia Tech

 Professional Education. And CRCs are administered through

 the Commission on Rehabilitation Counselor Certification.

 So in order for you to receive your credits, what I

 need each of you to do is to send me an e-mail with your

 name, your organization, your address, your date of birth,

 and your e-mail address to my e-mail, which is

 liz@gatfl.org.

 And if you could also put in there the title of the

 webinar and the date. I know many of you attend multiple

 webinar sessions, and we conduct many different webinars.

 So if you could just specify which webinar it is, send me

 all of your contact information.

 If you need CEUs, please definitely add your date

 of birth. And that's so Georgia Tech can include you in

 their database, and you're lined up to smoothly receive all

 of your credits from that point forward.

 So again, just send me your information if you need

 credits.

 I also wanted to let folks know that, at the end of

 the webinar today -- and I'll put this link up towards the

 end as well -- that we have an evaluation that we would

 love for you to fill out.

 We administer this evaluation through SurveyMonkey.

 It's about five minutes or less. It's pretty brief. And

 it just asks some basic information in regards to today's

 webinar.

 And we really appreciate those of you who have

 filled this out in the past. This really helps us, as

 we're organizing our training sessions and our webinars, to

 know what topics that y'all want to hear.

 And today's webinar, actually focused on AT in the

 IEP, is one of those webinars that y'all wanted to hear.

 So we're happy to be able to produce that today for you.

 And again, I'll be putting this link up at the end

 of today's webinar, at the end of today's session.

 I also wanted to let you know that Kimberly Griffin

 is on with us today.

 Hello to Kimberly.

 She's our transcriptionist. She is recording

 today's webinar. And this webinar will be archived and

 posted on the Tools For Life website on the webinar page.

 So here is the link that you would just follow.

 You can also just hop onto the Tools For Life website,

 click on "Webinars," and you'll be able to see a history of

 webinars that have been posted.

 This recording will be up. This presentation will

 be up. And if you give us about two to four weeks, we will

 also have the written transcription up as well.

 So, yes, thank you Kimberly for all your hard work

 and for helping us. You continue to make our training and

 our webinars truly accessible.

 So please know that this will be up on the website

 very soon. And also today's PowerPoint is already up there

 as well too.

 So I just wanted to delve into a little bit more

 about the Tools For Life program. I see lots of familiar

 faces, names up on the webinar today as well.

But for those of you who haven't accessed our

 resources in a while or just need a refresher or are new to

 the program and to our webinars, I just wanted to give a

 brief, brief intro of the Tools For Life program.

 So Tools For Life is Georgia's Assistive Technology

 Act program. Every state in the country as well as the

 territories has an Assistive Technology Act program.

 They're known by many different names throughout the

 country. But Tools For Life is what we're called here in

 Georgia.

 And we developed Georgia's plan for assistive

 technology. And we did that from all of y'all from the

 community and our peers helping us out.

 We just wrapped up a series of town hall meetings

 in Georgia. And we're actually going to be doing a few

 more and looking also at doing a virtual town hall meeting.

 But we traveled to Atlanta. We were in Cobb

 County. We were in Augusta and also just wrapped up one in

 Macon.

 And overall we had over 200 people attend. And

 those are just folks in the community that were served by

 Tools For Life, that were peers with us, peer programs that

 are our community partners. And they gave us information

 on what we're doing well and what needs to be improved.

 And we're happy to say that we combined with the

 statewide Independent Living Council to go out and do the

 tour of these town hall meetings.

 And again, if you want more information, it's up on

 our website. We're going to be posting some video about

 that soon, getting the presentations up there as well.

 But collectively I just wanted to let y'all know

 that we listened to what our folks in Georgia really want

 to hear from Tools For Life and definitely take that into

 consideration when we're implementing all of our statewide

 activities.

 So we serve individuals of all ages and all

 disabilities in Georgia. We're a statewide program. And

 we directly interact with over 50,000 individuals through

 our various activities annually throughout the year.

 And the way we do this is through the Tools For

 Life network. And that's through our Assistive Technology

 Resource Centers that have lending libraries. So ways that

 you can come into our centers, get equipment, borrow it for

 a while, make sure it works in the setting that you're

 interested in; and then get information on training,

 demonstrations and how you can actually acquire that

 equipment.

 Our programs also focus on AT reuse. So we

 definitely are interested in the environment and ways to

 save money and ways to maximize all of that. So how can we

 get equipment that somebody has, they no longer need

 sanitize it, get it refurbished, and prepare it for

 somebody who could benefit from it at a very minimal if not

 free cost?

 And then we also focus on funding, education,

 assistance and resources.

 This is just a screen shot of the homepage of the

 Tools For Life website. So just wanted to give that to

 y'all so you can become familiar with it.

 But we've got a lot of great resources on there: a

 learning disabilities guide; Dollars & Sense, which is a

 funding guide; information on reuse; all of our webinars.

 And then we have a great database that's focused on

 apps for "i" devices and Android devices. It's called "Our

 Favorite Apps," and it's a great way to find more

 information on apps that work well for folks of all

 different abilities.

 And this is just to capture just an image to kind

 of give you more information on how to access Tools For

 Life network and where the programs are.

 So up here we have an image of the State of

 Georgia. And we've got Friends of Disabled Adults and

 Children that serve the Atlanta area and statewide as well,

 all over Georgia.

 Center For Financial Independence and Innovation.

They house the Credit-Able program, which is a low-interest

 loan program for assistive technology, vehicle and home

 modification. And they are also in Atlanta, but they serve

 statewide as well.

 And then Disability Connections which is our

 assistive technology resource center. They're also a

 Center for Independent Living. They're located in Macon.

 And then we've got Walton Options, which is a

 Center for Independent Living. They're also an assistive

 technology resource center. And that means that they have

 a lending library where you can try out assistive

 technology before you buy it. And they're in Augusta.

 And we've got a lot of different statewide

 activities that we do. Presentations, newsletters. We

 definitely focus on assistive technology awareness.

 So how can we work with all of y'all in the

 community to let you know more about assistive technology,

 how to access it, what's able out there, what's available

 in the Tools For Life lending library.

 So we can do that through presentations. We do

 that through webinars. We have newsletters and

 announcements that we're able to e-mail out and to get out

 to folks as well too.

 As I mentioned before, we do funding, education and

 assistance. We have a wonderful fairly new member of the

Tools For Life team, Jackie Stapleton, who is our AT

 funding and resource coordinator. And Jackie works with

 folks just to help them know more about what resources are

 available out there to help them with funding for assistive

 technology.

 And Jackie is on today's webinar. And we'll share

 information on how you can get in touch with the Tools For

 Life team at the end of today's webinar.

 But we've got great resources like the Dollars &

 Sense funding guide; gTRADE, which is an AT exchange, which

 is similar to Craigslist, but it's focused on assistive

 technology, and basically it's free. It is free. And you

 can place an ad for something that you have that you want

 to sell, that you want to donate or that you're in need of.

 And then CFII, as I mentioned, they have the

 Credit-Able program. They do lots of funding education.

 And you can access all of that through our 1-800 number.

 Again, do lots of trainings, AT demonstrations. We

 have a page on our Tools For Life website that's called

 "Training" that you can get a list of all the trainings

 that we do, anything from assistive technology to support

 and employment and school, presentations like today's

 presentation.

 We also do a lot with disability awareness, again,

 funding. So lots of different things that you can take a

look at or just get in touch with us and let us know what

 training we can create to help you. And then again monthly

 webinars.

 I wanted to let everyone know of a great upcoming

 event that Tools For Life is a part of that we are

 cosponsoring. This is an upcoming conference called GATE.

 And it's Georgia Assistive Technology in Education, GATE.

 And it's free to attend. And it's sponsored by the

 Metro Atlanta Assistive Technology Consortium.

 And I see that Katie Goldstein is on and Ben

 Satterfield. They are two key players when it comes to

 organizing this conference. But Tools For Life is

 specifically working with the exhibit hall.

 But we're really excited to let y'all know about

 this event. It's a one-day event. It's Friday,

 December 7th. It's in Atlanta at the Fulton County

 Instructional Technology Center.

 And basically this conference is open to anyone:

 to families, educators, therapists, community members that

 want to learn more about assistive technology.

 Again, we're going to have an exhibit hall with

 about 50 or so vendors from all over the country that will

 focus on assistive technology, different products that are

 going to be out there. So we're really excited about that.

 But it's free to attend. So please, please, please

take advantage of it. There's the link to the

 registration. It's gateseminar.eventbrite.com. You can

 actually get more information on the Tools For Life website

 as well too.

 And Katie just typed in the chat room that it's

 going to be wonderful. So we're really excited about this

 event coming up very shortly in December. So know that you

 can get in touch with us at Tools For Life to get more

 information.

 So with all that being said, I would like to go

 ahead and introduce our speaker, Pat Satterfield. Pat is

 with CREATE, the Center For Research and Expansion of

 Assistive Technology Access. And she's going to be talking

 more about assistive technology in the individualized

 education plan.

 Great resources for y'all. So it's a very focused

 webinar that y'all have asked for. So I will go ahead and

 turn the mic over to Pat.

 Pat?

 PAT SATTERFIELD: Hey, everybody. I hope you're

 having a good day. Thank you for joining us today.

 I'm going to ask you to bear with me a little bit

 because my throat is a little out of sorts today, so I'm

 going to try real hard to talk slowly and not start

 coughing. But if I do, bear with me for just a minute.

I'll try to take a sip of water and be right back with you.

 We are going to have a very straightforward

 seminar. I'm not going to try to be fancy at all. The

 goal here today would be to get sort of the basic

 information to folks.

 And I have pulled from a couple of very reliable

 resources that you all would want to know about.

 Most of you all probably already know about QIAT,

 which is the Quality Indicators for Assistive Technology.

 These folks have done a marvelous work in laying out for

 all of the practitioners in the United States and other

 places in the world the kinds of -- what good assistive

 technology practices should look like.

 And so there's a listserv where you can follow

 chats and questions that are thrown out and other people's

 responses. I tend to follow it but not to jump in unless I

 have something really important to say.

 But I know there's a lot of people who do that.

 They sort of just follow along to see what the new

 resources are, what people are recommending for certain

 situations. So the listserv is a great resource.

 And then they also have a resource bank of

 materials that you can access. So I've taken advantage of

 that.

 And I'm also going to pull today primarily from our

 Georgia Project For Assistive Technology Resources, which

 is our State Department of Education AT group.

 They've done a phenomenal job over the last

 probably 20 years in helping assistive technology to become

 established in the K-12 environment.

 There's a couple other resources that I'd like to

 mention. One is a resource that GPAT had recommended to

 districts who were trying to establish an assistive

 technology team just to get something started. And that is

 called ATSTAR, A-T-S-T-A-R. It's an organization where you

 can actually go online as a group and work through some

 modules that will help build background knowledge for

 assistive technology team building. And that's something

 that districts can go in and register their own people for

 independently.

 Initially I think GPAT had provided some of those

 opportunities for some districts, but I'm not sure that

 that's still available.

 So at this point, I think if you are feeling like

 you have maybe lost some of your team members and you're

 needing to add team members to an assistive technology

 team, or you're trying to build a team from scratch, that

 might be a good place to start.

 A couple of other resources that are out of state

 are the Wisconsin Assistive Technology Initiative. WATI is

 their website. And they have lots of resources.

 And then another one that I like to draw from, and

 I particularly like a lot of the actual paperwork that they

 have on the Oregon Technology Access Program where they

 actually have forms that can help IEP teams work through

 the process of recommending assistive technology.

 So we're going to talk a little bit more about this

 as we go along today. But again, one of our primary

 resources in Georgia is the Georgia Assistive Technology

 Project.

 And they have all of the explanations of what the

 legal mandates are for consideration and documentation of

 assistive technology in the IEP as well as narrative and

 PowerPoint resources that individual school districts might

 use to provide training for their staff.

 The assistive technology consideration checklist is

 something that many of you may be familiar with already.

 And we're going to look at it again today. And then their

 resource guide. So they have lots of good things that have

 been developed over the years and lots of good resources.

 So let's just build a little background knowledge

 here. I know a lot of you may be involved in the K-12

 environment. Some of you may not be. Let's just -- let's

 just say that what we're going to talk about today in terms

 of the individual education plan in the K-12 environment we

 may also apply to the individual family service plan for

 children who are birth to three because IDEA does also

 cover that population.

 And we also might want to think in terms of

 individuals who are out of the school system and they have

 an individual service plan as an adult with a disability.

 Again, those -- all of those settings where a team

 of people come together to look at the needs of an

 individual regardless of their age, some of the things that

 we're going to talk about today would be appropriate.

 So I hope that, if you do not serve the K-12

 population and you need to have some clarification on how a

 particular point might apply to say an adult with a

 disability, please feel free to type in the chat box, and

 we'll see if we can answer some of those questions as we go

 along.

 In the K-12 environment of course we've got lots of

 things going on. Besides the challenges of funding, which

 has really impacted the provision of assistive technology

 not just resources but services in the last few years just

 because many people had to be drawn back into the classroom

 to provide coverage or take back an entire caseload if they

 were a speech language pathologist. Or an occupational

 therapist that might have been serving on an assistive

 technology team. They've now been drawn back into those

 primary services.

 And so those funding challenges and the

 ramifications of that are a backdrop kind of to some of

 these other things that are going on.

 And you'll notice that we have common core

 standards. Of course we've been, in Georgia, talking about

 Georgia performance standards for a number of years. And

 so what we've been trying to do in the classroom has

 certainly been trying to help all students address

 grade-level standards.

 Common core standards are a little bit different,

 maybe impacting certain classrooms more than others in

 terms of instruction. But everybody's having to retool a

 little bit probably to make sure they're complying with

 those new standards.

 Coteaching has been around for a long time.

 Inclusion. Again, universal design for learning. All

 three of those things I would say are moving kids in the

 direction of general curriculum. If they can be included

 with typical peers, they are being included.

 All of those things are affecting the decisions

 that we make about assistive technology because they affect

 the kinds of things students are being asked to do in the

 regular classroom.

 There's also some other things. One-to-one

 computing and then things like emerging technologies where

 we're looking at a netbook or something for every student,

 or we're taking advantage of the fact that everybody has an

 iPhone or an iPad, and they could bring those things to

 school and take advantage of those as well.

 So all of that new technology that's just emerging,

 the handheld technologies, we don't really know yet exactly

 how that's going to impact what we do in terms of assistive

 technology.

 The whole topic of reuse. How are we reusing

 resources that one student has finished using or does not

 need any longer and has need for something different? How

 are we reusing those things in the K-12 environment?

 All of those things are important when we think

 about how we're providing assistive technology services in

 the K-12 setting. But none of these things change the

 legal mandate to consider assistive technology for every

 student that has an IEP as a part of their IEP process.

 So here's the actual law -- the actual part of

 IDEA -- you see the site at the bottom of the slide -- that

 every IEP team must consider a student's need for assistive

 technology in order to achieve their goals -- the goals

 that the team has established.

 So just in general we're going to be talking about,

 as we go through the IEP process, we talk to -- we talk

 about parental concerns; we talk about present levels of

 performance; we get feedback from therapists that have been

 working with the student; we get any evaluations that have

 been done; testing results that might have been done. All

 of those things come into play, and then we write goals for

 the student.

 And there's nothing that's going to happen with

 assistive technology up to this point until those goals are

 written, because assistive technology devices and services

 are going to be put into place to help that student achieve

 their goals.

 Now, why would IDEA be so adamant about an IEP team

 being needed to make these kinds of assistive technology

 decisions? Well, first of all, this team that's around the

 student knows that student the best. They are best

 qualified to be making decisions on what could be the best

 solutions for the student, how they might best achieve

 their goals.

 They also bring, as a team, lots of expertise to

 the plan of the student. So these people work with the

 student; they bring expertise in different areas, all of

 those things we need to bring to bear on decisions that are

 made.

 There's also an increased likelihood that assistive

 technology will be successfully implemented if we have a

 team approach because there's lots of people who have

 buy-in now to the decisions that have been made for this

 student and want to see this implementation of assistive

 technology be successful.

 This is not to say that an assistive technology

 specialist in the school district might not be of great

 value.

 And we'll probably talk about this as we go along,

 but what we would -- in best practices, what we would like

 to see happen is that there does not come in from the

 outside a quote/unquote expert in assistive technology that

 makes some decision and then leaves again, because we want

 the team to be part of that decision. We want the team to

 own it, if you will.

 And we can bring an assistive technology specialist

 in to help where we don't have the expertise that we might

 need as a team, but we certainly want to make sure that all

 the team members have input.

 So all of these assistive technology devices or

 services that might be documented in the IEP should be

 reflective of these team decisions.

 Okay. So let's just make sure we're all on the

 same page as far as definitions of assistive technology.

 Again, this is the IDEA definition.

 Any item, piece of equipment or product system,

 whether acquired commercially, off the shelf, modified,

 customized, that is used to increase, maintain, or improve

 the functional capabilities of individuals with

 disabilities.

 So this does not include surgically implanted

 things like a cochlear implant, something like that.

 School systems would not be responsible for surgically

 implanted devices.

 But my point that I would like to make about this

 particular slide is I think -- I run across a lot of

 teachers who are using something in the classroom. And

 it's not high-tech, if you will. It's not got batteries.

 It doesn't plug into the wall. It's not a computer. It's

 not a high-tech communication device.

 They don't realize what they're doing is assistive

 technology. And they think that they are missing the boat

 somehow or that the child doesn't need assistive

 technology.

 And it's not documented in their IEP because they

 don't see this low-tech kind of tool or accommodation as

 something that is really assistive technology or needling

 to be documented.

 So we're using a very broad definition for

 assistive technology and probably including everything from

 an adapted ruler or special paper or a pencil grip -- very

 low-tech -- all the way up to a fully functioning computer

 or high-tech communication device, motorized wheelchair.

 So you got a huge range of things that you're considering

 as far as assistive technology devices.

 And then in terms of services, there's a number of

 services that would be necessary to support a child in the

 selection, an acquisition or the use of an assistive

 technology device.

 First of all, we might need someone to help with an

 evaluation. So what is the child in their customary

 environment needing to do, and what is it they're having

 trouble with? What kinds of things might we decide would

 be appropriate to try with this student?

 So we might do some actual trials of assistive

 technology. And then, when we have settled on some things

 that seem like they might be good solutions, we would do

 the purchasing and the acquisition of the technology.

 There might be some customization that's needed for

 something to work more appropriately for a student.

 There's also the coordination between the classroom, other

 people who are providing services to this individual with

 disability; and if there's rehabilitation or other programs

 that are involved, coordinating with those as well.

 There probably will be, with most assistive

 technology, some level of training for the child, for the

 student, or sometimes for the child's family as well.

 We do know that IDEA provides for the fact that, if

 a student needs assistive technology to meet their goals,

 and if the child needs to do some of those same things in

 their home, that it is appropriate in some cases for the

 child to have the same technology available to them at

 home.

 For example, if it was a communication device, you

 certainly wouldn't want them to just speak at school. You

 would want them to be able to do that at home. If you had

 a student with a learning disability and they needed some

 tool to complete written assignments or reading

 assignments, that might be necessary to do homework as

 well.

 So training for the child or for the child's family

 would be appropriate. Also any professional that's working

 with the child. Again, here if you had an older person

 that was actually employed that needed to have that

 technology provided in their employment area, you would

 definitely want to make sure that there was training for

 anyone that was working with that individual in whatever

 setting they were planning to use it.

 Okay. So let's talk a little bit, before we move

 on, about what some of the barriers might be to considering

 assistive technology, to documenting it in the IEP

 appropriately.

 I've put a few down here. I could be off base, but

 y'all let me know. I'd love to have you tell me, give me

 some feedback on these suggestions or some other ones if

 you have some others that aren't here.

 We definitely know that a lot of team --

 well-intentioned IEP team members think that they have

 considered assistive technology but they have too little

 information to really have a very thorough consideration of

 what this student needs.

 They know they don't have the knowledge of the

 specific tools or what's available. And so many IEP team

 members feel like they need to have an assistive technology

 specialist come in from the outside to help advise them

 because they really don't feel like they have the knowledge

 that they need.

 There's also, among some teachers, concern about

 what would be implemented. They feel like there's a lot of

 resistance to implementation, either by the student or by

 staff. And there's concern for recommending things that

 then don't become implemented, and then that becomes an

 issue.

 There's also -- I'm not sure where we are with

 this. This may be a couple years old. But there's also a

 fear of the district not being able to provide. If I

 recommended some assistive technology as an IEP team

 member, and it was documented in the IEP, and then for some

 reason that wasn't able to be funded, then we have a whole

 'nother problem that we have to deal with in terms of why

 isn't this being provided, and where do we come up with the

 money for that, and who is going to provide these services

 we've documented.

 So the last thing that I particularly have heard

 from people is that there's not really a clear policy about

 AT consideration in a district, and that many times we have

 some teams who have specific members doing it really well

 and other team members -- other teams not as informed and

 not probably doing as good a job as some other teams. So

 there's a great disparity between some teams and others,

 which is frustrating to parents.

 Anyway, can you type into the chat window. Do you

 all have other things that you feel like impact, become

 barriers to assistive technology being appropriately

 considered or documented?

 Well, I don't see anything coming up. So I'm going

 to assume that maybe I got some of the big ones. But I'll

 watch for some things to show up in the chat window.

 Please feel free to chime in.

 Talking about district policy, I think this is a

 good place to start. It's a good place as far as QIAT is

 concerned with the QIAT guidelines.

 District policy is important. What are the

 expectations of the local educational agency as far as

 assistive technology; and what have they provided to their

 IEP teams, to their teachers, to their assistive technology

 providers in terms of consistency across the district?

 The intent of this policy guideline is that any

 local educational agency would be able to provide specific

 guidance to IEP teams on how that they want things

 documented and where in the IEP they should be documented

 so that there's consistency across the district in what's

 being done.

 Now, some of the questions. Does your school

 district have written guidelines?

 Can I get people just to hit the little guy with

 the hand raised just to give me an idea if your school

 district has specific guidelines they provide to IEP teams?

 Okay. I see one. No? Okay. Anybody else? All

 right.

 Are the guidelines systematically disseminated to

 the IEP teams? So is there a place where everybody has

 access to those guidelines? And does every IEP team have a

 working knowledge, not just "I know there are some," but

 have they had some professional development about what the

 guidelines mean and how they're to be applied to the

 process? And I think this may be one of those places that

 there's a little bit of breakdown, but maybe not.

 Is there a designated person that -- it could be an

 AT specialist, could be someone else -- that provides

 support to IEP teams?

 Kelly, I see that you guys are in good shape.

 Are these guidelines consistently implemented, and

 how would you check that? Well, I guess you'd probably

 have to look through the documentation for the IEPs to make

 sure there's some consistency.

 Okay. So what we want to see happen as far as

 district policy is that the process should be the same for

 all students, all types of disabilities, all ability

 levels, all ages and that it should include an analysis of

 the instructional and the access areas that are relevant to

 the student.

 So there should not be anything that disqualifies a

 student from having assistive technology considered.

 Also, do we have a chance to review educationally

 relevant tasks? What is the student going to be asked to

 do, related to their goals and related to their placement,

 that would need some attention as far as how assistive

 technology might be applied?

 And then what are the different environments? So

 again, what are the tasks; what are the environments? This

 is -- we're going to go back to this when we talk about how

 we consider assistive technology and talk a little bit more

 about the SETT framework.

 The process should include a review of what's in

 place as far as standard classroom tools in every

 classroom.

 You might also want -- now that we're moving more

 toward universal design for learning, we tend to think of

 what are district-wide tools that are available to all

 students?

 For example, I'm not going to choose a particular

 tool, but if you had a district-wide screen reading tool or

 you had a district-wide writing support tool, do people all

 know how to use that? Is that going to be their default?

 You know, "Oh, we have this, so it covers all the students'

 needs."

 What we don't want to see in terms of universal

 design for learning is that it becomes a replacement for

 consideration.

 But we do want to look at standard tools, what

 kinds of accommodations and modifications are already being

 done in the classroom; is that enough? If the student is

 being successful, great. If the student is not, then what

 kinds of other tools do we want to see implemented? And

 then, again, what other tools need to be considered?

 So that district policy I think is really

 important, as a district policy for technology and

 assistive technology intersecting is important, also is a

 district policy for consideration and documentation

 important.

 The next guideline that I'd like to look at is the

 fact that assistive technology is considered a tool to

 support achievement of goals and make progress in the

 general curriculum.

 Okay. So most goals are created prior to

 considering assistive technology. There may be a few

 specific goals that are related to the use of AT, and those

 could be included under special factors. We're going to

 talk about that a little bit more. But most assistive

 technology consideration is really going to be goal driven.

 Okay. So some key questions that QIAT suggests

 that we think about are -- and this I think is the biggest

 question for me -- would another person who picks up this

 IEP be able to determine what assistive technology this

 student needs, not by the name of a product but by the type

 of a tool that's being recommended and the services that

 are needed to support that decision based on the

 documentation in the IEP?

 Would you be able -- if a student came into your

 school district from another school district, could you

 pick up that IEP, know what the student needed, how they

 arrived at that decision, and how that student was going to

 need to be supported so that you wouldn't have to go back

 to square one and evaluate the student for six weeks and

 basically lose the instructional time that that

 re-evaluation would take?

 Is the assistive technology discussed identified --

 does it relate to identified educational needs? So again,

 if it's connected to goals, that would be true.

 Does the use of assistive technology help the

 student achieve their goals? Well, one of the things that

 we want to look at is, how do we actually measure whether

 this assistive technology is being helpful or not? So

 we'll talk about that a little bit more as well.

 And what barriers to accessing the general

 curriculum can assistive technology help to remove?

 Okay. So let's go on. Let's make this a little

 easier, put it sort of in everyday language. And this is

 kind of where the Georgia Project helps us a little bit.

 They're a little bit more straightforward.

 What is it we want the student to be able to do in

 the classroom? Let's make it down to brass tacks. Can

 they do it independently with standard tools? If not, if

 we add accommodations and modifications, strategies and

 modifications is that going to be enough? If that's not

 enough, then what other kinds of things are going to be

 needed?

 Now in Georgia, GPAT has helped us a lot by

 developing the assistive technology consideration

 checklist. And I'm sure, if you are familiar with this at

 all, you'll see that a lot of the things we've already

 touched on are here in the tool.

 You'll notice that there -- where are the areas:

 reading, writing, daily living, spelling, listening,

 communication? What areas is the student struggling with,

 having some difficulty? And then what are the relevant

 tasks related to those areas that this student is

 struggling with, and in what settings are we going to be

 addressing those tasks?

 So if you look at the boxes at the bottom of this

 form, you'll see that it says GEC, SEC, COM, HOM: general

 education classroom, special education classroom, the

 community, or home.

 So again, we're going to look at what is the

 student struggling with; what task is it they're being

 asked to do; and in what environment?

 And then as we move from left to right across those

 boxes, we'll see that is the student who is struggling in

 this particular area, if we use the standards classroom

 tools, are they independent in doing that task or not?

 If they're not, let's go to the next set of boxes.

 If we add accommodations or modifications, then are they

 independent in doing that task? If not -- if we have tried

 some assistive technology solutions or we already have some

 things in place, did that solve the problem?

 If it did not, then we would definitely want to go

 on to that last box and have some additional solutions that

 we may want to try if these ones that we've considered so

 far aren't working.

 So we may have some assistive technology that we're

 trying already, and it's working great. Or we may have a

 situation where we've tried some things, the student is

 still not independent -- and that is what we're working for

 is independence -- and then we're going to have some

 suggestions for some other things that may need to be

 tried.

 So the consideration checklist was actually

 developed by Joy Zabala, who is one of the prime movers in

 QIAT. It's a framework for gathering and organizing data

 so that we make good assistive technology decisions.

 And the goal is that we're going to match the

 technology well to the individual's ability, their needs

 and the kind of support that they need.

 So in the SETT framework, we have the student. And

 "SETT" stands for Student, Environment, Tasks and Tools.

 And you'll notice that, with this SETT framework -- and

 again, this is the basis for that consideration checklist.

 In this framework we're going to look at the

 student's strengths and their needs, what settings are they

 in, what are they asked to be -- what are they doing in

 those settings.

 If they're in a general ed setting, their support

 level is going to be different, their tasks are going to be

 different than if they're in a special education classroom.

 What are the tasks specifically that they're being

 asked to do? And then what kinds of support does the

 student need?

 So we don't get down to the tools or the assistive

 technology until we actually get all the way through that

 process.

 I'm afraid that many times people will jump

 straight to the tools because they know that we have access

 to certain tools, and they say, "Oh, here. We have this.

 Let's try this," when, in fact, we really need to not short

 circuit that process of considering who that student is and

 what they're being asked to do.

 And then of course we know that assistive

 technology consideration is on ongoing process. People

 don't stay the same throughout their -- they're growing and

 changing through their school experience or into their

 adult experience. They're constantly -- their needs are

 changing, and we need to revisit this process.

 And again, this is a great reason for it to be part

 of the IEP process so that we do review annually, and we

 make sure we still have good decisions.

 So we've talked a little bit about AT devices and

 what AT services are. But are those AT services documented

 in the IEP? And where should they be documented in the

 IEP?

 So provision of those services is critical to the

 effectiveness of assistive technology. We don't just hand

 someone a communication device or any other tool and say,

 "There you go. Now you're good to go."

 We have to help them become familiar with it. And

 in many cases we have to help the staff become familiar

 with it so that they will integrate it into the classroom

 setting too.

 So let's look at the places where we would document

 assistive technology in the IEP. And I do want to say,

 lest you all become overwhelmed with this, that we just

 have to be thorough.

 We don't have to be redundant. We don't have to

 have AT in every single one of these areas if it's not

 needed. We just need to make sure we have a complete

 picture, if someone read through the whole IEP, they would

 get the whole picture.

 So one of the main places we would see assistive

 technology is connected to a goal. For example, a goal

 might be written that Billy will create a three-paragraph

 paper with the use of a talking word processer.

 Now, the student may have had a handwriting issue,

 or they may need the auditory feedback from a talking word

 processor; some of the other features, talking dictionary,

 whatever might be needed for that student.

 But the good thing about including assistive

 technology connected to a goal is that, when we collect

 data on the goal, we're also going to be able to collect

 some data on the assistive technology and how it's

 impacting the student's success toward achieving that goal.

 In related services, for example, the example that

 I have here is that usually there's a time and a frequency

 of services that's included.

 For example, if the speech therapist is going to be

 working with a student on using a communication device,

 then we would want to include that assistive technology

 being included in that service provision of related

 services.

 Under supplementary aids and services, we may want

 to have -- an example would be something like the student

 needed to take notes in a number of different environments.

 There may not be a specific provider that's identified but

 just that it's recommended that the student have access to

 a particular tool or a particular kind of strategy for

 addressing this particular need.

 One of the biggest things that comes up in the

 spring is of course what kinds of assistive technology

 might be available or allowed for high-stakes testing.

 And students who use assistive technology -- for

 example, screen-reading technology to help them read their

 assignments or some other kinds of tools -- and again, I

 would temper what I'm saying by saying that you would have

 to check to make sure any assistive technology that you

 would like to use for a student is an acceptable

 accommodation as far as the DOE is concerned.

 But if they're using assistive technology daily --

 like this isn't just something that we came up with for

 this test; this is something that this student uses on a

 regular basis, and they would need the same technology in

 order to access this assessment -- then it would probably

 be allowed.

 The other place we would want to see AT documented

 in the IEP is that, if school staff need to receive

 training or support, that should be documented.

 Okay. So in your IEP minimal compliance for

 everybody is, does the student require assistive technology

 devices or services? That's the shorthand for saying the

 team spent some time thinking about this, and they decided,

 yes or no, this student needs AT. That is minimal because

 that really doesn't tell us anything.

 If you picked up an IEP of a student that was

 coming to your classroom for the first time, and somebody

 just said yes, but there was nothing else written in the

 IEP, you'd be in pretty big trouble. You'd be starting

 from scratch trying to figure out what it was and when they

 needed it and how it was used and how often it was used and

 all of those things.

 But I think talking to lots of school districts at

 this point, we have lots of districts moving to the fact

 that there needs to be some explanation -- whether it's a

 yes or a no, there needs to be some explanation of the

 process the team went through to decide that.

 So if it's yes, we're going to describe what the

 tool is, the kind of tool, not a specific brand name. But

 the student needs a talking word processor to help support

 writing assignments; the tool will give the student access

 to auditory feedback as well as talking dictionary. That

 kind of thing.

 It's very short, couple of sentences. But it would

 give somebody the idea of what kind of tool they needed and

 when they would be using it.

 The other thing that's come up more often is that

 we really need to also document why we decided no. Because

 if a student has a documented disability of a certain type,

 and we say, "No, they don't need assistive technology,"

 then how is it they're going to overcome this disability

 and be successful toward achieving their goals?

 So we need to find out, if it's no, what other

 things are going to be put in place? You know, are

 standard classroom tools enough for this student? Are

 accommodations that we're making enough?

 If they are, just say, "The student is using this

 standard classroom tool. The student is being successful

 using this accommodation that's being provided by the

 classroom teacher."

 And that's all we need to know. We don't have to

 have lots of explanation. But of course it's always nice

 to have -- again, this is minimal compliance.

 Okay. Any questions up to this point? Like I

 said. I'm not straying too far, I don't think, from the

 pretty straightforward guidance of those who are best

 practice gurus.

 Our next guideline from QIAT is that our assistive

 technology consideration and documentation be clear and

 complete.

 So again, have we included assistive technology in

 the IEP in a manner that provides a clear written

 description of what the student's needs are and what we

 expect the results to be. What achievement do we expect

 the results to be by using this technology?

 One of the things that we haven't talked about so

 far -- hang on. Let me hold that for just a second. We'll

 go through these questions first, and then we'll talk about

 it again.

 But let's think about, when we start down this road

 to document, thinking about what the student is currently

 using; and, again, helping teachers identify things that

 they're already doing that they may not be considering as

 assistive technology; and identifying those things, and

 documenting them; and then finding else might be needed.

 We want to make sure that we're making progress in

 the general curriculum. That's the goal. That's the goal

 for IDEA. And that's the goal of having assistive

 technology included.

 Is the assistive technology effective? Okay. This

 is one of those things that we -- this has been kind of

 hard to pin down for lots of IEP teams: How are we going

 to know if the assistive technology is effective?

 And many times we will consider assistive

 technology. We will say we're going to try this thing with

 a student for a certain period of time. But the IEP team

 has not made a decision of who's tracking data on this AT

 tool that we're trying; when is the team going to come back

 together again to make sure that this assistive technology

 is making a difference for the student, is helping them

 complete their tasks, is helping them get closer to

 achieving their goals.

 So what we want to make sure is how are we going to

 measure the effectiveness of this assistive technology?

 So again, if it's connected to a goal, it becomes a

 little easier to track that progress because we're tracking

 progress toward the goal anyway.

 But we may want to say -- we certainly don't want

 to get to a year down the road and find out that the tool

 that we were going to try last year didn't work, and it's a

 year later, and we haven't tried anything else.

 So we want to make sure that we document -- and I'm

 going to suggest to you that it would probably be in the

 minutes of the meeting -- what we're going to try with the

 student; when we're going to come back together and look at

 data; who's collecting the data.

 And so that we get maybe two months down the road

 or maybe three months down the road, and we know we have a

 good solution for this student. If we don't, then we need

 to backtrack and consider something else.

 We want to make sure that the student has access to

 this assistive technology in any environment in which it's

 needed. We don't want the student just to have access to

 their communication device in speech with their SLP. We

 want them to have access to their communication device in

 all environments.

 If the student needs the assistive technology for

 writing in one class, chances are they're going to have to

 write in another class, and they're going to need it in

 that class as well.

 What kinds of services are provided? And how are

 we tracking those services? Are we going to come back

 together as an IEP team and say, "Has the training been

 provided for the student? Has the training been provided

 for the parent? Has the training been provided for the

 teacher, for the resource teacher?

 Who are we -- is this a good assistive technology

 implementation? Have we covered all our bases in terms of

 everybody getting the training that they needed?

 What other tasks is the student struggling with

 that they might need some help with? I'm going to give you

 an example of a student that someone was working with, and

 just in listening to the information about that student, I

 just asked a question about, "Well, have you thought about

 does this student need assistive technology for this other

 task?" And that had not really even been addressed.

 So we can ask ourselves, especially as a team, keep

 ourselves accountable that we're covering all of the areas

 where assistive technology might be needed.

 And then again, data.

 So in the minutes of the meeting, again, you've

 probably documented that you've considered assistive

 technology in some of those other areas and the goals and

 related services and supplementary aids and services.

 But in the minutes you might reflect the discussion

 that you had about what areas of AT were needed -- I mean

 what tasks called for what kinds of assistive technology;

 why you reached a decision on a certain tool versus another

 tool to try with the student; what your plan was in terms

 of trials with the student; and when you would come back

 together again.

 All of that is best probably documented in the

 minutes so that you can have more of a narrative of your

 discussion.

 The other thing that we want to talk about, in

 terms of your assistive technology being documented in your

 IEP, is the transition.

 Having a son who is in his last year of the K-12

 environment who has a disability, I certainly am tuned in

 to transition right now and want to make sure that, as a

 student moves from the school environment out into the work

 environment or they go on to another level of education,

 either technical school or to college, have they received

 the training in the kinds of assistive technology that

 they're going to need in the future; what kind of services

 might be needed in those new environments; and are there AT

 providers that would support assistive technology in those

 environments?

 So the transition plan should address the use of

 assistive technology as the student transitions to those

 new environments.

 And fortunately I'm at the end here. I need to ask

 for questions. And I'm going to take a second, while you

 maybe think of a question or two, and get another sip of

 water --

 LIZ PERSAUD: Thank you, Pat. That was absolutely

 wonderful and extremely helpful.

 Does anybody have any questions for Pat? I know

 this was a very focused webinar topic today that went into

 some great detail.

 Anybody need any clarifications? Or are there any

 helpful tools and resources that folks out there can offer

 up that we can share with anyone else as well too?

 Pat did a wonderful job at explaining the processes

 of the IEP and what would be helpful.

 It looks like we have a question from Laura. And

 Laura asks: "Do you have any recommendations for data

 collection? Many people have trouble with this aspect of

 how assistive technology can be supported."

 PAT SATTERFIELD: That's really a great question.

 I would refer you -- some of the best forms that I have

 seen are on that Oregon site that I mentioned. It's the

 Oregon Technology Access Project or Program -- I can't

 remember -- OTAP.

 Gosh, I have the website written right here, but I

 think if you just do "OTAP," you'll probably come up with

 it. It's OTAP, I believe. I could be wrong, but I think

 that's right. It's Oregon Technology Access Project, I

 think.

 But they have an actual -- they call it AT Model

 Operating Guidelines. It's about a 73-page document that

 has lots of forms included. And I'm going to guess that,

 of all the things I've seen, it probably has the guidance

 for teams of anything that I have seen.

 If you're using a -- oh, thank you very much.

 If you're using a communication device, many

 devices actually have built -in data collection within the

 device, at least the higher-tech devices.

 Now, as we move more and more towards communication

 applications on handheld devices, we lose some of that

 traction that we had on data collection.

 But I think you probably could come up with a form.

 And again, this is one of those district-level-guideline

 kinds of things that would be very helpful to everybody if

 you either find one or create one where you can say: This

 is the task; this is the baseline that the student was

 operating at when we started using the assistive

 technology; this is their increase in words per minute or

 increase in number of paragraphs typed or increase in --

 whatever it was that you were looking to help support them

 over time.

 And I would say the minimum length of time that you

 would want to collect data would be somewhere between six

 weeks and two months, just to give anything that you were

 going to -- I mean there's some things you could probably

 throw out the day the kid's just not going to use it. They

 just dug their heels in and said they're not going to do

 it.

 But as far as a form, I would check with OTAP. But

 again, I think this is one of those things where the

 district-level decisions can really help those individual

 IEP teams.

 If they're given help on framing the kinds of

 questions that would lead to good assistive technology

 decisions and the forms that might actually walk them

 through the process of is this tool actually helpful, that

 would help all of the people in the district. And it

 would, again, lead to greater consistency across the

 district.

 I'm sorry I don't have a specific tool that I can

 just hand to you. But, Laura, if you want to contact me,

 my e-mail is going to come up here at the end. If you want

 to contact me off, I'd be happy to go out and look through

 that -- I've got that Oregon document downloaded. I'll be

 happy to look through that and see if I can find a form

 that would help you with data collection.

 Any other questions? I see that Ben has put up

 that OTAP link for us. Thank you, Ben.

 LIZ PERSAUD: Thank you, Pat.

 And Ben did put up the link. I just wanted to read

 it out for folks. It's www.otap-Oregon.org. And Ben

 Satterfield is with the Tools For Life program.

 And CREATE also made another valuable point. And

 he said, "I would think the tool would depend on what issue

 and what AT was suggested. No one size fits all."

 So --

 PAT SATTERFIELD: That's a really good point. So a

 form for data collection might look different for

 communication than it would for a writing activity or a

 listening activity.

 So again, I'll see if I can do some investigating

 on that. I'm curious about that too. Now that you've

 asked about a specific form, I'll see if we can find one.

 Any other questions?

 LIZ PERSAUD: All right. Thank you, Pat. Thank

 you, guys. I really appreciate the wonderful information

 and appreciate y'all taking time today to join us.

 If you have any questions for Pat, please type them

 into the chat area. We'll definitely take a look at that

 and answer your questions. Or you can get in touch with

 any one of us at the Tools For Life program afterwards.

 We have the evaluation. Here's the link that goes

 straight to SurveyMonkey. If you could just take a few

 moments and fill out that evaluation, we'd really

 appreciate that, and we use that as a guide as we are fine

 tuning our work, services and looking at our trainings and

 webinars.

 And again, I just wanted to put up the contact

 information up here for Pat. So it's Pat Satterfield with

 CREATE and her e-mail address is

 pat@center4atexcellence.com. Note that the four is a

 number "4." So pat@center4atexcellence.com.

 And I also have my e-mail address up here. I'm Liz

 with the Tools For Life program. And it's liz@gatfl.org.

 You can definitely jump on the Tools For Life

 website to get any one of our team members' information to

 contact any one of us if you guys need help with anything

 at all, need resources.

 This presentation is up on the Tools For Life

 website on the webinar page. So again, just know that you

 can access that. The archive will be up there shortly. It

 will have the written transcription up in about two to four

 weeks as well too.

 So next month we're looking at a webinar that's

 focused on all things apps for a bunch of different

 categories and looking at accessibility of iPads and iPod

 Touches and iPhones.

 So if y'all are interested in that, check back on

 the Tools For Life website to get that information. And we

 look forward to hopefully seeing all of y'all next month

 for that.

 So thank y'all. Have a wonderful afternoon. And

 feel free to get in touch with us any time. Thank you.

 Take care. Bye-bye.