



Considering Assistive Technology in the IEP

References:

QIAT Guiding Document

GPAT Consideration

Resources



Get CEU's or CRC's

- **CEUs** are administered through GA Tech Professional Education
- **CRCs** are administered through Commission on Rehabilitation Counselor Certification (CRCC)
- To receive your credits, please send an e-mail with your name, organization, city, state, DOB and e-mail address to Liz at Liz@gatfl.org



At the end, please evaluate us:

Please fill out this brief survey on today's webinar:

<http://www.surveymonkey.com/s/L6FBG2N>



Webinar Archives

- This webinar will be archived on the Tools for Life website
- <http://www.gatfl.org/Webinars.aspx>



Tools for Life

Georgia's Assistive Technology AT Act Program

- Developed Georgia's Plan for AT
- Serve individuals of all ages & all disabilities in Georgia
 - Over 50,000+ thru various activities yearly
- TFL Network
 - Assistive Technology Resource Centers
 - Lending Libraries
 - Training and Demonstrations
 - AT Reuse
 - AT Funding Education/Assistance and Resources

Web Site

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Welcome!

Tools for Life, Georgia's Assistive Technology Act Program, gives more options for greater freedom by increasing **access to** and **acquisition of** assistive technology (AT) devices and services for Georgians of all ages and disabilities so they can live, learn, work, and play independently in communities of their choice.

Accessing Tools for Life Services is simple! To get started, just contact the **Tools for Life Central Office** via email at Info@gatfl.org or by phone at 1-800-497-8665 or [Your Local Assistive Technology Resource Center \(ATRC\)](#).

Services within the [TFL Network](#) include:

- Initial Interview
- Information and Assistance on Community Resources
- AT Demonstrations
- Access to the AT Lending Libraries
- AT Evaluations and Assessments
- AT Training
- AT and DME Reuse
- and AT Funding Education.

Locate
Your...
**AT
Resource
Center**



Our Favorite Apps

Our Favorite Apps



*...for Living,
Learning,
Working and
Playing*

Webinars

Including
Assistive
Technology in the
Individualized
Educational Plan (IEP)

Wednesday, September 26,
2012
2:00pm to 3:30pm EST

Credits Available!

[Click here for more info](#)

Advisory Council Update

Upcoming
Meeting Dates:

Wed, Aug 8 – 10:30a - 3:00p
Wed, Dec 12 – 10:30a - 3:00p

[Click here for more info](#)

Guides



The [LD Guide](#) offers individuals with learning disabilities and service providers a look at how AT can accommodate the needs of specific disabilities such as reading, writing, memory organization and math.



The [Dollars and Sense Funding Guide](#) is an online database with both possible funding sources and strategies to obtain funding for assistive technology.



The [Dollars and Sense Funding Guide for Vocational Rehabilitation](#) is an online database with both possible funding sources and strategies to obtain funding for assistive technology for VR Clients.

AT Reuse



The [Pass It On Center](#), the National AT Reutilization Technical Assistance Center, is creating national and state resources to foster improvements in AT reuse practices and network among AT Reuse programs.



The Alternative Media
Access Center (AMAC)
Georgia Institute of
Technology
Enterprise Innovation
Institute [E12]
512 Means Street
Suite 250
Atlanta, GA 30318

Local: 404-894-0541
Toll Free: 1-800-497-8665

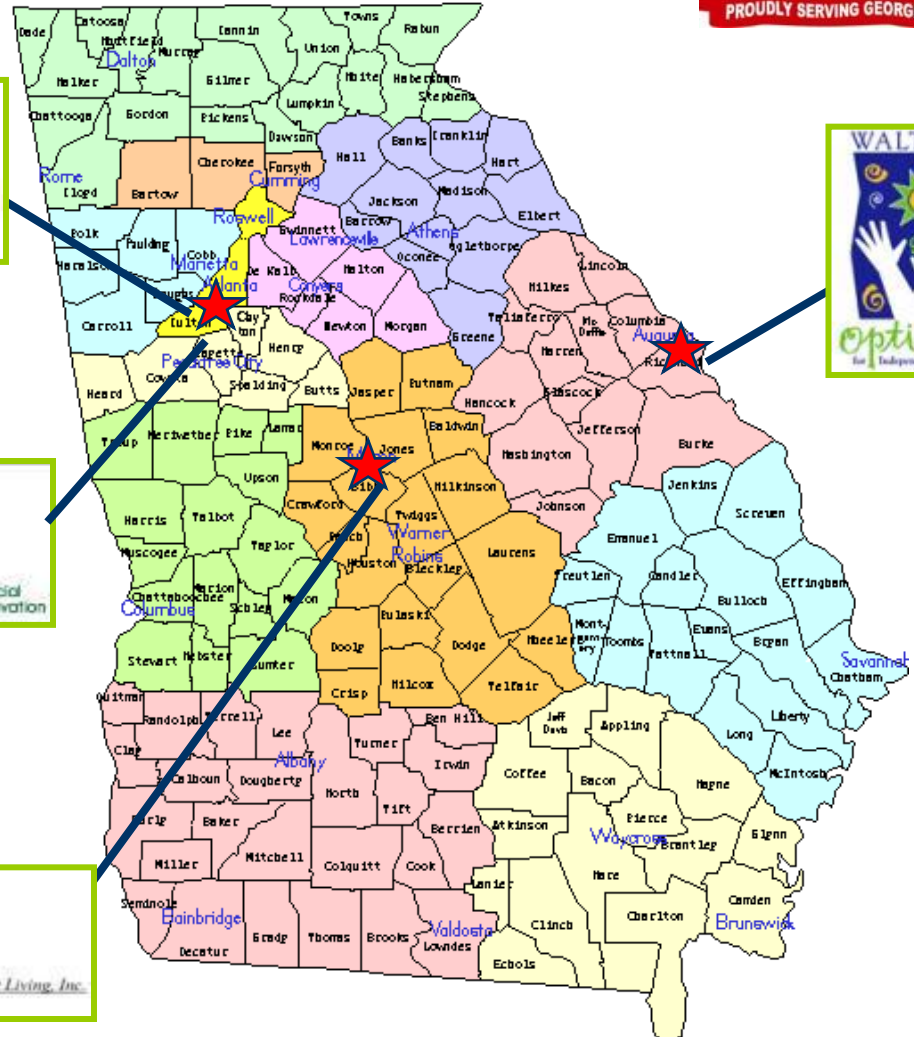
Email: Info@gatfl.org
Web: www.gatfl.org

[Subscribe to our Mailing List](#)

Tools for Life Network



- AT Lending Library (try before you buy)
- AT Evaluations & Training
- AT Demos – Promote Choice
- Resource and Referral)
- AT Funding Assistance (CFII)
- DME Reuse (FODAC)





Statewide Activities

- Tools for Life and AT Awareness
 - Presentations, Newsletters
- Funding Education and Assistance
 - Dollars & Sense, gTRADE, CFII, 1-800#
- AT Training, AT Demonstration, ATRCs
 - <http://www.gatfl.org/Training.aspx>
- Bi-Monthly Webinars
 - <http://www.gatfl.org/Training/Webinars.aspx>



Upcoming Conference!

Free to Attend

<http://gateseminar.eventbrite.com/>

The Metro Atlanta Assistive Technology Consortium in partnership with Tools for Life Present:

Georgia Assistive Technology in Education (GATE) Conference

Opening the Georgia Assistive Technology in Education (GATE) to an Accessible Tomorrow

Friday, December 7th, 2012

Fulton County Instructional Technology Center
2370 Union Road SW, Atlanta, GA 30331

For Educators, Therapists, Parents and Community Members to gather and learn about Assistive Technology to help achieve access to the curriculum.

Specialists in the field will be presenting a variety of sessions focusing on best practices, product demonstrations, and classroom implementation strategies that will help to support each student opening their “Accessible Tomorrow”.



Your Speaker Today

Pat Satterfield, MA CE

*CREATE, the Center for Research &
Expansion of Assistive Technology Access*

QIAT – Quality Indicators for Assistive Technology Services

- Quality Indicators
- Listserv
- Resource Bank

GPAT – Georgia Project for Assistive Technology

- Explanations of the Federal and State mandates for consideration and documentation
- Narrative and PowerPoint resources
- AT Consideration Checklist
- AT Resource Guide

Trends in Education Affecting AT

- Common Core Standards
- Co-Teaching and Inclusion
- Universal Design for Learning
- One to One Computing
- Reuse

None of these change the legal mandate to consider AT for each student with an IEP

IDEA – AT Must be Considered

- Every IEP team must consider a student's need for Assistive Technology in order to achieve the goals that the team has established for the student. (Goals first, then AT decisions)
- AT devices and services must be documented in the IEP (Is what the student needs, when he/she needs it, and what support is needed for the student to learn to use it documented?)

§ Section 300.324 Development, review, and revision of IEP

(1) **Consideration of special factors. The IEP team must-**

(v) **Consider whether the child needs assistive technology devices and services.**

Definitions for AT Devices

Assistive technology devices are identified in the IDEA 2004 as:

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 the functional capabilities of children with disabilities.

The term does not include a medical device that is surgically implanted, or the replacement of such device.

(Authority 20 U.S.C. 1401(1))



Definitions for AT Services

As defined in IDEA, an assistive technology service is:
Any service that directly assists a child with a disability in the selection, acquisition, and use of an assistive technology device. The term includes -

- ✓ The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
- ✓ Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- ✓ Selecting, designing, fitting, customizing, adapting, applying, retaining, repairing, or replacing AT devices

Definitions for AT Services

- Coordinating and use other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- Training or technical assistance for a child with a disability or, if appropriate, that child's family; and
- Training or technical assistance for professionals (including individuals or rehabilitation services), employers, or other individuals who provide services to employ, or are otherwise substantially involved in the major life functions of children with disabilities.
- (Authority 20 U.S.C. 1401(2))

Barriers to Consideration

- Lack of AT knowledge by IEP team members
- Concern about implementation of AT
- Fear of district not being able to provide what is recommended – cost of AT, time for services to be provided
- Lack of clear policy about AT consideration within the district
- Others?

Guideline – District Policy

- The local educational agency (LEA) has guidelines for documenting AT needs in the IEP and requires their consistent application.
- Intent: The LEA provides guidance to IEP teams about how to document AT needs, devices and services, as a part of specially designed instruction, related services, or supplementary aids and services.

Key Questions: Policy

- Does the district have written guidelines?
- Are guidelines systematically disseminated?
- Does the IEP team have a working knowledge of the guidelines?
- Is there a designated person to provide support to IEP teams in addressing guidelines?
- Are guidelines consistently implemented?

District Policy

- The process should be applicable to students with all types of disabilities and ability levels.
- The process should be applicable to students of all ages.
- The process should include an analysis of the instructional and access areas that are relevant to the student.

District Policy

- The process should also include a review of the educationally relevant tasks with each of the appropriate instructional access areas.
- The process should include a review of the different environments in which the student is required to produce the relevant tasks referenced above.

District Policy

- The process should include a review of the standard classroom tools, accommodations, modifications, and assistive technology solutions that are currently in place and a determination as to whether these strategies are adequate to meet the student's needs.
- The process should include a generation of potential solutions, including assistive technology, if the student's needs are not being met.

Guideline - Achievement of Goals

The IEP illustrates that AT is a tool to support achievement of goals and progress in the general curriculum by establishing a clear relationship between student needs, AT devices and services, and the student's goals and objectives.

Intent: Most goals are created prior to considering AT but some additional goals may be developed related specifically to the appropriate use of AT. These may be included under Special Factors

Key Questions

- Would another person reading this IEP be able to determine what AT devices and services were considered and the basis of the decisions that were made?
- Does the AT discussed relate to identified educational needs?
- Does the use of AT assist in the achievement of individual goals?
- Is AT needed to remove barriers to the general curriculum?
- Is AT needed to complete relevant tasks?

Key Questions for Consideration

- What do we want the student to be able to do?
- Can the student do that independently with standard classroom tools?
- Can student accomplish goals with accommodations and modifications?
- If not, what additional supports are needed?

Assistive Technology Consideration Checklist

Student: _____ **School:** _____ **Date:** _____

DIRECTIONS

- Please check (✓) the instructional or access areas in which the student is experiencing difficulty completing instructional tasks and/or meetings goals, benchmarks, or objectives. Record each of the checked areas in Column A of the boxes below (one area per box).

<input type="checkbox"/> Writing	<input type="checkbox"/> Spelling	<input type="checkbox"/> Reading	<input type="checkbox"/> Math
<input type="checkbox"/> Study/Organizational Skills	<input type="checkbox"/> Listening	<input type="checkbox"/> Oral Communication	<input type="checkbox"/> Seating/Positioning/Mobility
<input type="checkbox"/> Daily Living Activities	<input type="checkbox"/> Recreation and Leisure	<input type="checkbox"/> Pre-vocational and Vocational	<input type="checkbox"/> Other Specify: _____

- Specify all relevant tasks (e.g. copying notes from board, responding to teacher questions, etc.) within each area in the space provided. Check the settings in which the task is required: GEC: General Education Classroom SEC: Special Education Classroom COM: Community HOM: Home.
- In Column B, specify the standard classroom tools (low technology to high technology) used by the student to complete relevant tasks identified in Column A. Place a check (✓) in the appropriate box in Column B regarding independence or lack of independence with the identified tasks using standard classroom tools. For areas in which the student can complete the tasks independently with standard classroom tools, it will not be necessary to complete Columns C-D.
- In Column C, specify the accommodations/modifications and assistive technology solutions that are currently being utilized. Place a check (✓) in the appropriate box in Column B regarding independence or lack of independence with the identified tasks using the identified accommodations/modifications and assistive technology solutions.
- Complete Column D if the student cannot adequately complete the task with accommodations/modifications and assistive technology solutions specified in column C.



A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
<input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	

SETT Framework

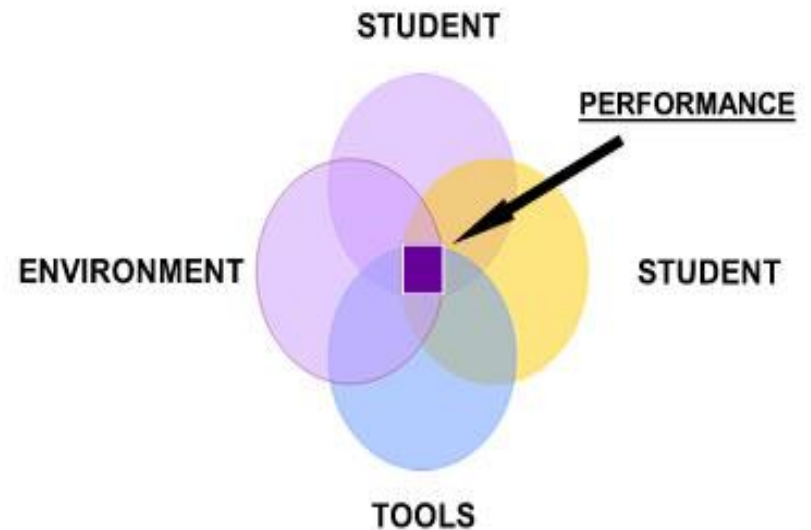
The SETT framework is one of several tools which help in gathering, organizing, and analyzing data used to make collaborative Assistive Technology and programming decisions.

Goal: Assistive Technology which is well matched to the individual's needs, abilities, and support.



SETT Framework

- ❑ Student
- ❑ Environment
- ❑ Tasks
- ❑ Tools
- ❑ Re-SETT



Guideline - AT Services

- All services that the IEP team determines are needed to support selection, acquisition, and use of assistive technology devices are designated in the IEP.
- **Intent:** The provision of AT services is critical to the effective use of AT. IEP should describe what services are needed. (evaluation, customization, maintenance, coordination of services, training for student, family, staff)

Guideline - Where to Include AT in the IEP

Federal law say that AT may be provided as a part of special education, related services, or supplementary aid and services.

- **Special Education – AT is connected to a goal; training is provided until AT can be used functionally to address the goal or objective**
- **Related Services – should include time and frequency of service, and if service is provided by an existing related services provider (Speech Therapist will work with communication device) or an additional provider.**

Where to Include AT in the IEP (cont)

- Supplementary Aids and Services – provider does not have to be identified but it is recommended
- Accommodations for High Stakes Testing
- Students who use AT in their daily educational program may need the same technology in order to participate in state or district-wide assessments. Check to see that the use of AT is an allowable accommodation under state DOE testing guidelines.
- Supports for School Personnel – school staff will receive training and support on using required AT

What is Minimal Compliance for Documenting AT Consideration?

Does the student require AT devices or services? _____ Yes _____ No

- ✓ If Yes, describe what tool will be used and reason for the need.
- ✓ If No, what other supports will be used to help the student be successful in reaching his/her goal.

Guideline - Clear and Complete

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.

Intent: IEPs are written so that participants in the IEP meeting and other who use the information to implement the student's program understand what technology is to be available, how it is to be used, and under what circumstances.

Key Questions

- Does the student currently use AT devices to participate and make progress in the general curriculum? For what tasks?
- Is the AT effective in completing tasks?
- In what environments is AT used?
- Are AT services currently provided?
- Are there other tasks for which AT is not currently being used but for which AT might be effective?
- Does data indicate that a particular device is needed?

Minutes

Minutes should reflect any discussion about AT use and why a particular decision was reached. Some information might need reconsideration later. Trials of AT might be documented, and who is responsible for collecting data. When will trials end and decision be made as to effectiveness of this particular AT?

AT and Transition

- Describe what the AT student is currently using and what might be needed in a new environments.
- What services might be needed in new environments?
- Have AT providers been identified for support in new environments?
- Does transition plan address the use of AT in the new environment?

Clarifications and Questions





Please evaluate us:

Please fill out this brief survey on today's
webinar:

<http://www.surveymonkey.com/s/L6FBG2N>



THANK YOU!

CONTACT US:

Pat Satterfield, CREATE

Pat@center4atexcellence.com

Liz Persaud, Tools for Life

Liz@gatfl.org