

Takeaway



Assistive Technology (AT)

Assistive technology (AT) device means 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 disabilities. *34 Code of Federal Register Section 300.5*

Main Objectives

1. Assistive technology (AT) is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible.
2. The Individuals with Disabilities Education Act (IDEA) requires AT to be considered for each student receiving special education services.

Web-based Resources

- <http://ok.gov/sde/assistive-technology>
 - Assistive Technology Technical Assistance Guide
 - Examples of Assistive Technology Tools
 - Frequently Asked Questions
 - Statewide Resources
- http://www.ok.gov/abletech/Resources/Children_&_Youth/index.html
 - AT and the IDEA
 - Accommodation Examples
 - Sample Documentation
 - Videos and Webinars
 - ABLE Tech YouTube Channel
 - Quarterly Newsletters

Additional Video Examples

Portable Magnifiers

Examples of portable magnifiers include Ruby, VisioBook, or magnification software such as ZoomText.

- Ruby handheld portable magnifier by Freedom Scientific
<https://www.youtube.com/watch?v=D4VYancDSjc>
- VisioBook by American Printing House for the Blind
<https://www.youtube.com/watch?v=aw69TSYUuek>
- ZoomText Demo
<https://www.youtube.com/watch?v=EEN79RRvKqE>

Screen Reading Software

Jaws or the NonVisual Desktop Access (NVDA) is a free or open source “screen reader” which enables blind and vision impaired students to use computers.

- NVDA Video
<https://www.youtube.com/watch?v=3tY0Uot8LHU>

Tactile Graphics

Tactile graphics are used along with the software and hardware needed to produce accessible educational materials; they can be used in conjunction with a refreshable braille display.

- Tactile Graphics Video from Perkisn Vision
<https://www.youtube.com/watch?v=OUc3-cCTAus&list=PL62D62E1F24108E4C>
- Dragon Naturally Speaking
<https://www.youtube.com/watch?v=kJKQmTumFP0>
- Personal Sound Amplification Systems
[Digital hearing products for students with concentration difficulties
https://www.youtube.com/watch?v=IC2HzJHsm64&list=PLB543500314012645&index=7](https://www.youtube.com/watch?v=IC2HzJHsm64&list=PLB543500314012645&index=7)
- Digital Amp for Preschool
<https://www.youtube.com/watch?v=o3GoxldPLgc&index=4&list=PLB543500314012645>

- Primary/Secondary School Uses
<https://www.youtube.com/watch?v=vQ6asbuU4Hw&index=5&list=PLB543500314012645>

Switch Input Devices

Switch input devices can be used for accessing a computer or for environmental controls e.g., a student might use a switch to operate scissors.

- AT in Action – Meet Jared a young man with cerebral palsy who runs his own website/ad business through switch computer access.
<https://www.youtube.com/watch?v=bYKUxOdUAao>
- AT in Action – Meet Brody, a 6th grader using AT to write and participate in class.
<https://www.youtube.com/channel/UCOmFlteIOXvxWs7TNJOwJ1g>
- AT in Action – Meet Nick, a young entrepreneur using AT to run his own lawn care business.
https://www.youtube.com/watch?v=n7oYSY_ttU4&list=UUOmFlteIOXvxWs7TNJOwJ1g
- Using a Switch to Access an iPad
<https://www.youtube.com/watch?v=Mc6eygC5eQ8>
- Read2Go App Reading a Bookshare Book
<https://www.youtube.com/watch?v=kcQOmPDjw9g>

What is the purpose of assistive technology in education programs?

The purpose of assistive technology is to facilitate the student's participation in his or her education program and to enable the student to receive a free and appropriate public education (FAPE). For example, the technology may provide an alternative means of accessing the curriculum (e.g., listening to and following along with a digital textbook), an alternative means of learning, or it may provide access to the school program. Keeping the mandates of the 1997 and 2004 reauthorized IDEA in mind, assistive technology should support the student in the general curriculum and in the least restrictive environment to the greatest extent possible.

Should AT be considered for all students with disabilities?

Yes. Under consideration of special factors, the IDEA states "that the IEP team shall consider whether the child requires assistive technology devices and services."

Is AT required for all students who have an IEP?

No. AT must be considered for all students with an IEP. The IEP team will determine if AT is required based on the results of assessments/observations, etc.

Who makes the decision if a student needs assistive technology devices or services?

The IEP team makes the decision of whether students need AT to receive a free and appropriate public education (FAPE). The IEP team may need to rely on an AT evaluation or consultation from a

team of professionals. The team could include: a speech/language pathologist, occupational therapist, physical therapist, special education teacher, psychologist, computer specialist, hearing specialist, vision specialist.

Some school districts may have an assistive technology team identified and trained to provide the assistive technology evaluation on a local level. Parent input and participation is important in the evaluation process and as a member of the IEP team.

How should the scope of the assistive technology evaluation and its components be determined?

A comprehensive AT evaluation is tailored to the individual student's needs. Depending on those needs, the evaluation might address communication, written work, seating, positioning, mobility, academic and nonacademic concerns, access to the general curriculum, access to extracurricular activities, software and hardware options, environmental modifications, training, maintenance of the device, and other issues specific to the student.

What are critical components of an assistive technology evaluation/assessment?

AT assessment is a systematic process to ensure that decisions regarding the selection of AT devices are based on information regarding the student's abilities, needs, environments, and tasks. AT assessment includes a team approach, assessment of educational tasks and routines, and is ongoing in nature. Although most AT assessments are not standardized, the assessment process should be replicable and use a framework for effective decision making.



What is the role of parents in the AT assessment process?

Parents are members of the IEP team and provide input in all decisions regarding AT and the IEP. Parents, and the student, if appropriate, should be invited to participate in all aspects of the process. Parents have information about their child that other team members can use to fit, customize, and adapt technology to meet their needs.

What are the timelines for purchasing and/or providing assistive technology devices and services?

IDEA regulations do not specify a timeline for the provision of assistive technology. However, if AT is determined necessary for a FAPE then it must be provided in a timely manner. "Timely manner" is defined as, "at the same time typically developing peers receive their similar materials." The school district may not delay or deny the provision of AT due to funding issues, if a child requires AT to benefit from the IEP.

Are personal use devices excluded?

The IEP team decides on a case-by-case basis what AT a student needs to benefit from special education and related services. With the exception of cochlear implants or other surgically implanted devices, if a device is included in the IEP, the school is responsible for the provision of that device or ensuring that it is provided at no cost to the parents.

Who is responsible for buying assistive technology?

The school system is responsible for acquisition and provision of AT devices. Sometimes, parents may choose to purchase devices and send them to school with the student. Schools may use various funding sources to provide needed AT devices with

parental consent, including but not limited to the following:

- Medicaid
- Medicaid Early, Periodic, Screening, Diagnostic, and Treatment
- Medicaid Home and Community Based Waiver
- Medicaid In Home Support Waiver Medicaid Tax Equity and Fiscal Responsibility Act (TEFRA)
- Private Insurance
- SoonerStart
- Department of Rehabilitation Services
- Financial Loan Programs
- Private/Community Resources

Who owns the assistive technology device?

It depends on who purchased the device. If the school purchased the device, the school maintains ownership. If the parents' private insurance purchased the device, then it belongs to the student. If Medicaid purchased the device, then Medicaid maintains ownership. A family or other entity (For example, Department of Rehabilitation Services) may enter into an agreement with the purchaser and buy the device(s) at a depreciated amount.

May the student take home assistive technology devices purchased by the school?

Yes. As stated in the IDEA regulation 34 CFR §300.308 (b), "On a case-by-case basis, the use of school purchased assistive technology devices in a child's home or in other settings is required if the child's IEP team determines that the child needs access to those devices in order to receive FAPE." The IEP team will decide if a student requires the use of school-owned equipment in environments outside the school environment, including the student's home.



Who is responsible for maintenance and repair of equipment?

The local school district is responsible for:

- Maintaining the equipment (i.e. replacing batteries and charging).
- Repairing AT devices used as part of the student's special education and related services.
- Ensuring that the student receives substitute equipment while his or her device is being repaired.
- Ensuring that the external components of surgically implanted medical devices are functioning properly.

What provisions should be made while AT devices are being repaired?

It may not be possible to provide the same device in the interim. During the development of the student's IEP, IEP teams should identify: the steps to take if the device needs repairs; how they will secure a substitute system; and/ what other technology options used on a temporary basis during the repair process would offer an acceptable substitute to the student's device.

What provisions should be made for transfer of equipment when a student moves to another school or to a post-school program?

Local school districts should consider transferring the equipment with the student. Participating agencies should discuss the transfer of AT equipment for a student transitioning from school to post-school programs, using Memoranda of Understanding or Interagency Agreements between agencies that procure AT.

What should happen when an assistive technology device is no longer effective for a student?

The AT team should begin the assessment process again by first gathering information about the student, environment, and tasks then continue the process with a trial of new device(s), collecting data, making a decision, and documenting in the IEP.

Do parents have the right to request a due process hearing over the provision of assistive technology?

Yes. AT devices and services contribute to an appropriate education for a child with disabilities and are subject to the procedural safeguards required by the IDEA, including the right to request a due process hearing. As specified in the Policies and Procedures for Special Education in Oklahoma, parents or guardians may request a hearing to determine whether an educational program is free and/or appropriate for a child with disabilities or for a child alleged to have a disability. Mediation in special education is also available to assist parents and schools in resolving disagreements regarding the education program of a student with disabilities.



The *Technical Assistance Guide Assistive Technology for Children and Youth with Disabilities IDEA Part B* is designed to assist Oklahoma Local Education Agencies (LEAs) and IEP teams in providing assistive technology (AT) devices and services to students with disabilities as required by the Individuals with Disabilities Education Act (IDEA).

The guide contains information and resources related to all components of the assistive technology service delivery process to include:

IDEA and Assistive Technology

The federal regulations for implementation of the Individuals with Disabilities Education Improvement Act (IDEA) define assistive technology (AT) devices and services (see below). Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible.

IDEA requires Individualized Education Program (IEP) teams to consider the assistive technology needs of students during the development, review, and revision of an IEP. IDEA also requires schools to provide AT if it is needed for a student to receive a free appropriate public education (FAPE). FAPE can include a variety of services such as special education, related services, supplementary aids and services, program modifications or support for school personnel. AT, just like all other components of FAPE, must be provided at no cost to parents. Local Education Agencies (LEAs) must provide or pay for any AT necessary to ensure FAPE, either directly or through contract or other arrangements. The schools may not unnecessarily delay the provision of AT devices and services due to funding issues if a child requires the devices and services to benefit from the IEP.

34 CFR §300.5 Assistive Technology Device

“Assistive technology device means 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 a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.”

NOTE: Please refer to the Technical Assistance Guide for additional information on page resources and appendices. A downloadable version of the entire document may be found at <http://okabletech.okstate.edu> or <http://ok.gov/sde>.



34 CFR §300.6 Assistive Technology Service

“Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- (a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment;
- (b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- (c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- (d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- (e) Training or technical assistance for a child with a disability or, if appropriate, that child’s family; and,
- (f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.”

Quality Indicators for Assistive Technology

When determining the assistive technology needs of a student with a disability, it is important for LEA teams to provide high-quality, assistive technology services. The Quality Indicators for Assistive Technology (QIAT) were developed by focus groups, validated through research, and provide a set of descriptors that can serve as a guideline for LEAs to evaluate the quality of their AT services. These indicators are broken down into eight areas that are important to the development and delivery of assistive technology services and include:

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

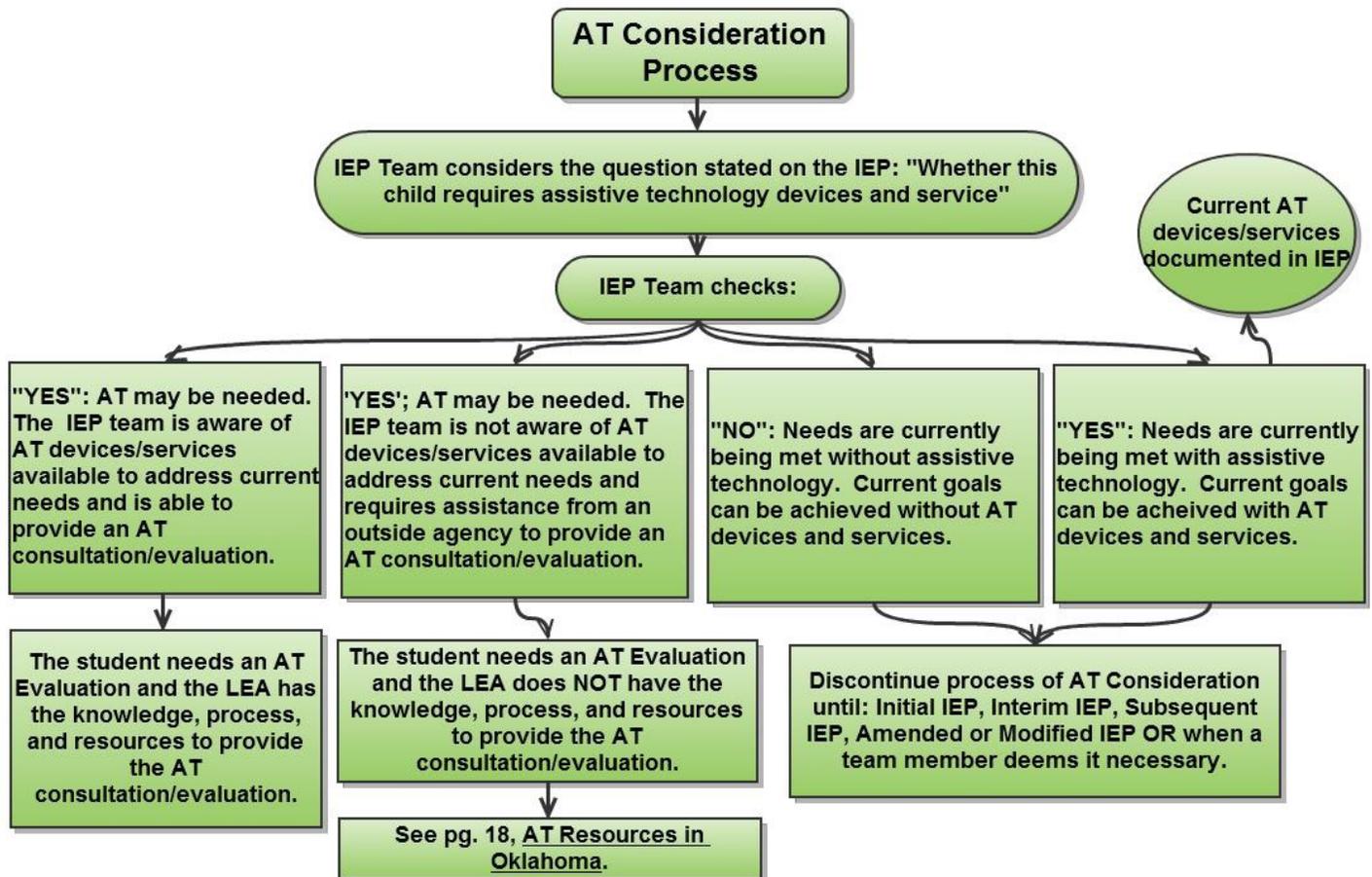
A set of self-assessment matrices have been developed as a companion piece to the Quality Indicators intent statements for each area. In most instances the Quality Indicators are also appropriate for the consideration of AT for students who qualify for services under other legislation (e.g. Section 504 of the Rehabilitation Act, Americans with Disabilities Act).

Visit <http://qiat.org> for more information.



Consideration of AT Needs

The following is a flowchart that may be used to guide IEP teams in checking “Yes” or “No” on the IEP regarding whether or not a child requires AT devices and services:



AT Consideration Questions

The following questions may help the IEP team through the process of reaching a “Yes” or “No” answer to the question: *“Whether the child needs assistive technology devices and services.”*

- Are there concerns about the student’s ability to complete educational tasks as indicated in the IEP?
- Are there educational tasks that the student is not being asked to attempt because of his/her disability in which assistive technology may be helpful? For example; Because the student has a reading disability and reads 2 levels below their actual grade, the student has modifications to shorten reading assignments. Is there assistive technology that could allow the student to access complete reading assignments?



AT Consideration Questions Continued...

- What educational tasks do we expect the student to complete that he/she isn't able to do because of his/her disability?
- What strategies, modifications, accommodations, or assistive technologies have been tried in the past or are currently in use to help the student complete educational tasks?
 - Are any of them working?
 - Are there things that worked in the past that need to be reconsidered?
 - Are there things that have not been tried that need to be introduced?
- Does the student need assistive technology to access instructional materials (e.g., textbooks, worksheets) and/or to access general technology used by other students (e.g., computers in the computer lab)?

Visit <http://joyzabala.com> and <http://okabletech.okstate.edu> for more information.

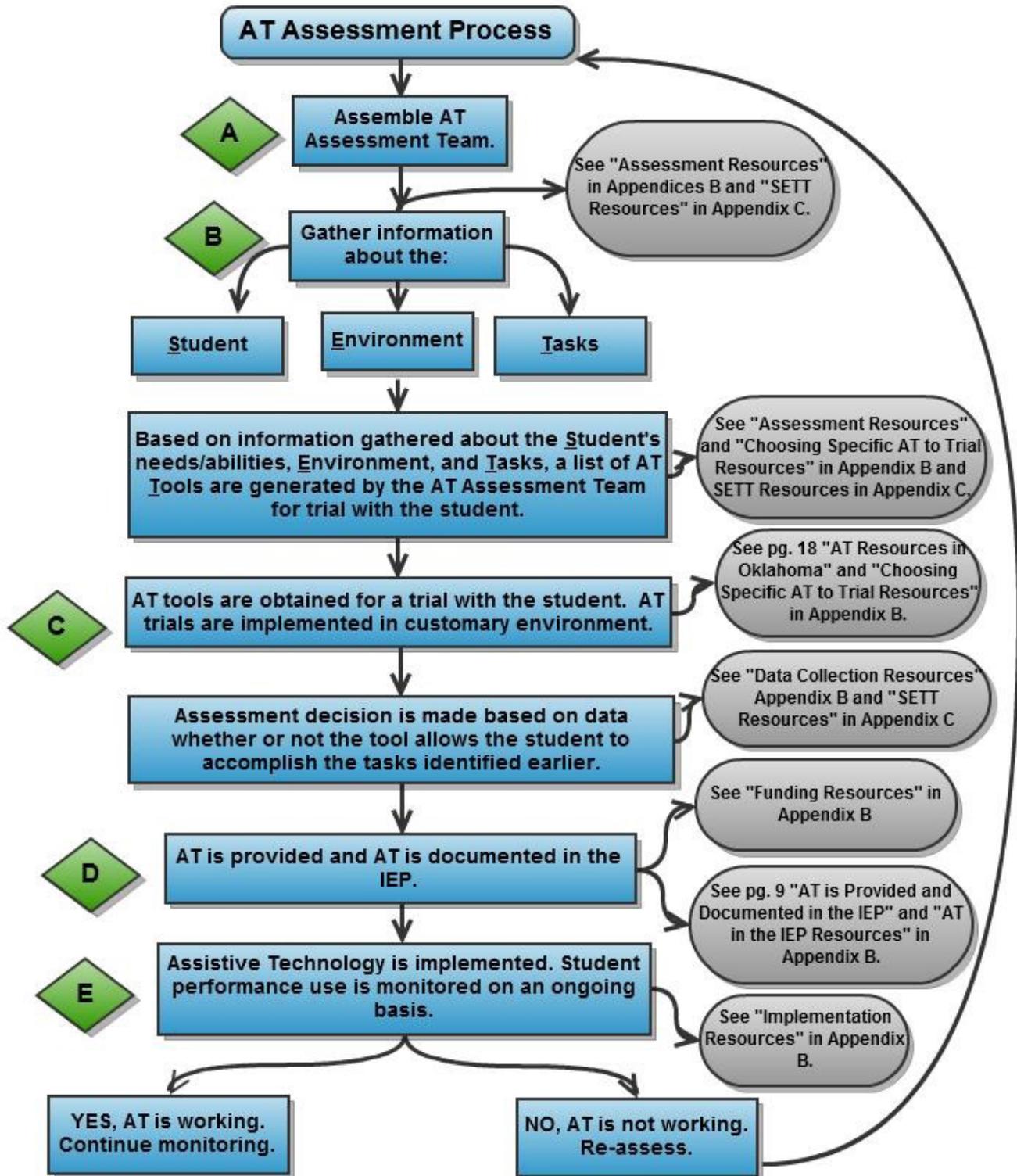
Assessment of AT Needs

The following are important to note as teams are completing the assessment process:

- Unlike other educational assessments, an assistive technology assessment is not completed with the administration of one test during a singular event.
- Assistive technology assessment is ongoing and should be a continual part of the student's educational planning.
- Assistive technology assessments are conducted within the student's customary educational setting by a multidisciplinary team knowledgeable about assistive technology devices and services.
- The QIAT Assessment of AT Needs document provides additional information to guide the IEP team through this process.

The following is a flowchart for the AT Assessment Process and provides guiding information and resources for each step of the process.

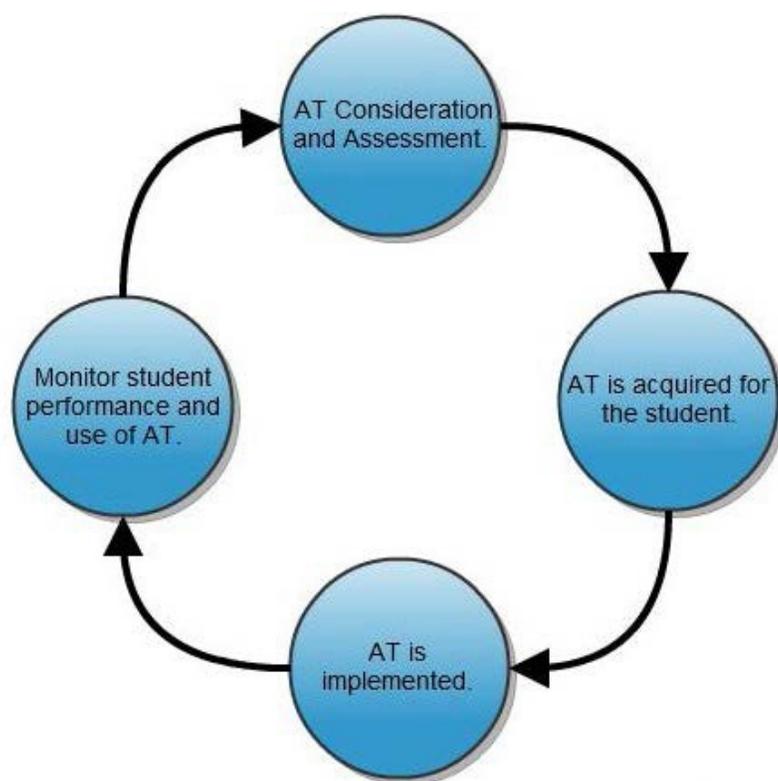




AT Assessment is a **process** driven by identifying specific needs of the individual and matching an AT device and/or service to help that individual complete a task. AT assessment is not standardized, but should:

- Be systematic - LEAs have identified a systematic approach that everyone follows.
- Be replicable - LEAs should document the AT assessment process and tools used to conduct individual student assessments. This not only provides a roadmap of how the IEP team arrived at its AT assessment decision but allows another IEP team to replicate the results if needed.
- Provide accountability - LEAs will want proof that a piece of AT works before following through with funding.
- Be performed by a team familiar with AT populations and issues - LEAs need to ensure that LEA team members are knowledgeable to make decisions by receiving the appropriate training.

Visit www.joyzabala.com for more information.



AT in the school setting is a process and can be started at any point on the student's educational path.



Assistive Technology for Transition

Assistive technology can play an integral role in both the early childhood and post-high school transition processes. If it is determined that the AT used in early-intervention and or high school should transition with the youth, the entities involved (i.e. family, LEA,DRS, etc.) need to sign an Agreement for the Purchase/Sale or Statement Declining the Sale of AT Devices. *See the Technical Assistance Guide for this form as well as additional information.*

Related Issues in IDEA 2004

Universal Design for Learning (UDL) is a set of principles for designing curriculum that provides all individuals, including those with learning differences, equal opportunities to learn.

Visit <http://cast.org> for additional information.

Accessible Instructional Materials (AIM) are materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphic, audio, video). Students with vision impairments, physical disabilities, and/or print disabilities may need AIM in order to receive FAPE. Assistive Technology may be used and/or required to access AIM.

Visit <http://cast.org> and <http://okabletech.okstate.edu> for more information.



AT Resources in Oklahoma

Oklahoma ABLE Tech

State AT Act Program that provides short-term equipment loans, demonstrations, training, and information and referral on assistive technology, as well as assistance obtaining accessible instructional materials (AIM), NIMAS files, and AIM-related technology

Phone: 800.257.1705

Web: <http://okabletech.okstate.edu>

AIM Center at OLBPH

Located at the Oklahoma Library for the Blind and Physically Handicapped, the AIM Center provides AT as it relates to reading books in accessible digital and audio formats

Phone: 800.523.0288 or 405.521.3514

Web: www.library.state.ok.us/aim

Oklahoma State Department of Education

Contracts with Oklahoma ABLE Tech to provide an Assistive Technology and Information Services Program for Oklahoma schools

Phone: 405.522.3248

Web: <http://ok.gov/sde>

Liberty Braille

Provides no-cost school term loans of textbooks in accessible formats such as large print, braille, and digital on iPad, to print-disabled students served under an IEP/ISP

Phone: 800.920.3369 or 405.562.3996

Web: <http://libertybraille.com>

Special Education Resolution Center (SERC)

Manages the special education due process hearing system and mediation for the State of Oklahoma

Phone: 918.270.1849 or 888.267.0028

Web: <http://serc.okstate.edu>

Printables

The AT Technical Assistance Guide contains printables on:

- The Quality Indicators for AT that can be used to assist teams with self-evaluation of AT service delivery within districts. Visit <http://qiat.org> for more information.
- Consideration and Assessment that can be used when going through the AT consideration and assessment processes. Visit <http://joyzabala.com> and <http://okabletech.okstate.edu> for more information.
- The purchase and sale of AT that can be used when transitioning AT from one entity to another (i.e. high school to family ownership). See *the Technical Assistance Guide for this form*.
- How to determine the value of used AT when transitioning ownership to another entity. See *the Technical Assistance Guide for this form*.



Assistive Technology Tools

Low	Mid	High
Pen or Pencil Grip	Digital/Tape Recorder	Alternative Keyboard
Highlighter	Calculator	Communication Devices
Cutting Tools	AlphaSmart	Communication Software
Magnifiers	Audio Books	Word Prediction
NCR Paper	Electronic Stapler	iPad/iPod
Color Filters/Overlay	Mini Book Light	Computer
Slant Board	Switch Operated Toys	Computer Software
Raised Lined Paper	Talking Calculator	Talking Word Processor
White Board		
Specialized Erasers		
Measuring Tools		

