Joy Hofmeister
State Superintendent of Public Instruction
Oklahoma State Department of Education
Special Education Services

Technical Assistance Document
Assistive Technology for Children and Youth with Disabilities IDEA Part B

Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105
Phone: 405-522-3248 www.ok.gov/sde

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This document was created in collaboration with Oklahoma Assistive Technology Center and Oklahoma ABLE Tech. Revised January 2015.

Purpose

The purpose of this document is to assist Oklahoma Local Education Agencies (LEAs) and IEP teams in providing assistive technology devices and services to students with disabilities as required by the Individuals with Disabilities Education Act (IDEA). The document includes information and resources related to all components of the assistive technology service delivery process.

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Assistive Technology in Public Schools

Many students' lives today are filled with technology that gives them mobile access to information and resources 24/7, enables them to create multimedia content and share it with the world, and allows them to participate in online social networks where people from all over the world share ideas, collaborate, and learn new things. Outside school, students are free to pursue their passions in their own way and at their own pace. The opportunities are limitless, borderless, and instantaneous.

The challenge for our education system is to leverage the learning sciences and modern technology to create engaging, relevant, and personalized learning experiences for all learners that mirror students' daily lives and the reality of their futures. In contrast to traditional classroom instruction, this requires that we put students at the center and empower them to take control of their own learning. . . . By supporting student learning in areas that are of real concern or particular interest to them, personalized learning adds to its relevance, inspiring higher levels of motivation and achievement.

In addition, technology provides access to more learning resources than are available in classrooms and connections to a wider set of "educators," including teachers, parents, experts, and mentors outside the classroom. On-demand learning is now within reach, supporting learning that is life-long and life-wide (Bransford et al., 2006).

Arne Duncan
U.S. Department of Education
National Education Technology Plan 2010

Assistive Technology and the Law

The federal regulations for implementation of the Individuals with Disabilities Education Improvement Act (IDEA) define assistive technology (AT) devices and services [1,2]. 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 [3]. IDEA also requires schools to provide AT if it is needed for a student to receive a free appropriate public education (FAPE).

FAPE enables students the opportunity to access standards on their grade level. 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[4, 5].

See Appendix A for Federal Regulations

Assistive Technology and the Law, Continued

There are two other federal laws that specifically address the obligation of all public schools to meet the communication needs of students with disabilities: Title II of the Americans with Disabilities Act of 1990 (Title II), and Section 504 of the Rehabilitation Act of 1973 (Section 504). Title II requires schools to ensure that students with disabilities receive communication that is as effective as communication with others through the provision of auxiliary aids and services.

In many cases, but not all, an IEP will meet the requirements of Title II. The Title II term "communication" includes all kinds of information exchange – reading, writing, listening and speaking. In AT terms, effective communication can require a technology support instead of a human support because the technology support allows a student to perform tasks independently thus achieving "effective communication" as is required by the Title II. The important point to note is that "effective communication" can be a higher standard and require additional assistive technology even when a student's need for an "appropriate" education in FAPE has been met. For more information, please view the U.S. Department of Justice's Civil Rights Division and the U.S. Department of Education's Office for Civil Rights and Office of Special Education and Rehabilitative Services Dear Colleague Letter, Frequently Asked Questions, and Fact Sheet regarding effective communications for students with hearing, vision, or speech disabilities in public elementary and secondary schools. – Not included in this document.

Additional Information

Reference to AT in Section 504 is included in "special education and related aids and services," the description of the delivery of an appropriate education and use of the term "supplementary aids and services," and the discussion of academic settings in which students with disabilities should be served. A student is not required to be eligible for special education services to be protected under Section 504. Section 504 also prohibits discrimination against individuals with disabilities and requires schools to provide equal access to their programs and services [8, 9].

Title II of the Americans with Disabilities Act (ADA) is a civil rights law that prohibits discrimination against individuals with disabilities in areas of employment, public services, public accommodations, transportation, and communication. Title II of the ADA, which applies to schools as state or local entities, does not specifically define AT. It instead uses the term "auxiliary aids and services," including AT along with other services such as human supports [10]. Title II of the ADA states those physical barriers in existing facilities must be removed if removal is readily achievable. If not, school districts must offer alternative methods of providing the services if they are readily achievable. In addition, equal access includes the provision of auxiliary aids and services that are needed for effective communication with individuals with disabilities [11].

See Appendix A for Federal Regulations; See Appendix B for Section 504 Resources

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:

1. Consideration of AT Needs
2. Assessment of AT Needs
3. AT in the IEP
4. AT Implementation
5. Evaluation of Effectiveness of AT
6. AT in Transition
7. Administrative Support for AT
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. School districts can use the Quality Indicators for Assistive Technology to assist in the development and/or critique of district level policies and procedures which are in alignment with the mandates and expectations of federal and state law. 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).

See Appendix C for Quality Indicators of Assistive Technology Resources

AT Consideration

Assistive technology must be considered for every student with a disability during the development, review, and revision of the IEP [1]. This includes the Initial, Interim, Subsequent, Amended, and Modified IEP or when a team member deems it necessary.

> **34 CFR §300. 24(a)(2) Development, Review, and Revision of IEP**
> ***(2) Consideration of Special Factors.***
> *"The IEP Team shall — (v) Consider whether the child needs assistive technology devices and services."*

The Congressional intent of this section of IDEA is to emphasize assistive technology as a means to support educational achievements. The law requires that the IEP team consider a student's need for assistive technology devices and services during the IEP process and places the decision-making responsibility with the IEP team.

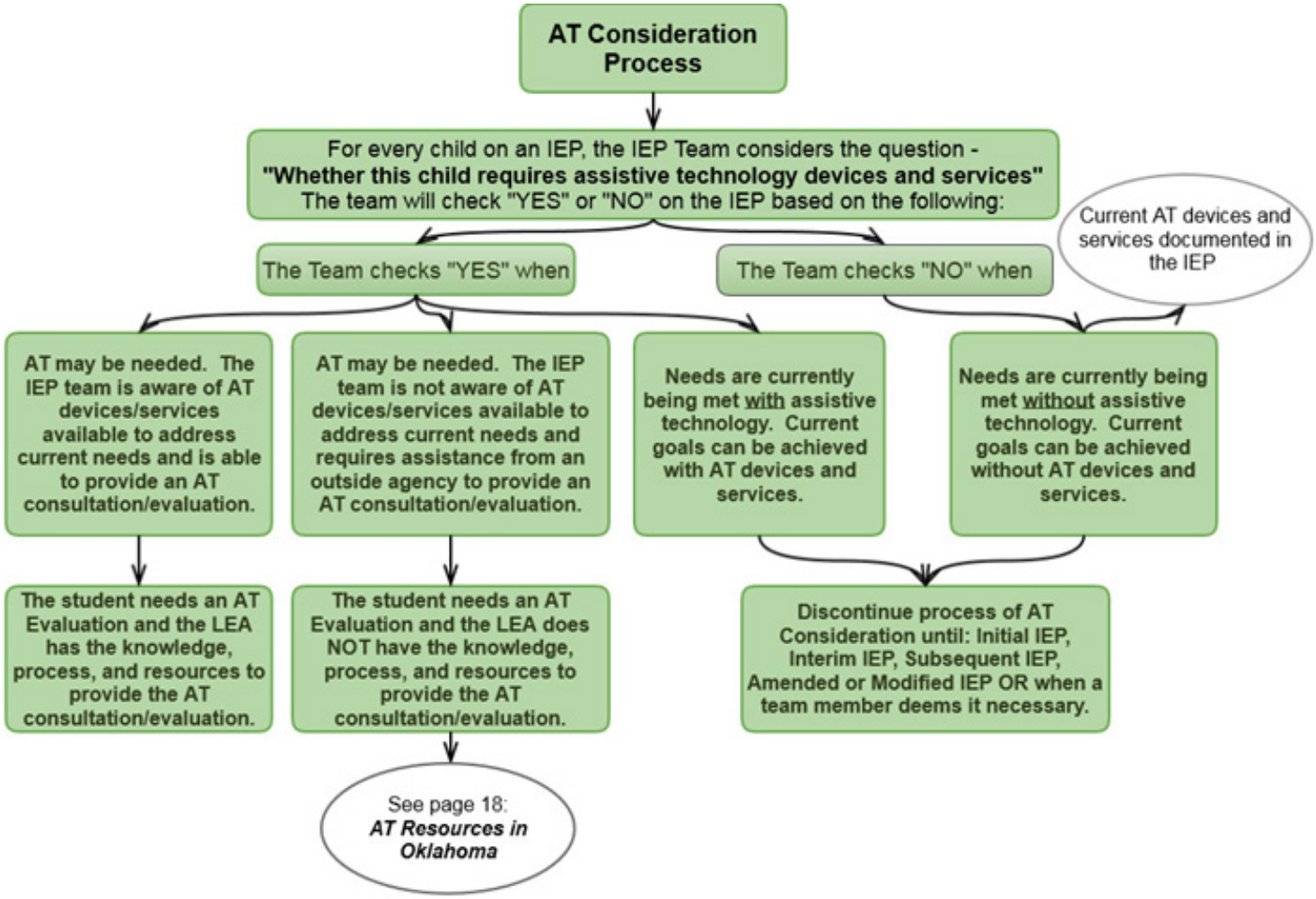
The following are important to note as teams are completing the consideration process:

- IDEA does not provide specific guidance for how AT consideration should be conducted by a Local Education Agency (LEA).
- The process of considering whether or not a student needs assistive technology devices and/or services should be brief as compared to the assessment process.
- At least one person on the IEP team should have some knowledge about assistive technology.
- The bulk of the student's IEP Strengths, Needs, and Annual Goals and Short Term Objectives should be completed prior to considering potential assistive technology needs the student may have in order to reach their educational goals and objectives.

See Appendices B and C for Consideration Purposes

- The QIAT Consideration of AT document provides additional information to guide the IEP team through this process.

This flow chart shows the AT Consideration Process and provides guiding questions for determining a student's need for AT.



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."

- What educational tasks do we expect the student to complete that he/she isn't able to do because of his/her disability?
- Are there concerns about the students' 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?
- 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)?

AT Assessment

The processes for "Consideration" and "Assessment" are different.

The most obvious differences between Consideration and Assessment are those of depth and duration. Consideration is a short discussion that takes place during the IEP meeting using known information and results in the decision to continue something already being used or to try or not to try assistive technology. Assessment goes into much more detail, looking closely at the student's abilities and difficulties and the demands of the environments and tasks. Assessment also includes the acquisition of new information.

Assessing Students' Needs for Assistive Technology
5th Edition, June 2009. Wisconsin Assistive Technology Initiative

Differences Between Consideration and Assessment	
Consideration	**Assessment**
• Can occur within an IEP meeting – may take under 10-20 minutes • Can be completed with information the team already knows • Looks at the student's ability to achieve with/without assistance to receive a Free and Appropriate Public Education	• Is completed over the span of days, weeks, or even months outside of the IEP meeting • Involves obtaining new information to make a decision about needed supports • Takes multiple interactions with the student, family, school staff and involves demonstrations and trials of AT to find a match

See Appendices B and C for Consideration Purposes

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

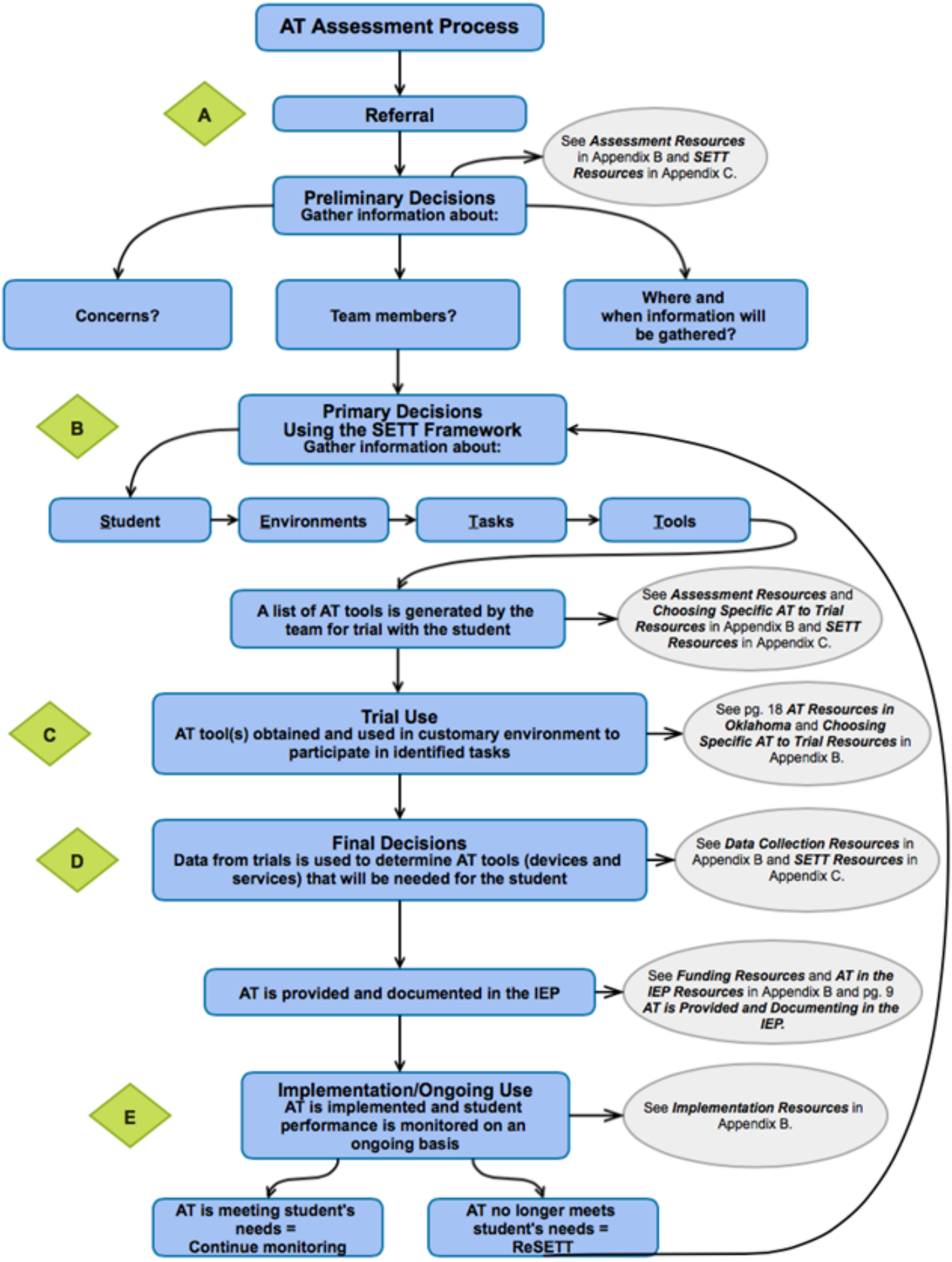
- Unlike some educational assessments, an assistive technology assessment is not completed with the administration of one test during a singular event.
- Assistive technology assessment is ongoing and should be a continual part of the student's educational planning.
- Assistive technology assessments are conducted within the student's customary educational setting by a multidisciplinary team knowledgeable about assistive technology devices and services.
- When outside assessments have been conducted, the IEP team must consider the results in any decision made with respect to provision of a free and appropriate public education.
- The QIAT Assessment of AT Needs document provides additional information to guide the IEP team through this process.

Page 7 includes a flow chart for the AT Assessment Process and provides guiding information and resources for each step of the process.

AT Assessment 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.



See Appendices B and C for Assessment Resources

AT Assessment Process

Referral and Preliminary Decisions

Referral

When should a student be referred for an AT assessment? There are many signs that can indicate whether or not a student requires an AT assessment. Many times it starts from a parent or educator's concern for the way the student is (or is not) able to participate in educational activities. When a student is already on an IEP, the IEP team may go through the AT Consideration Process then refer for an assessment when the following is true:

The student...

- is not using AT, but the IEP team decides it is needed
- is not using AT, and the IEP team does not have enough information
- is using AT but has new/changed needs that may require additions or changes to current AT

School personnel or parents may refer a student for an AT Assessment if one or more of the following is true as well:

The student...

- is being removed from the regular education classroom for any part of the instruction and the student's use of AT would allow them to stay in the regular education classroom
- has difficulty accessing educational materials like textbooks, worksheets, workbooks, novels, etc.

AT Assessment Team

The Assistive Technology assessment team may or may not have the same members as the student's IEP team; however, best practice is for the IEP team to make up the foundation of the assessment team. These are the people who know the student the best and have potentially been working with him or her for years. The function of an AT assessment team is to develop a shared understanding of the student, the educational environments in which the student regularly participates, and the tasks that the student is expected to be able to complete and/or participate in as an active member of his/her educational environment. The AT assessment team should be able to provide specific information about the Student, Environments, Tasks and potential assistive technology Tools that can help the student receive a free and appropriate public education. The team should be multidisciplinary, with at least one member having a working knowledge of assistive technology as it relates to the student's educational needs.

The assessment team includes persons with knowledge about:

The Student	Curriculum	Language
Motor development	Commiting district resources	Assistive technology options

The team is charged with determining when and where to gather additional information about the student, environments, tasks, and tools. There are many tools to help teams in filling out student referral information as well as gathering preliminary information about the student.

See Appendices B and C for Assessment Resources

B Primary Decisions: Gather Information about the Student, Environments, Tasks, and Tools

The following are techniques and tools team members may utilize when gathering information:

- Observations - Observe the student in his/her natural settings in various activities. Note the participation patterns of peers. Compare work samples from the student as compared to his or her peers.
- Interactions - Interact with the student. Engage him/her in tasks similar to what is required in the classroom. Create opportunities for the student to try assistive technology and/or modifications that might be helpful.
- Interviews - Ask the student, family, and/or school personnel specific questions regarding the needs, abilities, interests, and participation patterns of the student.
- Record Review - Review past history, medical, or specialized assessment information
- Informal and formal tests - Formal assessments are NOT required, but may be used when possible and applicable
- Protocols and Profiles - Premade forms teams use to record information about a student's abilities and needs:
    - Georgia Project for Assistive Technology (GPAT) Protocols
    - Protocol for Accommodations in Reading by Don Johnston
    - Written Productivity Profile
    - Pragmatics Profile of Everyday Communication Skills
    - Wisconsin Assistive Technology Initiative (WATI) Student Information Guides

The SETT Framework (Joy Smiley Zabala, Ed. D., ATP) is a systematic process that LEAs may use to conduct an AT assessment. "SETT" is an acronym that stands for: Student, Environment, Tasks, and Tools. The SETT Framework assists teams in exploring and recording information about each of the following areas:

Student:

- What is(are) the functional area(s) of concern? What does the student need to be able to do that is difficult or impossible to do independently at this time?
- Special needs/current abilities (related to the area of concern), expectations, interests, preferences, motivators

See Appendix B for Assessment Resources and the SETT Framework

Environments

- Arrangement – Instructional and physical
- Support - Available to both the student and the staff
- Materials and Equipment - Commonly used by others in the environments, currently being used by the student
- Access Issues - Technological, physical, and instructional
- Attitudes and Expectations - Staff, family, other

Tasks

- What SPECIFIC tasks occur in the student's natural environments that enable progress toward mastery of IEP goals and objectives?
- What SPECIFIC tasks are required for active involvement in identified environments (related to communication, instruction, participation, productivity, and environmental control)?

Tools

Teams explore tools after information gathered on the S.E.T. is analyzed and used to address the following questions and activities.

- Is it expected that the student will not be able to make reasonable progress toward educational goals without assistive technology devices and services?
- If yes, describe what a useful system of supports, devices, and services for the student would be like if there were such a system of Tools.
- Brainstorm specific Tools that could be included in a system that addresses student needs.
- Plan the specifics of the trial (expected changes, when/how tools will be used, cues, etc.)

See Appendix B for Assessment Resources and the SETT Framework

Trial Use and Data Collection

Trial Device(s)

Based on information gathered about the Student's needs/abilities, Environments, and Tasks, a list of specific AT Tools is generated by the AT Assessment Team for trial with the student. To prepare for a trial with an AT device, the IEP team should:

- Identify who is going to coordinate the trial, which could include: obtaining the device, scheduling training, monitoring progress, etc.
- Select a functional, frequently occurring activity from identified tasks
- Specify when and how the student will use the device(s) in the activity
- Detail current achievement on this activity and expected change during the trial
- Specify cues and supports the student will need
- Include training for the student and applicable team members on how to use the AT
- Identify a start and finish date for the trial
- Identify criteria to determine whether or not the trial was successful
- Have a process for collecting and reviewing data with the IEP team

Where to Get AT Devices for Trial

- The LEAs AT inventory
- Visit device manufacturers' websites for information about trials and local sales representatives
- Oklahoma also has two state-specific resources for obtaining trials with AT devices:
    1. AIM Center at the Oklahoma Library for the Blind and Physically Handicapped www.library.state.ok.us/aim/
    2. Oklahoma ABLE Tech: Oklahoma's statewide Assistive Technology Act Program www.ok.gov/abletech/

See Appendix B for Choosing Specific AT to Trial Resources

Collect Data

The IEP team will need to collect data about each device trial to provide objective information about student performance and to help the team make a decision about which AT device(s) are appropriate for the student. There are a variety of data collection tools that can be used to document a student's progress during an AT device trial. It may be necessary to consider the funding source during the trial as some entities require a video of the student using the device as criteria for funding it.

See Appendix B for Data Collection Resources

After completing trials and collecting data, the team should know which device(s) will meet the student's needs. If more than one device meets the same need, the team may need to consider additional questions to select the best device.

- Will a no- or low-tech solution work just as well as a high tech solution?
- Will the technology work in all necessary settings or environments?
- If it will be moved regularly, how portable is it?
- How easy is it to learn and operate?
- How reliable is it under school and / or home conditions?
- Does it need to work with other technologies?
- Are there sufficient technical resources available at the school or district level to support the technology?

Final Decisions: AT is Provided and Documented in the IEP

Making a Decision

Once trials are completed and information is gathered, it must now be utilized, but making unanimous decisions as a team can be very challenging. Having a prescriptive process can help team members know what to expect, understand their roles, and allow them to duplicate the steps while serving on other teams. Remember: All members of the team must have equal say in decisions that are made. Roles and responsibilities during team meetings should be determined before starting and should be shared. In each team meeting, there should be at least one facilitator, a recorder, and a timekeeper.

What should team members bring to their meetings?

- The SETT process and trial information that has been gathered
- Chart paper and markers
- Premade forms and other resources that were used in gathering the information
- Web access as available to use online resources
- Knowledgeable person in his or her area of expertise as needed

Start by confirming the meeting's time frame, make introduction, and provide an overview of the process that is about to take place. Let members know that ALL input will be written and displayed.

Steps of Decision-Making

1. Problem Identification – Completed during the Student, Environments, and Tasks part of the SETT process - Address both strengths and needs of student, consider demands of the environment and tasks that need to be accomplished. Before generating solutions, select one task on which to focus.
2. Solution Generation – Completed during the Tools part of the SETT process – Follow brainstorming rules and use resources as needed, premade forms, online supports, product catalogues, etc.
3. Solution Selection – Encourage discussion, combining, sequencing, and prioritizing. Seek to obtain a consensus.
4. Implementation – What device(s) will be needed? What service(s) will be needed? Who will set the tool(s) up for use by the student, train the student/staff, and maintain/repair the device? Who will monitor the student's use of the device?
5. Follow-Up – Over time things change with the Student, Environments, and Tasks which may lead to changes in the Tools. There may also be new people involved, new questions may come up, or new technology may be available. Reevaluating the situation or ReSETTing is NOT starting over.

AT is Provided

Once the team decides what tool(s), both devices and services, are needed, it is the Local Education Agency or LEA's responsibility to ensure the needed AT is provided at no cost to the student and family. Depending on the type of AT required, there are many funding sources available to the student including Medicaid, private insurances, and additional private sources.

The following are basic actions needed to obtain AT devices:

1. Identify the source of equipment and associated costs.
    a. Locate vendor or manufacturer.
    b. Obtain a price quote in writing.
2. Identify possible funding sources
    a. Determine person(s) who will seek funding sources.
    b. Determine requirement for each funding source.
3. Order equipment
4. Plan for training as needed
5. Set up equipment
6. Establish technical support system

AT is Documented in the IEP

The law is very clear about where assistive technology is to be included regarding a student's special education program. These include[4]:

1. Special Education
2. Related Services
3. Supplementary Aids and Services

Documenting AT in the IEP ensures there is a clear understanding of the AT devices and services that are needed for the student as identified by the IEP team. It is more important that the information regarding AT be included in the IEP than where that specific information is included.

When the IEP team recommends an AT device as part of the IEP, a brand name of the specific device does not have to be listed on the IEP. It may be more beneficial to list the needed device features (as more than one specific device may work).

AT as Special Education

When assistive technology is included as Special Education on the IEP, the team will incorporate it into the annual goals and/or short term objectives. How AT will contribute to achieving the goal and objectives must be clearly stated. The inclusion of AT in the IEP requires an explanation of how and why the child will use the technology to accomplish a particular goal. The device could be part of the conditions needed to accomplish the goal and objectives.

IEP Examples: Goals and Objectives

Using a word processor program with a spell checker, Dillon will compose a 3 paragraph paper using at least 15 sentences with 80% accuracy in the use of punctuation, capitalization and grammar for 5 assignments in a grading period.

(IEP - Goals Page)

AT as Supplementary Aids and Services

AT can be a supplementary aid or service to facilitate a student's participation in a general education class or other appropriate education setting. Students with disabilities have the right to an education in the least restrictive environment. To be successful in the least restrictive environment and to benefit from their education, students may need supplementary aids and services. Supplementary aids, which may allow a student to successfully participate in a general education class or other education-related setting, include a variety of assistive devices that compensate for disability and allow the student to perform the required tasks.

AT is necessary as a supplementary aid and service if its use (along with other necessary aids) supports the student sufficiently to succeed in the current educational placement, and in the absence of the aid, requires the student's removal to a more restrictive setting.

IEP Examples: Supplementary Aids and Services
Speech generating device for class discussions and student presentations for educational day
(IEP - Services Page)

Under the IDEA, a student must be receiving special education to receive related services. However, under Section 504 of the Rehabilitation Act of 1973 the student may receive auxiliary services without qualifying for special education. Some examples of auxiliary aids and services include:

- Notetaking device
- Digital/audio texts
- TV enlargers
- Braille calculators, printers, or typewriters
- Closed caption decoders
- Specialized gym equipment
- Assistive listening devices
- Voice synthesizers
- Telecommunications devices
- Interpreter

AT as Related Services

The IDEA requires that special education and related services be made available to all children and youth with disabilities [2]. School districts may provide students with disabilities AT devices and services in conjunction with other related services. School districts must provide related services to a student with a disability at no cost to the parent.

For students to be successful with AT devices, they need to receive training on the use of the equipment. For example, training to use a computer, an augmentative communication device, or large print viewer, can occur as a related service, which supports the student's educational program. Training on AT devices may be written into the IEP as a related service.

IEP Example: Related Services

Type of Service(s)	Location of Services	Amount of Services (Time and Frequency)	Starting Date	Ending Date	Person Responsible
Assistive Technology Training	*Speech Therapy Room/Regular Classroom*	*20, 30-minute sessions*	*January 5, 2015*	*March 30, 2015*	*Speech Pathologist*

See Appendix B for AT in the IEP Resources

AT Assessment Process, Continued

Implementation/Ongoing Use

Once the needed assistive technology has been acquired and devices/services have been included in the IEP as required, there is still much to determine as a team. There are three areas of concern regarding implementation of AT:

1. Inclusion of AT in classroom instruction
2. Student and staff training
3. Equipment management

Students will have much more success using AT in the classroom to accomplish educational tasks when a good implementation plan is developed and used. Schools should also develop a contingency plan in order to ensure that a student has access to the AT tool or system in the event that the primary AT malfunctions.

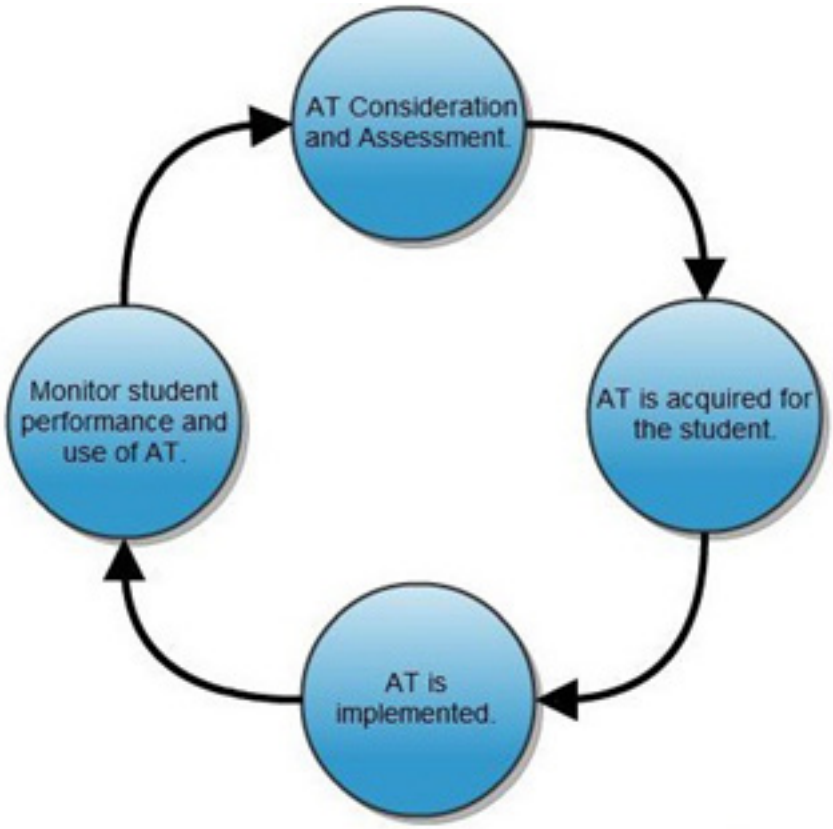
The following areas should be noted when evaluating how well the AT is being implemented:

- Tools/Strategies - Identify the specific AT tools or systems that will be used.
- Specific Tasks - Identify specific tasks for which the AT will be used by the student and to what extent the student will participate. Teams want to see student participation increase with the use of AT.
- Environments - Identify when and where the student will be using the AT. Determine how the AT will be transported from one environment to another.
- Related IEP Goals - Identify where the use of the AT correlates with the IEP.
- Develop a system for recording implementation activities and participation results - This will help to communicate information about the student's AT use to all team members and help the team make decisions about the types of AT and supports the student may need in the future.
- Maintenance, Training, and Customization - Identify what components of the AT need to be maintained (i.e. the battery charged, cleaned, replaced). Ensure all personnel working with the student and his/her AT is trained (include content on which to be trained and timelines for training). Determine who will customize the AT (i.e. The speech pathologist will program new vocabulary on the speech generating device when needed.)
- Repairs and Contingency Planning - Note information about repairs (i.e. who to contact for repairs and how they will be funded). Develop a contingency plan to stipulate how the student will be provided with a temporary replacement or low-tech backup while the primary AT tool or system is being repaired.

Students will need to be instructed in all aspects pf AT use including:

1. Operational – Skills needed to make the AT device work
2. Functional – Skills needed to use the AT to complete real tasks
3. Strategic – Skills involved in knowing when to use the AT device in the real world and when to use other accommodations
4. Socially – Skills needed to use the device appropriately around other people

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



When true systems change is desired, Gayl Bowser and Penny Reed explain in their guide Education Tech Points: A Framework for Assistive Technology the action items necessary to improve AT implementation and ensure administrators are involved.

1. Maintain an inventory of frequently needed and commonly used AT devices
2. Provide staff training in implementing IEPs that include AT
3. Develop recommended district procedures for implementation plans
4. Develop a system to ensure that supervisors are informed
5. Release staff to attend planning meetings
6. Provide information regarding the district's technical assistance resources

It is critical for school districts to actively participate in the development of implementation procedures (as well as other AT procedures) for their districts. For teams that need a starting point for developing these procedures, see Appendix C: Local School System Assistive Technology Guidelines and Procedures. Districts may use this and edit it to meet the needs of students and staff in the local school system. Also included is a pre-made Assistive Technology Intervention Plan from the Georgia Project for Assistive Technology. This can be used to collect information and create an implementation plan for individual students in the district.

Periodic Review

It is important to periodically review a student's progress in all areas of AT use. This can happen at the student's annual IEP team meeting or when requested by a team member. Having data on the student's use of the AT will be essential in determining the continued need and use of specific AT tools. Using the SETT process at this point to ReSETT or look at the student's current abilities, needs, environments, tasks and tools will serve as a great way to determine if the student's implementation plan is working and can stay the same or whether the plan needs to be changed to better meet the student's educational needs.

See Appendix B for AT Implementation Resources

Assistive Technology for Transition

Transitions are an exciting time and can work very smoothly for children using assistive technology when certain factors are planned for and in place. This is true whether the child is transitioning from the community to the school as a three-year-old or preschooler, from one class to another within the same school, between schools, or from school back into the community upon graduation. During the AT assessment process, IEP teams, as well as Individual Family Service Plan or IFSP teams, should be thinking about how AT will be used immediately as well as in the future. Providing the skills and supports that a student needs to transition with his or her AT indicates that he or she is more likely to use the AT once the transition occurs.

To ensure successful transitions, it is important for any AT the student is using to be recorded in his or her IEP or IFSP. This ensures that whoever receives the transitioning IEP or IFSP will know what devices and services the student was using to participate and achieve in his or her educational environment.

The following are actions teams should take to prepare for upcoming student transitions with AT:

1. Identify transitions that will happen within the next two years
2. Develop a plan for these transitions
3. Identify AT devices and services needed after the transition
4. Determine in the IEP or IFSP specific instruction the student needs in order to be ready for the transition to AT use in the new environment
5. Develop self-determination
6. Identify specific activities that will be completed in order to provide the experiences needed for a successful transition

Early Childhood Transition

Assistive technology can play an integral role in the early childhood transition process. For a child transitioning into the school system with an Individual Family Service Plan (IFSP), the team would have previously considered the AT needs of the child as required for him/her to benefit from daily routines in their natural environment and/or to achieve outcomes on the IFSP. The Individuals with Disabilities Education Act explains that six months before the child turns three, the team members working with the child and his/her family are required to meet with the LEA to discuss the upcoming transition.

At this time it is important to reconsider the child's need for AT and discuss what devices and services may benefit the child as he/she may be transitioning to a new environment where activities and routines are different. There are many pieces of AT that children may need between the ages of birth to three that would continue to benefit them as they transition at the age of three.

If it is determined that the AT used in early-intervention transition with the child, the entities involved (i.e. parent, SoonerStart, LEA, etc) need to sign an Agreement for the Purchase/Sale or Statement Declining the Sale of AT Devices.

See Appendix B for Transition Resources and Appendix C for the AT Purchase/Sale Agreement

Post-High School Transition

For the individual moving into adult life, assistive technology can facilitate greater independence7. As some individuals with disabilities will need AT to stay competitive with their nondisabled peers, others will require technology to independently access their environment. Regardless of the specific need, students benefit most throughout the transition process by having needed AT implemented prior to the transition.

The Individuals with Disabilities Education Act mandates that transition planning for students moving from school to postsecondary endeavors starts no later than the first IEP to be in effect at the beginning of the ninth grade year or by age sixteen, whichever comes first. Additional entities and agencies should be invited to participate in this planning process.

IDEA divides transition planning activities into five areas[7]:

(i) Instruction;
(ii) Related Services;
(iii) Community Experiences;
(iv) The development of Employment and other post-school adult living objectives; and
(v) If appropriate, acquisition of Daily Living Skills and provision of a Functional Vocational Evaluation.

Assistive Technology can apply to any or all of the above areas when determining the transition needs of graduating students.

If it is determined that the AT used in high school should transition with the youth, the entities involved (i.e. LEA, DRS etc.) need to sign an Agreement for the Purchase/Sale or Statement Declining the Sale of AT Devices. Note: LEAs need to follow the district policy when the LEA will no longer be responsible for the equipment.

For more information on the AT transition process, please view *Education Tech Points: A Framework for Assistive Technology* by Gayl Bowser and Penny Reed.

See Appendix B for Transition Resources and Appendix C for the AT Purchase/Sale Agreement

Related Issues in IDEA 2004

Universal Design for Learning

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[5].
UDL principles call for varied and flexible ways to:

- Present or access information, concepts, and ideas (the "what" of learning)
- Plan and execute learning tasks (the "how" of learning)
- Get engaged - and stay engaged (the "why" of learning)

UDL is referenced throughout the National Educational Technology Plan put forth by the U.S. Department of Education, 2010, to ensure that technology be used to optimize the diversity of learners.

See Appendix B for UDL Resources

AT and Oklahoma's Academic Standards

The Standards identify the knowledge and skills students need in order to be successful in college and careers. The intent is that "All students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post–high school lives. ... The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset" (State Standards Initiative).

Instruction for students with disabilities must incorporate supports and accommodations, including:

- Those designed to meet the unique needs of these students and to enable their access to the general education curriculum[6].
- An Individualized Education Program (IEP) which includes annual goals aligned with grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Students with disabilities may need additional supports and services, such as:

- Instructional supports for learning - based on the principles of Universal Design for Learning (UDL) - which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) - changes in materials or procedures - which do not change the standards but allow students to learn within the framework of the State Standards.
- Assistive technology devices and services to ensure access to the general education curriculum and the State Standards.

See Appendix B for AT and State Standards Resources

Related Issues in IDEA 2004, Continued

Accessible Educational Materials (AEM) and AT

Accessible educational materials, or AEM, 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 reading disabilities from organic dysfunction may need AEM in order to receive FAPE or achieve "effective communication" under Title II. Assistive Technology may be used and/or required to access AEM.

The following are some examples of features that can be changed to make educational materials more accessible for a student:

- Output - When using audio or text-to-speech (TTS), voices may be human or synthesized. The rate at which the text is spoken may be changed as well as the pitch of the voice (when using synthesized). The text can also be manipulated by size, fonts, colors, and contrast.
- Navigation - Navigation features allow a student to move around the recorded speech and text files easily. Students may move through files by chapters, sections, pages, paragraphs, and sentences.
- Bookmarking, Highlighting, and Labeling - These features allow the student to denote important parts of the text and, again, navigate through the files easily.

Teams should also be aware of the PALM Initiative to Purchase Accessible Learning Materials. As teachers, schools, and districts aim to incorporate technology into the classroom, it is increasingly important to make sure these technologies are accessible to all students. The PALM Initiative was created to help ensure that purchased technologies are inherently accessible for every student including those with disabilities.

See Appendix B for AEM and AT Resources

Common Questions About AT Devices and Services

1. 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.

2. 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." For more information about the AT consideration process, see page 3 of this document.

3. 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. For more information about the AT assessment process, see page 3 of this document.

4. 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.

5. 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.

6. 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. See page 5 for specific examples.

7. 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.

8. 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.

9. 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.

10. 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

11. 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. A sample agreement form and device depreciation spreadsheet are included in the appendix.

Common Questions About AT Devices and Services, Continued

12. 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.

13. 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.

14. 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. See page 8 for resources which provide loan equipment.

15. 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. Refer to Appendix B the Assistive Technology Devices Purchases/Sales Agreement Form and Sample Depreciation Spreadsheets.

16. 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.

17. 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. See page 18 for applicable resources.

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 educational materials (AEM), NIMAS files, and AEM-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: olbph.org/dir/AIM

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

Oklahoma State Department of Education

Contracts with Oklahoma ABLE Tech to provide an Assistive Technology and Information Services Program for Oklahoma Schools. Provides technical assistance to parents and educators
Phone: (405) 522-3248
Web: http://ok.gov/sde

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

APPENDIX A

FEDERAL REGULATIONS
CASE LAW EXAMPLES

Federal Regulations

[1] 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."

[2] 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."*

[3] 34 CFR §300. 24(a)(2) Development, Review, and Revision of IEP
(2) Consideration of Special Factors.
"The IEP Team shall — (v Consider whether the child needs assistive technology devices and services.")

[4] 34 CRF §300.105 Assistive Technology

"(a) Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in Sec. 300.5 and 300.6, respectively, are made available to a child with a disability if required as a part of the child's--
(1) Special education under Sec. 300.36; (2) Related services under Sec. 300.34; or
(3) Supplementary aids and services under Sec. 300.38 and 300.114(a)(2)(ii).
(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."

[5] 34 CFR §300.44. Universal design has the meaning given the term in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002. The definition of Universal design means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies.

[6] CFR §300.34 "transportation, and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education . . ."

Federal Regulations, Continued

[7] *34 CFR §300.43 Transition services.*

(a) Transition services means a coordinated set of activities for a child with a disability that— (1) Is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—

i) Instruction;
(ii) Related services;
(iii) Community experiences;
(iv) The development of employment and other post-school adult living objectives; and
(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

[8] *34 CFR §104.33 Free appropriate public education "General. A recipient that operates a public elementary or secondary education program shall provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature of severity of the person's handicap.*
(a) Appropriate education. (1) For the purpose of this subpart, the provision of an appropriate education is the provision of regular or special education and related aids and services that are designed to meet individual education needs of handicapped persons as adequately as the needs of nonhandicapped persons are met . . ."

[9] *34 CFR §104.4 Discrimination prohibited*
(a) "General. No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance."

[10] *28 CFR §35.104 Auxiliary aids and services*

(1) "Qualified interpreters, note takers, transcription services, written materials, telephone handset amplifiers, assistive listening devices, assistive listening systems, telephones compatible with hearing aids, closed caption decoders, open and closed captioning, TDDs, video text displays or other effective methods of making aurally delivered materials available to individuals with hearing impairments;
(2) Qualified readers, taped tests, audio recordings, large print and Braille materials or other effective methods of making visually delivered materials available to individuals with visual impairments;
(3) Acquisition or modification of equipment or devices; and
(4) Other similar services and actions."

[11] *28 CFR §35.160 General*

(a) "A public entity shall take appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others.
(b) (1) A public entity shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of a service, program, or activity conducted by a public entity.
(2) In determining what type of auxiliary aid and service is necessary, a public entity shall give primary consideration to the requests of the individual with disabilities."

34 CFR § 300.324 Development, review, and revision of IEP

(2) Consideration of special factors. The IEP Team must—

(i) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

(ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;

(iii) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;

(iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and

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

Case Law

Case 1

Student: 1st grader with autism who was nonverbal had successfully been using an electronic device to communicate outside of the school environment. Student used the Picture Exchange Communication System (PECS) when prompted at school, however, continued to be unable to communicate in an effective manner. Student exhibited behaviors at school that were significant enough to report on an IEP.
School's Participation: Trialed an iPod and iPad with a communication app but was not successful. Provided communication supports via the Picture Exchange Communication System (PECS) that was also ineffective as a communication tool for the student.
Problem: The school continued to use the PECS even though it continued to be an ineffective way for the student to communicate. A behavior plan and assistive technology had not been considered on the IEP.
Results: School was considered in violation of IDEA for not providing a FAPE and was required to provide over 180 hours of compensatory education
North Hills School District (Pennsylvania SEA 2014)

Case 2

Student: High school freshman with a print disability needing speech-to-text software on a laptop to help with completing longer writing assignments
School's Participation: Provided the student with assistive technology on classroom-based computers
Problem: School did not provide the speech-to-text software on a laptop in a timely manner waiting 7 weeks into the start of the school year
Results: School was considered in violation of IDEA for not providing a FAPE. Student was denied equal access to the educational programs and services afforded the nondisabled peers
Iowa State Educational Agency, 112 LRP 27514, (2012)

Case 3

Student: High school junior has a learning disability but is able to perform at a high level when permitted to listen, rather than read, school materials. Receives accommodations on a 504 plan
School's Participation: Materials for some classes are made accessible to the student using text-to-voice programs that read material out loud. With higher-level math and chemistry classes, a more advanced software is needed to scan and read the equations and symbols. School agreed to scan math materials to use with the text-to-voice software, but made the student responsible for scanning and translating chemistry and some history materials.
Problem: School was considered in violation of the ADA, Section 504 of the Rehabilitation Act of 1973 for denying nondiscriminatory access to education
Results: Student was awarded a temporary restraining order that required the school district to provide scanned, accessible materials for chemistry using the advanced text-to-voice program
L.G. Port Townsend School Dist. No. 50, 112 LRP 46490 (WD Washington 2009)

Case 4

Student: Eighth grader with learning disabilities on an IEP needed Kurzweill and What You Need Now (WYNN) literacy software and audiobooks to provide him access to education.
School's Participation: School included information about the student needing assistive technology into the IEP
Problem: School did not provide the assistive technology that was determined as needed for the student to access his education.
Results: School was considered in violation of IDEA for not providing a FAPE
Miller Vs. Board Of Education of the Albuquerque Public Schools, 565 F.3d 1232, (10th Cir. 2009)

Case Law Continued

Case 5

Student: High School student who is moderately to profoundly deaf but uses assistive listening devices for amplification struggles to hear in class, misses much of what is said, often leaves school with a headache, makes good grades, and participates in school
School's Participation: Provided an FM system for assisted listening and other aids and met the student's need for a FAPE
Problem: Student was not provided effective communications under the ADA
Results: School was made to provide Communication Access Real-Time Translation or CART services for the student
***D.H. by Harrington v. Poway Unified Sch. Dist.,* 113 LRP 52143 (SD Cal 2013)**

Case 6

Student: Ninth grader with autism, a speech-language impairment, and former diagnosis of intellectual disability on an IEP transitioned from a middle school building to a high school building within the same school district. Student previously used an iPad to achieve educational goals
School's Participation: School indicated in the student's IEP the need for an iPad to achieve educational goals. School provided student with an iPad for educational purposes in middle school. When the transfer of the iPad did not occur in a timely manner from the middle school, student was provided a Kindle Fire to use at the high school
Problem: Technical difficulties, including licensing issues, delayed the transfer of the iPad to the student at the high school until March of the ninth grade year. Once the student received the iPad, the support teacher and one-on-one aide were not trained in using the iPad as assistive technology to support the student.
Results: School was considered in violation of IDEA for not providing a FAPE The district was ordered to contract with a private speech pathologist and/or an expert in iPad educational application technology to research, acquire, and teach the student, parent, teachers, and aide how to use appropriate educational applications to assist the student in a variety of ways and how these applications can be useful in supporting the IEP goals.
School District of Philadelphia, 114 LRP 37532 (Pennsylvania SEA 2014)

***Letter to Hutcheson,* 30 IDELR 708 (OSEP 1998)**
SEAs must ensure that school districts have in place policies and procedures to ensure that a free appropriate public education (FAPE) is made available to all children with disabilities residing in the State in mandatory age ranges. This responsibility includes ensuring the provision of assistive technology devices and services where such devices and services are necessary for a child to receive FAPE.

APPENDIX B

RESOURCES

CONSIDERATION

ASSESSMENT

CHOOSING SPECIFIC AT TO TRIAL

DATA COLLECTION

FUNDING

AT IN THE IEP

IMPLEMENTATION

TRANSITION

UDL

AT AND STATE STANDARDS

AEM AND AT

SECTION 504

Consideration Resources

Assistive Technology Consideration Checklist Created by the Georgia Project for Assistive Technology.	*http://atto.buffalo.edu/registered/ATBasics/ Foundation/ Assessment/GPATConsideration.pdf*
Assistive Technology Consideration Resource Guide Created by the Georgia Project for Assistive Technology. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions.	*http://www.gpat.org/Georgia-Project-for-Assistive-Technology/Pages/Considering-Assistive-Technology-for-Students-with-Disabilities.aspx*
Big East Educational Cooperative Assistive Technology Consideration Checklist This checklist is intended to be used by an Admissions and Release Committee (ARC) to determine whether or not a student may benefit from the use of assistive technology.	*http://www.ok.gov/abletech/documents/ BigEastconsideration%20guide.pdf*
Education Tech Points: A Framework for Assistive Technology 3rd Edition Created by Gayl Bowser and Penny Reed. This manual guides IEP teams in considering, assessing, implementing, and transitioning AT for students.	*http://www.educationtechpoints.org/*
SETT Scaffold for Consideration of AT Needs Created by Joy Zabala, Ed.D. This is one of several forms created to guide users through the process of considering, selecting and implementing assistive technology. The forms are intended to be examples and can be adapted and changed to meet the needs of the people who are using them as long as credits to the original source are maintained.	*http://www.joyzabala.com/Documents.html*
WATI Assistive Technology Consideration Guide This form is part of the full assessment manual titled, Assessing Students' Needs for Assistive Technology (ASNAT). The Assistive Technology Consideration Guide is located on pages 7-10.	*http://www.wati.org/?pageLoad=content/supports/free/ index.php*
Quality Indicators for Consideration of Assistive Technology Needs This is one of 8 quality indicators included in the resources available from The QIAT Consortium.	*http://www.qiat.org*

Assessment Resources

The SETT Framework — *http://www.joyzabala.com/Documents.html*

Created by Joy Zabala, Ed.D. The SETT Framework is a four part model intended to promote collaborative decision- making in all phases of assistive technology service design and delivery from consideration through implementation and evaluation of effectiveness.
See the "SETT Documents: SETT Framework Publications" for more information about the SETT Framework.

SETT Scaffold for Data Gathering — *http://www.joyzabala.com/Documents.html*

Created by Joy Zabala, Ed.D. This is one of several forms created to guide users through the process of considering, selecting and implementing assistive technology. The forms are intended to be examples and can be adapted and changed to meet the needs of the people who are using them as long as credits to the original source are maintained.

Education Tech Points: A Framework for Assistive Technology 3rd Edition — *http://www.educationtechpoints.org/*

Created by Gayl Bowser and Penny Reed. This manual guides teams through considering, assessing, implementing, and transitioning AT for students.

Communication Matrix — *www.communicationmatrix.org*

Communication assessment designed for individuals of all ages who function at the earliest stages of communication and who use any form of communication.

Maryland Match Up Tool — *http://marylandlearninglinks.org/939/resources_sub:detail/resource_id:18136/*

This tool enables users to match an individual's needs with features of specific assistive technology.

Tech Matrix — *techmatrix.org*

Allows users to search for and compare nearly 400 technology products as well as read related research articles on the theory and practice of using technology to improve student learning.

Assessment Resources Continued

WATI Assessing Student's Needs for Assistive Technology (ASNAT) 5th Edition This publication provides detailed information about the AT assessment process and forms that can be used to gather information about the student.	*http://www.wati.org/?pageLoad=content/supports/free/index.php*
How Do You Know It? How Can You Show It? This publication provides information and a 'thought process' teams can use to gather data and evaluate the effectiveness of assistive technology.	*http://www.wati.org/?pageLoad=content/supports/free/index.php*
Making It Work: Effective Implementation of Assistive Technology (2007) SET BC (Special Education Technology British Columbia). This resource package provides educators with a guide for implementing a variety of assistive technologies with students with special needs.	*http://www.setbc.org/setbc/topics/effective_implementation_of_assistive_technology.html*
Quality Indicators for Assessment of Assistive Technology Needs This is one of 8 quality indicators included in the resources available from ©The QIAT Consortium.	*http://www.qiat.org*
Georgia Project for Assistive Technology (GPAT) Protocols This resource includes fillable forms that can be used to determine the assistive technology needs of individual students.	*www.gpat.org*
Protocol for Accommodations in Reading (PAR) By Don Johnston. This resource helps determine reading accommodations for specific students by determining their individual needs.	*Donjohnston.com/par/*
Written Productivity Profile This resource helps define student needs in the area of writing and consists of three parts: handwriting/keyboarding, spelling, and writing.	*http://www.montgomeryschoolsmd.org/departments/hiat-tech/resources/wpp.aspx*
Pragmatics Profile of Everyday Communication Skills This resource enables professionals to build up a comprehensive picture of communicative skills in a variety of everyday situations	*http://soundingboard.earfoundation.org.uk/resources/?cat=6&sub_cat_id=23&page=124*

Choosing Specific AT to Trial Resources

AbleData An online resource which provides information about assistive technology products and rehabilitation equipment.	*http://www.abledata.com/*
AIM Center Located in the Oklahoma Library for the Blind and Physically Handicapped, the AIM Center assists Oklahoma students by providing textbooks and other instructional materials in Braille, large print, and other accessible formats.	*olbph.org/dir/AIM*
Oklahoma ABLE Tech Oklahoma's statewide Assistive Technology Act Program provides free, short-term loans of assistive technology.	*http://oec.okstate.edu/loan*
WATI AT Checklist This form is part of the full assessment manual titled, Assessing Students' Needs for Assistive Technology (ASNAT). The AT Checklist is located on pages 60-63.	*http://www.wati.org/?pageLoad=content/supports/free/index.php*
SETT Scaffold for Tool Selection Created by Joy Zabala, Ed.D. This is one of several forms created to guide users through the process of considering, selecting and implementing assistive technology. The forms are intended to be examples and can be adapted and changed to meet the needs of the people who are using them as long as credits to the original source are maintained.	*http://www.joyzabala.com/Documents.html*
Education Tech Points: A Framework for Assistive Technology 3rd Edition Created by Gayl Bowser and Penny Reed. This manual guides teams through considering, assessing, implementing, and transitioning AT for students.	*http://www.educationtechpoints.org/*

Data Collection Resources

SETT Scaffold for Implementation and Evaluation of Effectiveness Planning
Created by Joy Zabala, Ed.D. This is one of several forms created to guide users through the process of considering, selecting and implementing assistive technology. The forms are intended to be examples and can be adapted and changed to meet the needs of the people who are using them as long as credits to the original source are maintained.

http://www.joyzabala.com/Documents.html

WATI Assistive Technology Trial Use Guide
This publication includes guiding questions and planning tools that can be used to collect information during an assistive technology trial. It is included in the chapter 1 of the WATI ASNAT 5th Edition.

http://www.wati.org/?pageLoad=content/supports/free/index.php

AT Data Collection Tools
This is an online resource of examples of a variety of data collection tools that may be used during assistive technology trials and to evaluate the effectiveness of assistive technology implementation.

http://www.aiu3.net/Level3.aspx?id=3860

Funding Resources

OK Funding for AT A Guide to Solving the Funding Puzzle and Getting Assistive Technology in Oklahoma
This publication provides detailed information about the processes of how to fund assistive technology and a list of public and private funding sources.

http://www.ok.gov/abletech/Publications/OK_Funding_for_AT/

AT in the IEP Resources

Quality Indicators for Including Assistive Technology in the IEP
This is one of 8 quality indicators included in the resources available from ©The QIAT Consortium.

http://www.qiat.org

WATI Assessing Student's Needs for Assistive Technology (ASNAT 5th) Edition- Chapter 15: Documenting Assistive Technology into the IEP
Chapter 15 is part of the full assessment manual titled, Assessing Students' Needs for Assistive Technology (ASNAT).

http://www.wati.org/?pageLoad=content/supports/free/index.php

Implementation Resources

SETT Scaffold for Implementation and Evaluation of Effectiveness Planning
Created by Joy Zabala, Ed.D. This is one of several forms created to guide users through the process of considering, selecting and implementing assistive technology. The forms are intended to be examples and can be adapted and changed to meet the needs of the people who are using them as long as credits to the original source are maintained.

http://www.joyzabala.com/Documents.html

Quality Indicators for Assistive Technology Implementation AND Quality Indicators for Evaluation of the Effectiveness of Assistive Technology
These are two of 8 quality indicators included in the resources available from ©The QIAT Consortium.

http://www.qiat.org

Education Tech Points: A Framework for Assistive Technology 3rd Edition
Created by Gayl Bowser and Penny Reed. This manual guides teams through considering, assessing, implementing, and transitioning AT for students.

http://www.educationtechpoints.org/

Transition Resources

Oklahoma Assistive Technology for Infants and Toddlers with Disabilities Birth to Three
This document provides technical assistance guidelines for SoonerStart Early Intervention providers and parents of children receiving SoonerStart services.

http://www.ok.gov/abletech/SoonerStart_Collaboration/

Oklahoma State Department of Education – Special Education Services
Secondary Transition Handbook and web resources

http://ok.gov/sde/documents-forms

Education Tech Points: A Framework for Assistive Technology 3rd Edition
Created by Gayl Bowser and Penny Reed. This manual guides teams through considering, assessing, implementing, and transitioning AT for students.

http://www.educationtechpoints.org/

Universal Design for Learning Resources

Free Technology Toolkit for UDL in ALL Classrooms
This online resource provides links to free UDL resources.
http://udltechtoolkit.wikispaces.com/

CAST
A nonprofit leader in education, CAST works to improve opportunities and outcomes for all individuals through Universal Design for Learning. Explore this website to find out more about CAST.
http://www.cast.org/index.html

Oklahoma State Department of Education – Special Education Services
Universal Design Resources include tools and activities, videos, fact sheets, and a parent guide.
http://ok.gov/sde/universal-design-resources

Universal Design for Learning and Assistive Technology
This online resource provides a definition of UDL and additional resources.
http://ectacenter.org/topics/atech/udl.asp

AT and State Standards Resources

Oklahoma Academic Standards
The Oklahoma State Department of Education website for Oklahoma's Academic Standards.
http://ok.gov/sde/oklahoma-academic-standards

Accessible Educational Materials (AEM) and AT Resources

Oklahoma ABLE Tech
Provides assistance to Oklahoma elementary and secondary schools in providing assessable instructional materials (AIM) for students with print disabilities.

http://www.ok.gov/abletech/Programs_for_Children_and_Youth/Assistive_Technology_&_Information_Services_Program/

AIM Center
Located in the Oklahoma Library for the Blind and Physically Handicapped, the AIM Center assists Oklahoma students by providing textbooks and other instructional materials in Braille, large print, and other accessible formats.

olbph.org/dir/AIM

Liberty Braille
Provides K-12 textbooks in both literary and Nemeth (mathematic) braille code with high quality tactile graphics. We also offer cost effective digital text delivery systems using the iPad for both low vision and blind students.

http://libertybraille.com/

Technical Assistance Document
Oklahoma Procedures for Providing Accessible Instructional Materials (AIM): The Oklahoma State Department of Education, Special Education Services guidelines for providing AIM in Oklahoma Public Schools.

http://www.ok.gov/abletech/Resources/Children_&_Youth/index.html

National Center on Accessible Instructional Materials
This online resource provides information and resources about AIM.

http://aim.cast.org/

The PALM Initiative
This initiative provides guidelines for assisting states and publishers to promote best practice in the design of learning materials for all students.

http://aim.cast.org/learn/practice/palm

Section 504 Resources

Office for Civil Rights
The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.

http://www2.ed.gov/policy/rights/guid/ocr/disability.html

APPENDIX C

(Printables)

QIAT RESOURCES

CONSIDERATION AND ASSESSMENT RESOURCES

AT IMPLEMENTATION PROCEDURES AND PLAN

PURCHASE/SALE AGREEMENT FORM

SAMPLE DEPRECIATION SPREADSHEETS

QIAT RESOURCES

- SELF-EVALUATION MATRICES

Introduction to the QIAT Self-Evaluation Matrices

The Quality Indicators in Assistive Technology (QIAT) Self-Evaluation Matrices were developed in response to formative evaluation data indicating a need for a model that could assist in the application of the Quality Indicators for Assistive Technology Services in Schools (Zabala, et. al, 2000). The QIAT Matrices are based on the idea that change does not happen immediately, but rather, moves toward the ideal in a series of steps that take place over time. The QIAT Matrices use the Innovation Configuration Matrix (ICM) developed by Hall and Hord (1985) as a structural model. The ICM provides descriptive steps ranging from the unacceptable to the ideal that can be used as benchmarks to determine the current status of practice related to a specific goal or objective and guide continuous improvement toward the ideal. It enables users to determine areas of strength that can be built upon as well as areas of challenge in need of improvement.

When the QIAT Matrices are used to guide a collaborative self-assessment conducted by a diverse group of stakeholders within an agency, the information gained can be used to plan for changes that lead to improvement throughout the organization in manageable and attainable steps. The QIAT Matrices can also be used to evaluate the level to which expected or planned-for changes have taken place by periodically analyzing changes in service delivery over time.

When completed by an individual or team, the results of the self-assessment can be used to measure areas of strength and plan for needed professional development, training, or support needed by the individual or team. When the QIAT Matrices are used by an individual or team, however, it is important to realize that the results can only reasonably reflect perceptions of the services in which that individual or team is involved and may not reflect the typical services within the organization. Since a primary goal of QIAT is to increase the quality and consistency of assistive technology (AT) services to all students throughout the organization, the perception that an individual or small group is working at the level of best practices may still indicate a need to increase the quality and consistency of services throughout the organization.

The descriptive steps included in the QIAT Matrices are meant to provide illustrative examples and may not be specifically appropriate, as written, for all environments. People using the QIAT Matrices may wish to revise the descriptive steps to align them more closely for specific environments. However, when doing this, care must be taken that the revised steps do not compromise the intent of the quality indictor to which they apply.

The QIAT Matrices document is a companion document to the list of Quality Indicators and Intent Statements. The original six indicator areas were validated by research in 2004 and revisions were made in 2005. For more information, please refer to the indicators and intent statements on the QIAT Web site at http://www.qiat.org. Before an item in the QIAT Matrices is discussed and rated, groups must read the entire item in the list of Quality Indicators and Intent Statements so that the intent of the item is clear.

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References

Hall, G. E. and Hord, S. M. (1987) *Change in Schools: Facilitating the Process.* Ithaca: State University of New York Press

QIAT Consortium. (2005). Quality indicators for assistive technology services. Retrieved August 5, 2009 from http://www.qiat.org.

Zabala, J. S., Bowser, G., Blunt, M., Carl, D. F., Davis, S., Deterding, C., Foss, T., Korsten, J., Hamman, T., Hartsell, K., Marfilius, S. W., McCloskey-Dale, S., Nettleton, S. D., & Reed, P. (2000). Quality indicators for assistive technology services. *Journal of Special Education Technology, 15* (4), 25-36.

Zabala, J.S., & Carl, D.F. (2005). Quality indicators for assistive technology services in schools. In D.L. Edyburn, K. Higgins, & R. Boone (Eds.), *The handbook of special education technology research and practice* (pp. 179-207). Whitefish Bay, WI: Knowledge by Design, Inc.

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Quality Indicators for Consideration of Assistive Technology Needs

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. Assistive technology (AT) devices and services are considered for all students with disabilities regardless of type or severity of disability.	**1** AT is not considered for students with disabilities.	**2** AT is considered only for students with severe disabilities or students in specific disability categories.	**3** AT is considered for all students with disabilities but the consideration is inconsistently based on the unique educational needs of the student.	**4** AT is considered for all students with disabilities and the consideration is generally based on the unique educational needs of the student.	**5** AT is considered for all students with disabilities and the consideration is consistently based on the unique educational needs of the student.
2. During the development of the individualized educational program (IEP), every IEP team consistently uses a collaborative decision-making process that supports systematic consideration of each student's possible need for AT devices and services.	**1** No process is established for IEP teams to use to make AT decisions.	**2** A process is established for IEP teams to use to make AT decisions but it is not collaborative.	**3** A collaborative process is established but not generally used by IEP teams to make AT decisions.	**4** A collaborative process is established and generally used by IEP teams to make AT decisions.	**5** A collaborative process is established and consistently used by IEP teams to make AT decisions.
3. IEP team members have the collective knowledge and skills needed to make informed AT decisions and seek assistance when needed.	**1** The team does not have the knowledge or skills needed to make informed AT decisions. The team does not seek help when needed.	**2** Individual team members have some of the knowledge and skills needed to make informed AT decisions. The team does not seek help when needed.	**3** Team members sometimes combine knowledge and skills to make informed AT decisions. The team does not always seek help when needed.	**4** Team members generally combine their knowledge and skills to make informed AT decisions. The team seeks help when needed.	**5** The team consistently uses collective knowledge and skills to make informed AT decisions. The team seeks help when needed.

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4. Decisions regarding the need for AT devices and services are based on the student's IEP goals and objectives, access to curricular and extracurricular activities, and progress in the general education curriculum.	**1** Decisions about a student's need for AT are not connected to IEP goals or the general curriculum.	**2** Decisions about a student's need for AT are based on either access to the curriculum/IEP goals or the general curriculum, not both.	**3** Decisions about a student's need for AT sometimes are based on both the student's IEP goals and general education curricular tasks.	**4** Decisions about a student's need for AT generally are based on both the student's IEP goals and general education curricular tasks.	**5** Decisions about a student's need for AT consistently are based on both the student's IEP goals and general education curricular tasks.
5. The IEP team gathers and analyzes data about the student, customary environments, educational goals, and tasks when considering a student's need for AT devices and services.	**1** The IEP team does not gather and analyze data to consider a student's need for AT devices and services.	**2** The IEP team gathers and analyzes data about the student, customary environments, educational goals or tasks, not all, when considering a student's need for AT devices and services.	**3** The IEP team sometimes gathers and analyzes data about the student, customary environments, educational goals and tasks when considering a student's need for AT devices and services.	**4** The IEP team generally gathers and analyzes data about the student, customary environments, educational goals and tasks when considering a student's need for AT devices and services.	**5** The IEP team consistently gathers and analyzes data about the student, customary environments, educational goals and tasks when considering a student's need for AT devices and services.
6. When AT is needed, the IEP team explores a range of AT devices, services, and other supports that address identified needs.	**1** The IEP team does not explore a range of AT devices, services, and other supports to address identified needs.	**2** The IEP team considers a limited set of AT devices, services, and other supports.	**3** The IEP team sometimes explores a range of AT devices, services, and other supports.	**4** The IEP team generally explores a range of AT devices, services, and other supports.	**5** The IEP team always explores a range of AT devices, services, and other supports to address identified needs.
7. The AT consideration process and results are documented in the IEP and include a rationale for the decision and supporting evidence.	**1** The consideration process and results are not documented in the IEP.	**2** The consideration process and results are documented in the IEP but do not include a rationale for the decision and supporting evidence.	**3** The consideration process and results are documented in the IEP and sometimes include a rationale for the decision and supporting evidence.	**4** The consideration process and results are documented in the IEP and generally include a rationale for the decision and supporting evidence.	**5** The consideration process and results are documented in the IEP and consistently include a rationale for the decision and supporting evidence.

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Quality Indicators for Assessment of Assistive Technology Needs

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. Procedures for all aspects of AT assessment are clearly defined and consistently applied.	**1** No procedures are defined.	**2** Some assessment procedures are defined, but not generally used.	**3** Procedures are defined and used only by specialized personnel.	**4** Procedures are clearly defined and generally used in both special and general education.	**5** Clearly defined procedures are used by everyone involved in the assessment process.
2. AT assessments are conducted by a team with the collective knowledge and skills needed to determine possible AT solutions that address the needs and abilities of the student, demands of the customary environments, educational goals, and related activities.	**1** A designated individual with no prior knowledge of the student's needs or technology conducts assessments.	**2** A designated person or group of individuals who have knowledge of technology, but not of the student's needs, environments, or tasks conducts assessments.	**3** A designated team with knowledge of AT conducts assessments with limited input from individuals who have knowledge of the student's needs, environments, and tasks.	**4** A team whose members have direct knowledge of the student's needs, environments, tasks, and knowledge of AT generally conducts assessments.	**5** Flexible teams formed on the basis of knowledge of of the individual student's needs, environments, tasks, and expertise in AT consistently conduct assessments.
3. All AT assessments include a functional assessment in the student's customary environments, such as the classroom, lunchroom, playground, home, community setting, or work place.	**1** No component of the AT assessment is conducted in any of the student's customary environments.	**2** No component of the AT assessment is conducted in any of the customary environments, however, data about the customary environments are sought.	**3** Functional components of AT assessments are sometimes conducted in the student's customary environments.	**4** Functional components of AT assessments are generally conducted in the student's customary environments.	**5** Functional components of AT assessments are consistently conducted in the student's customary environments.

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4. AT assessments, including needed trials, are completed within reasonable timelines.	**1** AT assessments are not completed within agency timelines.	**2** AT assessments are frequently out of compliance with timelines.	**3** AT assessments are completed within a reasonable timeline and may or may not include initial trials.	**4** AT assessments are completed within a reasonable timeline and include at least initial trials.	**5** AT assessments are conducted in a timely manner and include a plan for ongoing assessment and trials in customary environments.
5. Recommendations from AT assessments are based on data about the student, environments and tasks.	**1** Recommendations are not data based.	**2** Recommendations are based on incomplete data from limited sources.	**3** Recommendations are sometimes based on data about student performance on typical tasks in customary environments.	**4** Recommendations are generally based on data about student performance on typical tasks in customary environments.	**5** Recommendations are consistently based on data about student performance on typical tasks in customary environments.
6. The assessment provides the IEP team with clearly documented recommendations that guide decisions about the selection, acquisition, and use of AT devices and services.	**1** Recommendations are not documented.	**2** Documented recommendations include only devices. Recommendations about services are not documented.	**3** Documented recommendations may or may not include sufficient information about devices and services to guide decision-making and program development.	**4** Documented recommendations generally include sufficient information about devices and services to guide decision-making and program development.	**5** Documented recommendations consistently include sufficient information about devices and services to guide decision-making and program development.
7. AT needs are reassessed any time changes in the student, the environments and/or the tasks result in the student's needs not being met with current devices and/or services.	**1** AT needs are not reassessed.	**2** AT needs are only reassessed when requested. Reassessment is done formally and no ongoing AT assessment takes place. .	**3** AT needs are reassessed on an annual basis or upon request. Reassessment may include some ongoing and formal assessment strategies.	**4** AT use is frequently monitored. AT needs are generally reassessed if current tools and strategies are ineffective. Reassessment generally includes ongoing assessment strategies and includes formal assessment, if indicated.	**5** AT use is frequently monitored. AT needs are generally reassessed if current tools and strategies are ineffective. Reassessment generally includes ongoing assessment strategies and includes formal assessment, if indicated. .

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Quality Indicators for Including Assistive Technology in the IEP

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. The education agency has guidelines for documenting AT needs in the IEP and requires their consistent application.	**1** The agency does not have guidelines for documenting AT in the IEP.	**2** The agency has guidelines for documenting AT in the IEP but team members are not aware of them.	**3** The agency has guidelines for documenting AT in the IEP and members of some teams are aware of them.	**4** The agency has guidelines for documenting AT in the IEP and members of most teams are aware of them.	**5** The agency has guidelines for documenting AT in the IEP and members of all teams are aware of them.
2. All services that the IEP team determines are needed to support the selection, acquisition, and use of AT devices are designated in the IEP.	**1** AT devices and services are not documented in the IEP.	**2** Some AT devices and services are minimally documented. Documentation does not include sufficient information to support effective implementation.	**3** Required AT devices and services are documented. Documentation sometimes includes sufficient information to support effective implementation.	**4** Required AT devices and services are documented. Documentation generally includes sufficient information to support effective implementation.	**5** Required AT devices and services are documented. Documentation consistently includes sufficient information to support effective implementation.
3. 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.	**1** AT use is not linked to IEP goals and objectives or participation and progress in the general curriculum. .	**2** AT use is sometimes linked to IEP goals and objectives but not linked to the general curriculum. .	**3** AT use is linked to IEP goals and objectives and sometimes linked to the general curriculum.	**4** AT is linked to IEP goals and objectives and is generally linked to the general curriculum.	**5** AT is linked to the IEP goals and objectives and is consistently linked to the general curriculum.

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4. IEP content regarding AT use is written in language that describes how AT contributes to achievement of measurable and observable outcomes.	**1** The IEP does not describe outcomes to be achieved through AT use.	**2** The IEP describes outcomes to be achieved through AT use, but they are not measurable.	**3** The IEP describes outcomes to be achieved through AT use, but only some are measurable.	**4** The IEP generally describes observable, measurable outcomes to be achieved through AT use.	**5** The IEP consistently describes observable, measurable outcomes to be achieved through AT use.
5. AT 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.	**1** Devices and services needed to support AT use are not documented.	**2** Some devices and services are documented but they do not adequately support AT use.	**3** Devices and services are documented and are sometime adequate to support AT use.	**4** Devices and services are documented and are generally adequate to support AT use.	**5** Devices and services are documented and are consistently adequate to support AT use.

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Quality Indicators for Assistive Technology Implementation

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. AT implementation proceeds according to a collaboratively developed plan.	**1** There is no implementation plan.	**2** Individual team members may develop AT implementation plans independently.	**3** Some team members collaborate in the development of an AT implementation plan.	**4** Most team members collaborate in the development of AT implementation plan.	**5** All team members collaborate in the development of a comprehensive AT implementation plan.
2. AT is integrated into the curriculum and daily activities of the student across environments.	**1** AT included in the IEP is rarely used.	**2** AT is used in isolation with no links to the student's curriculum and/or daily activities.	**3** AT is sometimes integrated into the student's curriculum and daily activities.	**4** AT is generally integrated into the student's curriculum and daily activities.	**5** AT is fully integrated into the student's curriculum and daily activities.
3. Persons supporting the student across all environments in which the AT is expected to be used share responsibility for implementation of the plan.	**1** Responsibility for implementation is not accepted by any team member. .	**2** Responsibility for implementation is assigned to one team member.	**3** Responsibility for implementation is shared by some team members in some environments.	**4** Responsibility for implementation is generally shared by most team members in most environments.	**5** Responsibility for implementation is consistently shared among team members across all environments.
4. Persons supporting the student provide opportunities for the student to use a variety of strategies–including AT–and to learn which strategies are most effective for particular circumstances and tasks.	**1** No strategies are provided to support the accomplishment of tasks.	**2** Only one strategy is provided to support the accomplishment of tasks.	**3** Multiple strategies are provided. Students are sometimes encouraged to select and use the most appropriate strategy for each task.	**4** Multiple strategies are provided. Students are generally encouraged to select and use the most appropriate strategy for each task.	**5** Multiple strategies are provided. Students are consistently encouraged to select and use the most appropriate strategy for each task.

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5. Learning opportunities for the student, family and staff is an integral part of implementation.	**1** AT needs for learning opportunities have not been determined.	**2** AT learning opportunities needs are initially identified for student, family, and staff, but no training has been provided.	**3** Initial AT learning opportunities are sometimes provided to student, family, and staff.	**4** Initial and follow-up AT learning opportunities are generally provided to student, family, and staff	**5** Ongoing AT learning opportunities are provided to student, family, and staff as needed, based on changing needs.
6. AT implementation is initially based on assessment data and is adjusted based on performance data.	**1** AT implementation is based on equipment availability and limited knowledge of team members, not on student data.	**2** AT implementation is loosely based on initial assessment data and rarely adjusted.	**3** AT implementation is based on initial assessment data and is sometimes adjusted as needed based on student progress.	**4** AT implementation is based on initial assessment data and is generally adjusted as needed based on student progress.	**5** AT implementation is based on initial assessment data and is consistently adjusted as needed based on student progress.
7. AT implementation includes management and maintenance of equipment and materials.	**1** Equipment and materials are not managed or maintained. Students rarely have access to the equipment and materials they require.	**2** Equipment and materials are managed and maintained on a crisis basis. Students frequently do not have access to the equipment and materials they require.	**3** Equipment and materials are managed and maintained so that students sometimes have access to the equipment and materials they require.	**4** Equipment and materials are managed and maintained so that students generally have access to the equipment and materials they require.	**5** Equipment and materials are effectively managed and maintained so that students consistently have access to the equipment and materials they require.

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Quality Indicators for Evaluation of the Effectiveness of Assistive Technology

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. Team members share clearly defined responsibilities to ensure that data are collected, evaluated, and interpreted by capable and credible team members.	**1** Responsibilities for data collection, evaluation, or interpretation are not defined.	**2** Responsibilities for data collection, evaluation, or interpretation of data are assigned to one team member.	**3** Responsibilities for collection, evaluation and interpretation of data are shared by some team members.	**4** Responsibilities for collection, evaluation and interpretation of data are shared by most team members.	**5** Responsibilities for collection, evaluation and interpretation of data are consistently shared by team members.
2. Data are collected on specific student achievement that has been identified by the team and is related to one or more goals.	**1** Team neither identifies specific changes in student behaviors expected from AT use nor collects data.	**2** Team identifies student behaviors and collects data, but the behaviors are either not specific or not related to IEP goal(s).	**3** Team identifies specific student behaviors related to IEP goals, but inconsistently collects data.	**4** Team identifies specific student behaviors related to IEP goals, and generally collects data.	**5** Team identifies specific student behaviors related to IEP goals, and consistently collects data on changes in those behaviors.
3. Evaluation of effectiveness includes the quantitative and qualitative measurement of changes in the student's performance and achievement.	**1** Effectiveness is not evaluated.	**2** Evaluation of effectiveness is based on something other than student performance, such as changes in staff behavior and/or environmental factors.	**3** Evaluation of effectiveness is based on subjective information about student performance.	**4** Evaluation of effectiveness is generally based on objective information about student performance from a few data sources. .	**5** Evaluation of effectiveness is consistently based on objective information about student performance obtained from a variety of data sources.

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4. Effectiveness is evaluated <u>across environments</u> including during naturally occurring opportunities as well as structured activities.	**1** Effectiveness is not evaluated in any environment. .	**2** Effectiveness is evaluated only during structured opportunities in controlled environments (e.g. massed trials data).	**3** Effectiveness is evaluated during structured activities across environments and a few naturally occurring opportunities.	**4** Effectiveness is generally evaluated during naturally occurring opportunities and structured activities in multiple environments.	**5** Effectiveness is consistently evaluated during naturally occurring opportunities and structured activities in multiple environments.
5. Data are collected to provide teams with a means for <u>analyzing student achievement and identifying supports and barriers</u> that influence AT use to determine what changes, if any, are needed.	**1** No data are collected or analyzed.	**2** Data are collected but are not analyzed.	**3** Data are superficially analyzed. .	**4** Data are sufficiently analyzed most of the time.	**5** Data are sufficiently analyzed all of the time.
6. <u>Changes are made</u> in the student's AT services and educational program when evaluation data indicate that such changes are needed to improve student achievement.	**1** Program changes are never made.	**2** Program changes are made in the absence of data.	**3** Program changes are loosely linked to student performance data.	**4** Program changes are generally linked to student performance data.	**5** Program changes are consistently linked to student performance data.
7. Evaluation of effectiveness is a dynamic, responsive, <u>ongoing process</u> that is reviewed periodically.	**1** No process is used to evaluate effectiveness.	**2** Evaluation of effectiveness only takes place annually, but the team does not make program changes based on data.	**3** Evaluation of effectiveness only takes place annually and the team uses the data to make annual program changes.	**4** Evaluation of effectiveness takes place on an on-going basis and team generally uses the data to make program changes.	**5** Evaluation of effectiveness takes place on an on-going basis and the team consistently uses the data to make program changes.

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Quality Indicators for Assistive Technology Transition

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. Transition plans address the AT needs of the student, including roles and training needs of team members, subsequent steps in AT use, and follow-up after transition takes place.	**1** Transition plans do not address AT needs.	**2** Transition plans rarely address AT needs, critical roles, steps or follow-up.	**3** Transition plans sometimes address AT needs but may not include critical roles, steps or follow-up.	**4** Transition plans always address AT needs and usually include critical roles, steps or follow-up.	**5** Transition plans consistently address AT needs and all team members are involved and knowledgeable about critical roles, steps and follow-up.
2. Transition planning empowers the student using AT to participate in the transition planning at a level appropriate to age and ability.	**1** Student is not present.	**2** Student may be present but does not participate or input is ignored.	**3** Student sometimes participates and some student input is considered.	**4** Student participates and student input is generally reflected in the transition plan.	**5** Student is a full participant and student input is consistently reflected in the transition plan.
3. Advocacy related to AT use is recognized as critical and planned for by the teams involved in transition.	**1** No one advocates for AT use or the development of student's self-determination skills.	**2** Advocacy rarely occurs for AT use or the development of student self-determination skills.	**3** Advocacy sometimes occurs for AT use and the development of student self-determination skills.	**4** Advocacy usually occurs for AT use and the development of student self-determination skills.	**5** Advocacy consistently occurs for AT use and the development of student self-determination skills.
4. AT requirements in the receiving environment are identified during the transition planning process.	**1** AT requirements in the receiving environment are not identified.	**2** AT requirements in the receiving environment are rarely identified	**3** AT requirements in the receiving environment are identified, some participants are involved and some requirements are addressed.	**4** AT requirements in the receiving environment are identified, most participants are involved and most requirements are addressed.	**5** AT requirements in the receiving environment are consistently identified by all participants.

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5. Transition planning for students using AT proceeds according to an individualized timeline.	**1** Individualized timelines are not developed to support transition planning for students using AT.	**2** Individualized timelines are developed, but do not support transition planning for students using AT.	**3** Individualized timelines are sometimes developed and support transition planning for students using AT.	**4** Individualized timelines are generally developed and support transition planning for students using AT.	**5** Individualized timelines are consistently developed and support transition planning for students using AT.
6. Transition plans address specific equipment, training and funding issues such as transfer or acquisition of AT, manuals and support documents.	**1** The plans do not address AT equipment, training and funding issues.	**2** The plans rarely address AT equipment, training and/or funding issues.	**3** The plans sometimes address AT equipment, training or funding issues.	**4** The plans usually address AT equipment, training and funding issues. .	**5** The plans consistently address AT equipment, training and funding issues.

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Quality Indicators for Administrative Support of Assistive Technology

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. The education agency has written procedural guidelines that ensure equitable access to AT devices and services for students with disabilities, if required for a free appropriate public education (FAPE).	**1** No written procedural guidelines are in place.	**2** Written procedural guidelines for few components of AT service delivery are in place. (i.e. assessment or consideration)	**3** Written procedural guidelines that address several components of AT service delivery are in place.	**4** Written procedural guidelines that address most components of AT service delivery are in place.	**5** Comprehensive written procedural guidelines that address all components of AT service delivery are in place.
2. The education agency broadly disseminates clearly defined procedures for accessing and providing AT services and supports the implementation of those guidelines.	**1** No procedures disseminated and no plan to disseminate.	**2** A plan for dissemination exists, but has not been implemented.	**3** Procedures are disseminated to a few staff who work directly with AT.	**4** Procedures are disseminated to most agency personnel and generally used.	**5** Procedures are disseminated to all agency personnel and consistently used.
3. The education agency includes appropriate AT responsibilities in written descriptions of job requirements for each position in which activities impact AT services.	**1** No job requirements relating to AT are written.	**2** Job requirements related to AT are written only for a few specific personnel who provide AT services.	**3** Job requirements related to AT are written for most personnel who provide AT services but are not clearly aligned to job responsibilities.	**4** Job requirements related to AT are written for most personnel who provide AT services and are generally aligned to job responsibilities.	**5** Job requirements related to AT are written for all personnel who provide AT services and are clearly aligned to job responsibilities.

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4. The education agency employs personnel with the competencies needed to support quality AT services within their primary areas of responsibility at all levels of the organization.	**1** AT competencies are not considered in hiring, assigning or evaluating personnel.	**2** AT competencies are recognized as an added value in an employee but are not sought.	**3** AT competencies are recognized and sought for specific personnel. .	**4** AT competencies are generally valued and used in hiring, assigning and evaluating personnel.	**5** AT competencies are consistently valued and used in hiring, assigning and evaluating personnel.
5. The education agency includes AT in the technology planning and budgeting process.	**1** There is no planning and budgeting process for AT.	**2** AT planning and budgeting is a special education function that is not included in the agency-wide technology planning and budgeting process.	**3** AT is sometimes included in the agency-wide technology planning and budgeting process, but is inadequate to meet AT needs throughout the agency.	**4** AT is generally included in agency-wide technology planning and budgeting process in a way that meets most AT needs throughout the agency.	**5** AT is included in the agency-wide technology planning and budgeting process in a way that meets AT needs throughout the agency.
6. The education agency provides access to ongoing learning opportunities about AT for staff, family, and students.	**1** No learning opportunities related to AT are provided.	**2** Learning opportunities related to AT are provided on a crisis-basis only. Learning opportunities may not be available to all who need them.	**3** Learning opportunities related to AT are provided to some individuals on a pre-defined schedule.	**4** Learning opportunities related to AT are provided on a pre-defined schedule to most individuals with some follow-up opportunities.	**5** Learning opportunities related to AT are provided on an ongoing basis to address the changing needs of students with disabilities, their families and the staff who serve them.
7. The education agency uses a systematic process to evaluate all components of the agency-wide AT program.	**1** The agency-wide AT program is not evaluated.	**2** Varying procedures are used to evaluate some components of the agency-wide AT program.	**3** A systematic procedure is inconsistently used to evaluate a few components of the agency-wide AT program.	**4** A systematic procedure is generally used to evaluate most components of the agency-wide AT program.	**5** A systematic procedure is consistently used throughout the agency to evaluate all components of the agency-wide AT program.

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Quality Indicators for Professional Development and Training in Assistive Technology

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. Comprehensive AT professional development and training <u>support the understanding that AT devices and services enable students to accomplish IEP goals and objectives and make progress in the general curriculum.</u>	**1** There is no professional development and training in the use of AT.	**2** Professional development and training only addresses technical aspects of AT tools and/or is not related to use for academic achievement.	**3** Some professional development and training includes strategies for use of AT devices and services to facilitate academic achievement.	**4** Most professional development and training includes strategies for use of AT devices and services to facilitate academic achievement.	**5** All professional development and training includes strategies for use of AT devices and services to facilitate academic achievement.
2. The education agency has an AT professional development and training plan that <u>identifies the audiences, the purposes, the activities, the expected results, evaluation measures and funding</u> for AT professional development and training.	**1** There is no plan for AT professional development and training.	**2** The plan includes unrelated activities done on a sporadic basis for a limited audience.	**3** The plan includes some elements (e.g. variety of activities, purpose, levels) for some audiences.	**4** The plan includes most elements of a comprehensive plan, for most audiences.	**5** The comprehensive AT professional development plan encompasses all elements, audiences, and levels.
3. The comprehensive AT professional development and training <u>content addresses all aspects of the selection, acquisition and use</u> of AT.	**1** There is no professional development and training on related to selection, acquisition, and use of AT.	**2** Professional development and training addresses few aspects of selection, acquisition, and use of AT.	**3** Professional development and training addresses some aspects of selection, acquisition, and use of AT.	**4** Professional development and training addresses most aspects of selection, acquisition, and use of AT.	**5** Professional development and training addresses all aspects of selection, acquisition, and use of AT.

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4. AT professional development and training address and are aligned with other local, state and national professional development initiatives.	**1** Professional development and training does not consider other initiatives.	**2** Professional development and training rarely aligns with other initiatives.	**3** Professional development and training sometimes aligns with other initiatives. .	**4** Professional development and training generally aligns with other initiatives.	**5** Professional development and training consistently aligns with other initiatives as appropriate.
5. AT professional development and training include ongoing learning opportunities that utilize local, regional, and/or national resources.	**1** There are no professional development and training opportunities.	**2** Professional development and training occurs infrequently.	**3** Professional development and training is sometimes provided.	**4** Professional development and training is generally provided.	**5** Professional development and training opportunities are provided on a comprehensive, repetitive and continuous schedule utilizing appropriate local, regional and national resources.
6. Professional development and training in AT follow research-based models for adult learning that include multiple formats and are delivered at multiple skill levels.	**1** Professional development and training never considers adult learning.	**2** Professional development and training rarely considers models for adult learning strategies.	**3** Professional development and training sometimes considers research-based adult learning strategies. .	**4** Professional development and training generally considers research-based adult learning strategies. .	**5** Professional development and training consistently considers research-based adult learning strategies.
7. The effectiveness of AT professional development and training is evaluated by measuring changes in practice that result in improved student performance.	**1** Changes in practice are not measured.	**2** Changes in practice are rarely measured.	**3** Changes in practice are measured using a variety of measures but may not be related to student performance.	**4** Changes in practice are usually measured using a variety of reliable measures linked to improved student performance.	**5** Changes in practice are consistently measured using a variety of reliable measures linked to improved student performance.

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Consideration and Assessment Resources

- SETT Scaffold for Consideration of AT Needs
- SETT Scaffold for Data Gathering
- SETT Scaffold for Tool Selection
- SETT Scaffold for Implementation and Evaluation of Effectiveness Planning

SETT SCAFFOLD FOR GATHERING DATA–ANNOTATED
Collaboratively Gather and Analyze Information from a Variety of Sources

Student: _____ **Date:** _____ **Perspective:** _____

EXAMINING CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	**ENVIRONMENTS**	**TASKS**
INFORMATION RELATED SPECIFICALLY TO THE STUDENT, INCLUDING SPECIFIC AREAS OF CONCERN, SPECIAL NEEDS, CURRENT ACHIEVEMENT, INTERESTS, GOALS, ETC.	INFORMATION RELATED TO ANYONE WHO IS AROUND THE STUDENT OR ANYTHING THAT IS PROVIDED TO THE STUDENT.	INFORMATION SPECIFICALLY RELATED TO THE DETAILS OF THE TASKS THAT ARE CURRENTLY REQUIRED OF THE STUDENT OR WILL BE REQUIRED IN THE NEAR FUTURE.
ƒ Build shared knowledge about the student that can be used to identify need for tools, guide decisions about tools, and assist in planning implementation and evaluation of effectiveness. ƒ Determine what still needs to be known and how it can be found out. ƒ Add additional information as it becomes available through evaluation, implementation, or discussion	ƒ Build shared knowledge about the environments in which the student is, or can be, expected to learn and grow. This information can be used to identify need for environmental supports and training, and assist in planning implementation and evaluation of effectiveness. ƒ Determine what still needs to be known and how it can be found out. ƒ Add additional information as it becomes available through evaluation, implementation or discussion	ƒ Build shared knowledge about the tasks that the student needs to do or learn to do that are currently difficult or impossible for the student to do at the expected level of independence. ƒ This information can be used to identifying the type of tools needed, but will also play a critical role in planning implementation and evaluation of effectiveness. ƒ Determine what still needs to be known and how it can be found out. ƒ Add additional information as it becomes available through evaluation, implementation, discussion. ƒ

ƒ **CIRCLE FUNCTIONAL AREA(S) OF CONCERN**
ƒ **UNDERLINE BARRIERS TO STUDENT PROGRESS**
ƒ **STAR SUPPORTS FOR STUDENT PROGRESS**

SETT SCAFFOLD FOR GATHERING DATA
Collaboratively Gather and Analyze Information from a Variety of Sources
(use as many sheets as necessary to build shared knowledge)

Student: _____ **Date:** _____ **Perspective:** _____

DESCRIBE CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	**ENVIRONMENTS**	**TASKS**

ƒ **CIRCLE FUNCTIONAL AREA(S) OF CONCERN**
ƒ **UNDERLINE BARRIERS TO STUDENT PROGRESS**
ƒ **STAR SUPPORTS FOR STUDENT PROGRESS**

SETT SCAFFOLD FOR TOOL SELECTTION – PART 1 - IDENTIFYING TOOLS

Develop Descriptors of an Assistive Technology Tool System that Addresses Needs and Identify Possible Tools

STUDENT: _____ AREA OF ESTABLISHED NEED (See SETT: Part I): _____

STEP 1: Based on S-E-T data, enter descriptors or functions needed by the student across the shaded top row - 1 descriptor per column
STEP 2: Enter promising tools in the shaded left column - 1 tool per row
STEP 3: For each tool, note matches with descriptors and functions to help guide discussion of devices and services
USE ADDITIONAL SHEETS IF NECESSARY

Descriptors / **Tools**									

SETT SCAFFOLD FOR TOOL SELECTION – PART 2 - PRIORITIZING TOOLS

Establish Availability and Training Needs for Promising Tools that Match Student Needs

SHORT LIST OF TOOLS	TOOL AVAILABILITY			SERVICES (training, planning, coordination, etc) REQUIRED FOR EFFECTIVE USE		
JUSTIFY CHOICES WITH SETT DATA AND DESCRIPTOR MATCH	S	P	A	STUDENT	STAFF	FAMILY

KEY: **S= Systemically available tools - Currently available to ALL students served by this system**
P= Programmatically available through special education services or other services for which this student is qualified
A= Additional tools that need to be acquired for this student.

Activity-Based Implementation and Evaluation Plan Summary
(Used as SETT Scaffold for Implementation and Evaluation Planning)

Student's Name: _____ Date: _____

Planning/Implementation Team Members: _____

_____

Area(s) of concern targeted for change: _____

STEPS	QUESTIONS	PLANS
1	Describe important, frequently occurring activities that provide embedded opportunities for the student to develop and use priority skills. *Include when, where, and with whom they take place.*	
2	Identify existing barriers that make the performance of the skills or participation in these activities difficult or impossible for the student.	
3	Identify assistive technology tools to be used (or tried) to remove barriers to performance and enhance the student's ability to develop targeted skills within the activities. *Provide viable options for performance.*	
4	Determine additional strategies, accommodations, or modifications which will be used to encourage the student's participation in the activity to be more active and powerful.	
5	Determine when and how tools and strategies will be used within the activity. *Under what conditions? When what happens?*	
6	Describe cues to be used to support student learning and success. *Include strategies for fading cues.*	
7	Describe the major area(s) of expected change (*Communication, participation, productivity*) and ways in which change is expected to occur. *(independence, rate, accuracy, quantity, frequency, spontaneity, duration, etc.)*	
8	Describe what successful participation in this activity or use of this skill "looks like" for this student in an observable, measurable way. *What is the minimum performance criterion for success?*	
9	What factors might undermine reaching success? *How will they be captured in the data?*	
10	Determine what, when how, and by whom data will be collected and analyzed for evidence of change? *What will it take to convince you and others that the student is making progress?*	
11	Under what conditions will this plan be modified if data indicates a need for modification? How and by whom will these decisions be made? *If change in the plan is indicated, is it in the tool(s), strategies, cues, skills, tasks, or other dimension?*	
12	Determine action steps. What will be done by whom? By when? Evidence?	

Zabala, J.S., & Korsten, J.E. (Rev. 2005). ***Activity-based implementation and evaluation plan.*** **Permission to use granted if credits are maintained. Contact by email: joy@joyzabala.com, janekorsten@earthlink.net**

SETT Scaffold for Consideration of AT Needs

Name:	Date of birth:	Current Date:
Contact or Location:		
Persons participating in consideration:		

1. **Review each area below and mark to indicate any areas in which there are concerns about the ability to function as independently as possible in that area because of disabilities. Review the goals and objectives of the service plan to determine if any functional limitations will impede progress.**

Physical: (health, motor abilities, seating, positioning) **Sensory:** (Vision, hearing, sensitivity to/of touch)	**Academic Performance:** Basic and content reading; Reading comprehension; Mathematics calculation, reasoning and application; Written expression; Oral expression; Listening comprehension; Learning preference; learning style, strategies; Effect of the disability on acquisition, development, mastery and applications of academic skills.	**Vocational Performance:** General work behaviors; Following directions; Working independently or with job supports; Job preferences or interests; Dexterity; Abilities; Interpersonal relationships and socialization; Related work skills.
Communication: Speech sound production and use, receptive and expressive language, voice, fluency, augmentative and alternative communication	**Environmental Control:** Ability to control events within the environment; Ability to interact with others to influence actions of others	**Recreation / Leisure:** Free time, maintenance of physical fitness, use of generic community recreation facilities and resources and degree of social involvement.
Cognitive: An appraisal of aptitude and mental processes by which an individual applies knowledge, thinks and solves problems.	**Social Competence:** Adaptive behaviors and social skills, which enable a child or youth to meet environmental demands and to assume responsibility for his own and other's welfare.	**Other:**

2. **If there are no areas of concern, proceed to Step. #9.**
   3. Enter each highlighted area into a box in the first column of the grid below, along with the specific functions that are of concern (see table above for examples)
   4. If there are areas of concern, write the SPECIFIC tasks related to progress in that area that this person needs to be able to do or learn to do that currently would be difficult or impossible to do without assistance.
   5. For each task listed, determine how barriers to doing those tasks are currently addressed (special strategies? Accommodations? Modifications? Assistive technology?). Enter this information in Column A
   6. Determine if there are any continuing barriers encountered when attempting a task? If yes, complete Column B.
   7. Consider whether the use of new or additional assistive technology would: (a) enable performance of this task with more ease, efficiency, or in a less restrictive environment, or (b) perform the task successfully with less personal assistance. If yes, indicate in column C.
   8. If team members are not familiar with assistive technology tools that could address remaining barriers or need additional assistance, indicate in column C that further investigation is necessary in this area.
9. **Analyze the information that has been entered in the previous steps, then complete the Summary of Consideration to reflect the results of the analysis.**

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Area(s) in which functional capabilities are currently of concern (Enter only one on each line. Use additional sheet for more areas of concern.)	Consider functioning in all customary environments.			
	Identify specific tasks in this area that are difficult or impossible at this time at expected level of independence.	A) Describe the special strategies, accommodations, and tools that are currently being used to lower barriers to the task.	B) Are there continuing barriers encountered when the student attempts this task? If so, describe.	C) Describe new or additional assistive technology to be tried to address continuing barriers, or indicate a need for further investigation.

SUMMARY OF THE CONSIDERATION of possible need for assistive technology services. If the team has determined that a need exists, describe what will be provided (more specific assessment of need for assistive technology; existing tools, adaptation or modification of existing tools; additional tools; technical assistance on device operation or use, training of student, staff, or family, etc.).

Decision	Summary of Consideration
	Needs are currently being met without assistive technology. It is anticipated that current goals can be worked toward without assistive technology devices or services. AT is not necessary at this time.
	It is anticipated that adequate progress cannot be made without the support of assistive technology. Assistive technology devices /services are required by this student and will be used for designated tasks in customary environments. (Specify nature and duration in the plan)
	Further investigation / assessment is necessary to determine if or what assistive technology devices and services may be required. (Specify nature and timeline of investigation in the plan)

List AT devices and services to be provided. Include those currently used successfully, and those to be tried or added.	Responsible Parties	Initiation	Duration
Trials with a variety			

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IMPLEMENTATION PROCEDURES
ASSISTIVE TECHNOLOGY INTERVENTION PLAN

The following AT Guidelines and Procedures were created by the Georgia Assistive Technology Project and edited by Oklahoma ABLE Tech. It is best practice for school districts to have procedures to guide how AT is implemented for students with disabilities in their district. The procedures below can be used as a foundation for school districts' AT implementation and integration processes.

Changes or additions to the below procedures should be made by school districts as needed to reflect the individual needs of the students and staff in a district.

_____

(Local School System)

Assistive Technology Guidelines and Procedures

Assistive Technology Implementation and Integration

Requirement:
The student's IEP team will implement the student's assistive technology intervention program as outlined in the student's IEP. In certain situations, it may be beneficial to develop an assistive technology intervention plan to serve as a guide in implementing the assistive technology intervention program.

Procedures:
When appropriate, the IEP team will develop an assistive technology intervention plan (see form on page 72-74 of this document) to ensure that the assistive technology is implemented as documented in the student's IEP. This plan outlines the projected outcomes of the intervention, the action steps required to achieve the outcomes, the staff responsible to implementing the action steps, and a plan for evaluating the effectiveness of the intervention.

The IEP team will follow school system procedures to ensure that the recommended assistive technology is made available to the student as required in the IEP.

The IEP team will contact _____
(Ex. the school system assistive technology specialist/assistive technology team) to obtain the required assistive technology if it is nor readily available in the school setting. The required assistive technology may be available in another school, in the school system's loan program, or through Oklahoma ABLE Tech. If the device is available in the school system's loan program, the school staff will submit a request for loan form.

The IEP team will install, modify, customize, and program the obtained assistive technology to meet the student's individual needs. If the school staff requires assistance with these tasks, they should complete a consultation form through Oklahoma ABLE Tech.

The school staff will participate in professional learning courses as needed to obtain the

skills and expertise necessary to implement the assistive technology intervention program. Professional learning courses are conducted through Oklahoma ABLE Tech. In-person trainings as well as videos and archived webinars are available on the website at okabletech.okstate.edu. Additional professional development trainings on specific AT devices or services are available as well when requested through Oklahoma ABLE Tech. Refer to Oklahoma ABLE Tech's training page at okabletech.okstate.edu.

The IEP team will ensure that the assistive technology is made available in all relevant environments. If the student requires the assistive technology in the home setting, the IEP team will make note of this in the IEP.

The school staff will ensure that the available assistive technology is integrated into all appropriate curricular activities.

When equipment is not in working order, the school staff will contact the _____ (Ex. school system assistive technology specialist) to obtain directions as to how they should proceed in getting the device repaired.

The assistive technology intervention program will be modified as needed based on student needs and curriculum.

Requesting Assistance:
The student's IEP team may request assistance from _____ (Ex. the school system assistive technology specialist) when needed. The following types of assistance are available:

Device Customization:

Device Maintenance and Repair:

Device Loan Program:

Device Training and Support:

From *Education Tech Points: A Framework for Assistive Technology* CD – Chapter - Pulling it All Together
Georgia Model Operating Guidelines (GPAT) *Local School System Assistive Technology Guidelines and Procedures,* pages 16 and 17

Premade forms are available through the Education Tech Points: A Framework for Assistive Technology CD.

Assistive Technology Intervention Plan

Student's Name: _____ Date Plan Written: _____

School System: _____ School: _____

Grade Level: _____ Primary Special Education Eligibility: _____ Secondary Eligibility(ies): _____

Teacher's Name: _____ E-mail Address: _____

Area(s) of Difficulty: (What does the student need to be able to do that she or he is unable to do?)	**Baseline Data:** (What is the current level of functioning?)	**Projected Outcome(s):** (What do we want the student to be able to do? Include clearly measurable criteria.)

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Specify the assistive technology that will be used to accomplish required tasks within relevant instructional activities:

Class-Environment:	**Instructional Activity:**	***Tasks Requiring Assistive Technology Within the Activity:***	**Assistive Technology Devices:**	**Additional Supports:**

Strategies:	Action Steps (including resources) Required to Achieve Outcomes:	**Staff Responsible:**	**Projected Timelines:**	**Review Date and Progress:**
Implementation				
Provide access to assistive technology in all relevant environments/activities.				
Customize the assistive technology devices to meet student needs.				

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Strategies:	Action Steps (including resources) Required to Achieve Outcomes:	**Staff Responsible:**	Projected Timelines:	**Review Date and Progress:**
Identify and implement strategies to enhance student success in using the provided assistive technology.				
Provide training for student, school personnel, and family if appropriate.				
Integration				
Integrate use of assistive technology across all educational environments.				
Provide supports for student and staff to enhance full integration of tools.				
Monitor student's use of the assistive technology across all educational environments.				
Modify use of the assistive technology devices and strategies as needed to support student success.				

Impact of this Intervention on Student Achievement: _____

_____

_____

_____

_____ _____

School Staff Date Completed

_____ _____

School Staff GPAT Staff

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Assistive Technology Consideration Checklist

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

DIRECTIONS

1. 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).

☐ Writing	☐ Spelling	☐ Reading	☐ Math
☐ Study/Organizational Skills	☐ Listening	☐ Oral Communication	☐ Seating/Positioning/Mobility
☐ Daily Living Activities	☐ Recreation and Leisure	☐ Pre-vocational and Vocational	☐ Other Specify: _____

2. 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.
3. 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.
4. 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.
5. 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	
☐GEC ☐SEC ☐COM ☐HOM	☐ Independent ☐ Not Independent	☐ Independent ☐ Not Independent	☐ Independent ☐ Not Independent	
☐GEC ☐SEC ☐COM ☐HOM	☐ Independent ☐ Not Independent	☐ Independent ☐ Not Independent	☐ Independent ☐ Not Independent	

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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	
☐GEC ☐SEC ☐COM ☐HOM	☐ Independent ☐ Not Independent	☐ Independent ☐ Not Independent	☐ Independent ☐ Not Independent	
☐GEC ☐SEC ☐COM ☐HOM	☐ Independent ☐ Not Independent	☐ Independent ☐ Not Independent	☐ Independent ☐ Not Independent	
☐GEC ☐SEC ☐COM ☐HOM	☐ Independent ☐ Not Independent	☐ Independent ☐ Not Independent	☐ Independent ☐ Not Independent	

Consideration Outcomes:

☐ Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required.
☐ Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required.
☐ Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required.
☐ Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.
☐ Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation.

Specify any assistive technology services required by this student: _____

Name	Position	Name	Position

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Purchase/Sale Agreement Form

Agreement for the Purchase/Sale or Statement Declining the Sale of Assistive Technology Devices by Oklahoma School Districts/Public Agencies

Statement of Purpose for Agreement

The school districts and public agencies that are signatories to the agreement, hereinafter referred to as "the Parties," recognize the need for continued use of assistive technology devices that were originally purchased for individual students when the student moves from one school district to another or transitioning to other public agency service systems.

As a result, the parties hereby agree to the continued use of such devices by the student when the student changes school districts or transitions to other public agency service systems. Such continued use can be through one of the following methods: (a) by transfer or sale of the devices by the school district or agency to the student's new school district; (b) by the transfer or sale of the devices by the school district or agency to the student or the student's parents or legal guardians; or (c) by any other legal means that are acceptable to the student, and the parties to the agreement.

The parties further agree that in the event of a transfer or sale of assistive technology devices, they may use the "Agreement for the Purchase/Sale or Statement Declining the Sale of Assistive Technology Devices by Oklahoma School Districts and Public Agencies."

All transfers or sales of assistive technology devices will be made according to applicable state and federal law, rules, and regulations.

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Agreement for the Purchase/Sale or Statement Declining the Sale of Assistive Technology Devices by Oklahoma School Districts/Public Agencies

Check Appropriate Box:

❑ Purchase/Sales agreement, between school districts or between a school district and a public agency or parents. If box is checked, complete Section A.

❑ Declining sales of assistive technology devices(s). If box is checked, complete Section B.

Section A

_____agrees to sell "as is" the assistive technology device(s)
school district or public agency

described below to _____for use by_____
purchasing school district, public agency, or person *child/client name*

Description and Price of Device(s):
_____ Price set by: Appraisal ❑ Current Market Value ❑ Other* ❑
_____
*If checked, explain_____

Price determined by calculations as set forth in the Addendum.
_____is not liable for any nonconformities in the device(s) after
school district or public agency

it is purchased by the individual's new school district, agency or parent/individual person.

_____ _____
signature of superintendent or authorized official of district or public agency selling assistive technology *Date*

_____ _____
signature of superintendent or authorized official of district or public agency, or person purchasing assistive technology *Date*

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Section B

_____declines to sell the assistive technology device(s)
school district or public agency

requested by _____
requesting school district, public agency, or parent/individual person

on_____for the following reasons:

❑ The assistive technology device is currently being used by another child (children)(client(s).

❑ The assistive technology device is a "general use" device and is not available for sale. It has been/is being modified for other children/clients.

❑ Other _____

_____ _____
signature of superintendent or authorized official of district or public agency *Date*

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Sample Device Depreciation Spreadsheets

Assistive Technology Device	Estimated Useful Life*	Device Age	Estimating Remaining Life	Original Purchase Price	Depreciation	Current Value
Alpha Smart Pro	5	2	3	$279.00	$111.60	$167.40
Macintosh cable	7	2	5	$10.00	$2.86	$7.14
downloading software	7	2	5	$19.00	$5.43	$13.57
Carry case	7	2	5	$25.00	$7.14	$17.86
			TOTAL	$333.00	$127.03	$205.97

*Note: Computers/AAC devices utilizing computer technology: 5 years.
Other types of devices: 7 years.

The Alpha Smart Pro is a word processing keyboard that the school purchased to implement a student's IEP writing objectives. The cable and software enable the student (or teacher) to upload information from the keyboard to computer or vice-versa.

The above example illustrates how the depreciation model works for this package of device when the device in question is 2 years old. The depreciation is figured by taking the original purchase price ($279) and dividing it by the estimated useful life (5). The figure attained ($55.80) is multiplied by the device age (2) and subtracted from the original purchase price ($279.00). This figure will be the current value ($167.40) for the remaining life. Spreadsheet examples that continue on the next page, age other device packages to provide an idea of how this process works for a range of devices.

Formula

Original Purchase Price		$279.00
Estimated Useful Life	(÷)	5
Subtotal I		$55.80
Device age	(x)	2
Subtotal II		$111.60

Original Purchase Price		$279.00
Subtotal II	(–)	111.60
Current Value		$167.40

Resource:
Delaware Tech Project
Legislative Task Force State of Delaware subcommittee

Assistive Technology Device	Estimated Useful Life*	Device Age	Estimating Remaining Life	Original Purchase Price	Depreciation	Current Value
Kenx (Morse Code)	5	2	3	$780.00	$312.00	$468.00
Write Outloud	7	2	5	$99.00	$28.29	$70.71
Spec Switch	7	2	5	$42.00	$12.00	$30.00
Biggy curser	7	2	5	$99.00	$28.29	$70.71
Track Pad	7	2	5	$99.00	$28.29	$70.71
			TOTAL	$1,119.00	$408.87	$710.13

*Note: Computers/AAC devices utilizing computer technology: 5 years.
Other types of devices: 7 years.

Assistive Technology Device	Estimated Useful Life*	Device Age	Estimating Remaining Life	Original Purchase Price	Depreciation	Current Value
Tactile/texture-based symbols	7	2	5	$15.00	$4.29	$10.71
One-step communicator (2)	7	2	5	$200.00	$57.14	$142.86
Tactile symbols mounted on switch caps (10)	7	2	5	$50.00	$14.29	$35.71
Power Link	7	2	5	$180.00	$51.42	$128.57
Switch	7	2	5	$42.00	$12.00	$30.00
Switch Interface	7	2	5	$135.00	$38.57	$96.43
			TOTAL	$622.00	$177.72	$444.28

*Note: Computers/AAC devices utilizing computer technology: 5 years.
Other types of devices: 7 years.

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