

Technical Assistance Guide

Assistive Technology for Children & Youth with Disabilities - AT A GLANCE

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

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

IDEA and Assistive Technology

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

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

34 CFR §300.5 Assistive Technology Device

“Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.”

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



34 CFR §300.6 Assistive Technology Service

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

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

Quality Indicators for Assistive Technology

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

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

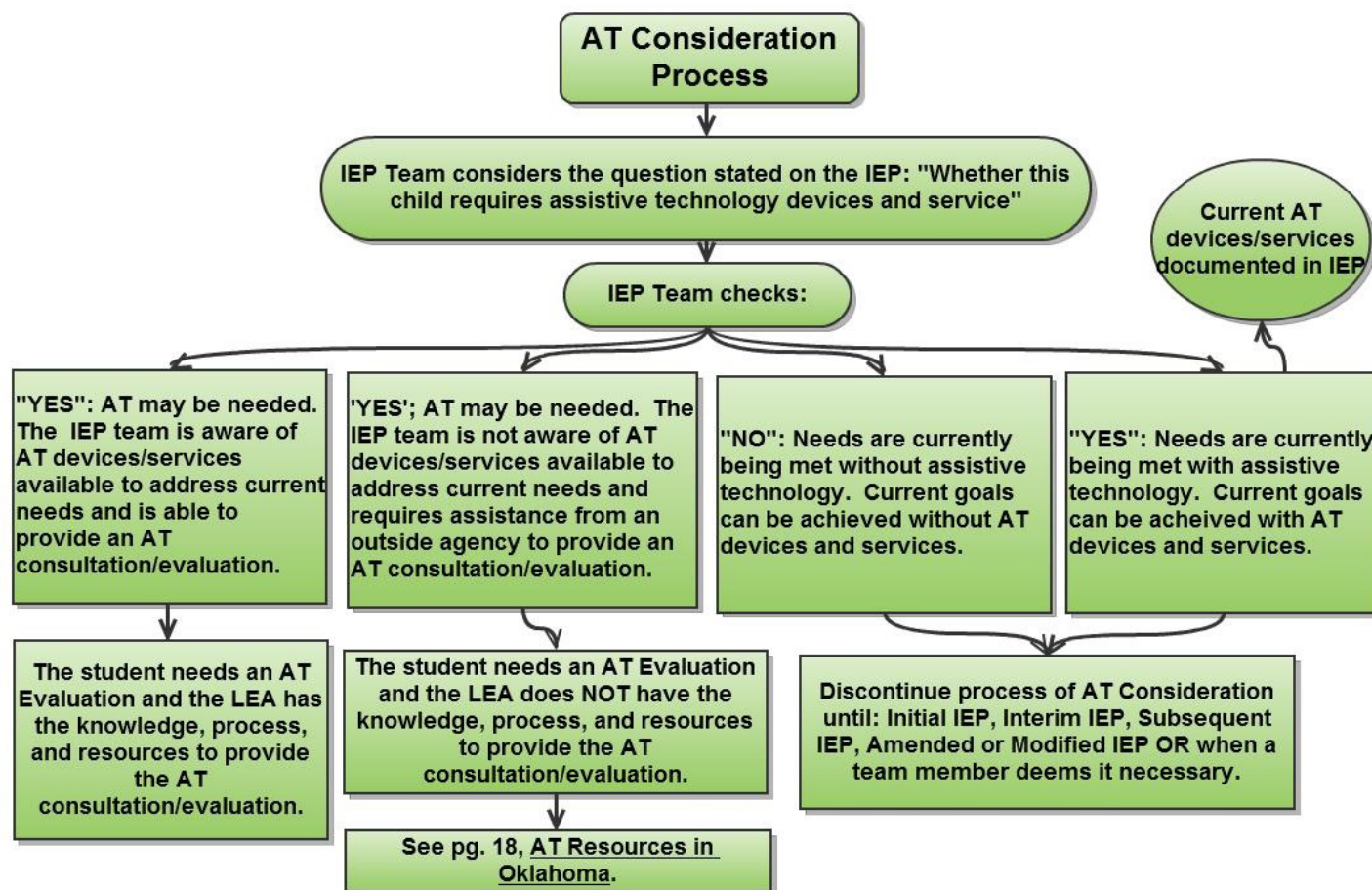
A set of self-assessment matrices have been developed as a companion piece to the Quality Indicators intent statements for each area. In most instances the Quality Indicators are also appropriate for the consideration of AT for students who qualify for services under other legislation (e.g. Section 504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

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



Consideration of AT Needs

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



AT Consideration Questions

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

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



AT Consideration Questions Continued...

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

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

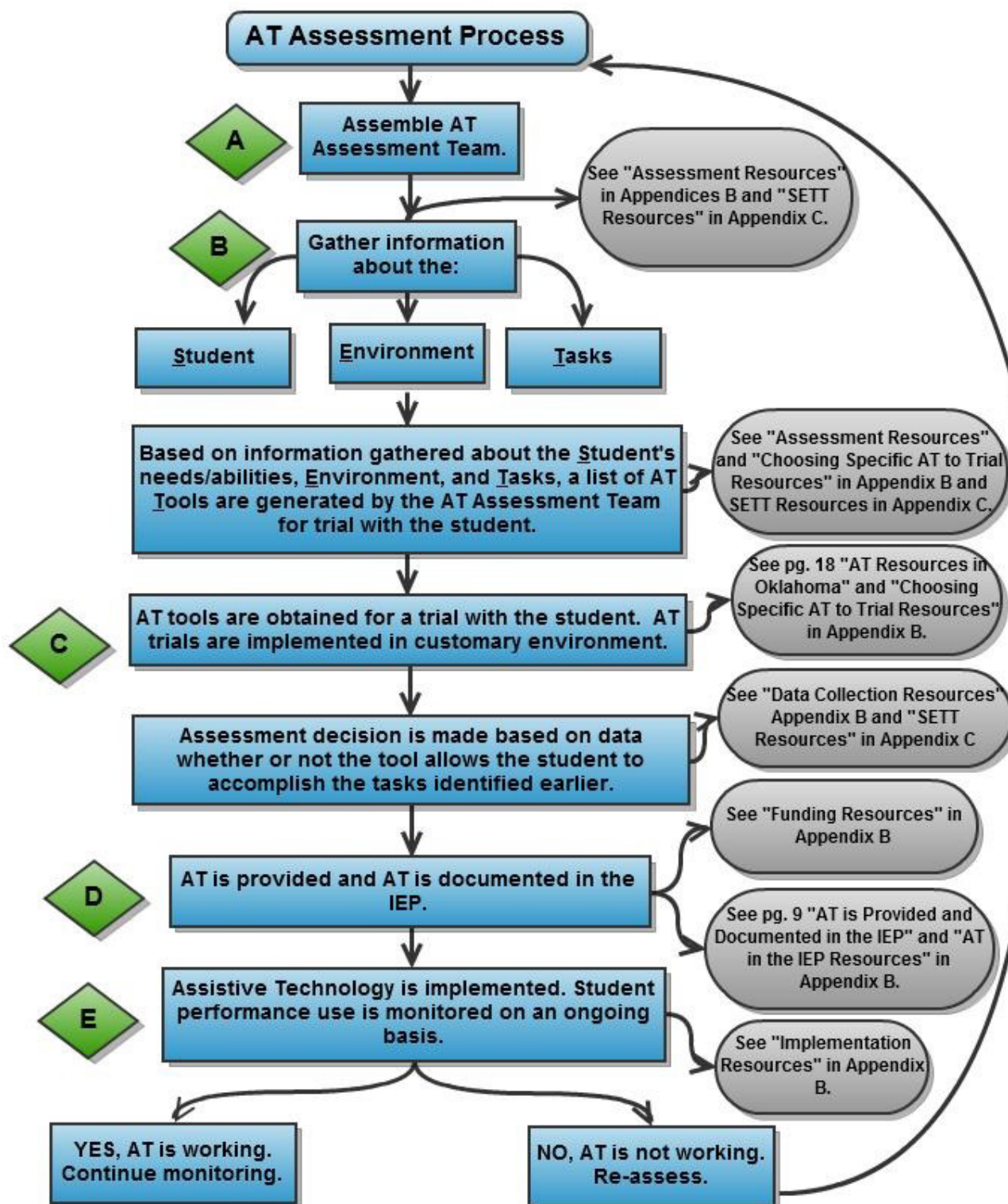
Assessment of AT Needs

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

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

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

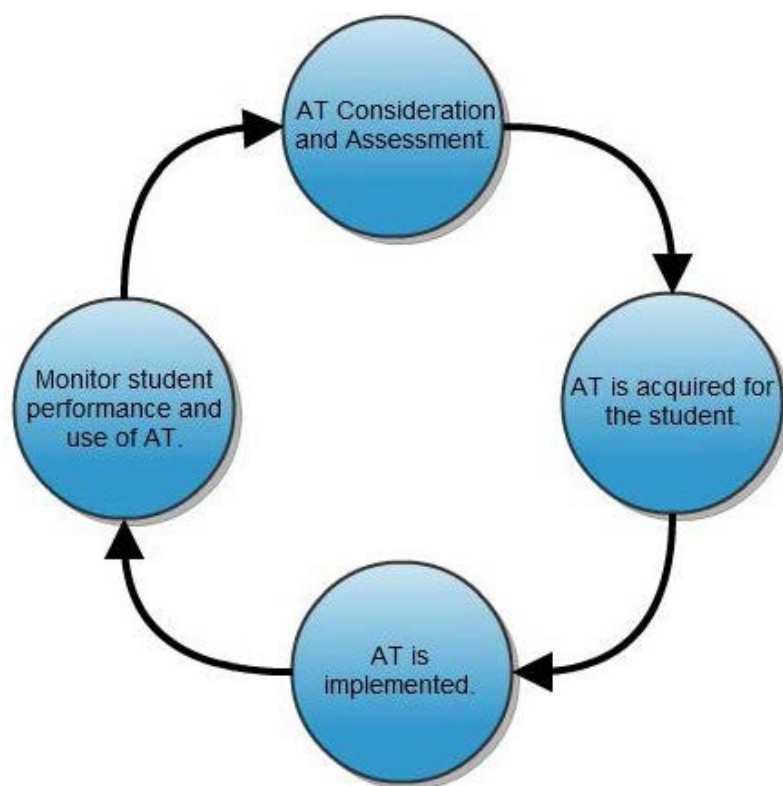




AT Assessment is a **process** driven by identifying specific needs of the individual and matching an AT device and/or service to help that individual complete a task. AT assessment is not standardized, but should:

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

Visit www.joyzabala.com for more information.



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



Assistive Technology for Transition

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

Related Issues in IDEA 2004

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

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

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

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



AT Resources in Oklahoma

Oklahoma ABLE Tech

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

Phone: 800.257.1705

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

AIM Center at OLBPH

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

Phone: 800.523.0288 or 405.521.3514

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

Oklahoma State Department of Education

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

Phone: 405.522.3248

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

Liberty Braille

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

Phone: 800.920.3369 or 405.562.3996

Web: <http://libertybraille.com>

Special Education Resolution Center (SERC)

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

Phone: 918.270.1849 or 888.267.0028

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

Printables

The AT Technical Assistance Guide contains printables on:

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

