




Assistive Technology
Assessment and
Implementation



Miami-Dade County Public Schools
<http://assistivetech.dadeschools.net>



MDCPS LATS Team
(Local Assistive Technology Specialists)

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Resources:

Website: assistivetech.dadeschools.net
 Email: assistivetech@dadeschools.net,
smiguel@dadeschools.net
 Web-bank:
<http://www.skloog.com/user/AssistiveTech>

Assistive Technology

AT is “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.” (IDEA, 2004, Section 602)

Assistive Technology

AT is a continuum ranging from simple to complex. The school team should consider the least restrictive AT (simplest solution) before a complex solution.




Assistive Technology

What have you seen
21st century technology
do for our students?

What do you think is
possible for our
students with
disabilities using
technology?



Assistive Technology Services

- ...any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.
- This includes: evaluating, purchasing, selecting, acquiring, training, designing, fitting, customizing, maintaining, repairing, etc.
- Who do you think does this?

School Support Team

The School Support Team (SST), will identify the student and determine the area(s) of concern for which AT will be considered. The SST may consist of a combination of the following members:

- Student
- Teachers
- Family members
- Therapists
- School AT Contact
- Paraprofessionals
- School Administrators

Questions To Determine If Assistive Technology Is Educationally Necessary

- Is AT essential for the student to receive a FAPE?
- Are AT devices and services necessary for the student to be placed in the least restrictive environment?
- Given AT, will the student have access to school programs and activities?

Assistive Technology and Individuals With Disabilities Education Act (IDEA)



Requires that Assistive Technology (AT) must be considered as part of the IEP developed for each student that is eligible for Exceptional Student Education. (§300.308)

What does AT Consideration look like?



<https://eduvision.tv/?4BhbAQ>

AT Consideration Questions...

- What is it we want the student to be able to do within the education program that the student is not able to do because of the disability?
- Is the student currently able to complete this task with special strategies and/or accommodations?
- Is there assistive technology currently being used to address this task?
- Would assistive technology help this student perform the task/skill more easily/efficiently or in the least restrictive environment or with less personal assistance?

AT Assessment

Section 1003.575, Florida Statutes, states that “an assistive technology evaluation must be completed within 60 school days.

The timeline begins when the IEP team makes the recommendation for such an evaluation.

During an IEP meeting, if the IEP team recommends an AT evaluation, the parent would be asked to sign consent to conduct the evaluation procedures.”

AT Assessment

An AT Assessment

- includes a comprehensive description of how the student functions without any AT
- identifies AT device(s), tool(s) and strategies that allow the student to achieve IEP goals
- includes data on AT device/tool trials
- is a continuous process which changes as the student's needs change

Assistive Technology Assessment and Implementation Plan – FM 7067

The Assistive Technology Assessment and Implementation Plan - FM 7067, or ATIP, is used to document the AT assessment process and to plan for and document the ongoing implementation of AT for a student.

This form can be accessed through forms.dadeschools.net, or at assistivetech.dadeschools.net.

AT Assessment/Evaluation

The ATIP includes fields, that **must be completed by the school team, highlighted in yellow**, to document the date consent was given for the assessment and to document the **target assessment completion date, 60 school days** later.

The 60 days for the assessment does not include weekends, holidays or teacher planning days. ***Please note that NO adjustments to the 60 day timeline can be made due to student absence(s).***

AT Assessment and Implementation Plan

Beneath, is the section for submission of the ATIP if district support is requested. If **no** specific assistance is needed, this section will be left blank. An ATIP can be submitted to:

- receive written feedback
- request an AT tool/device for assessment trial
- receive assistance/support during the assessment process from a Local Assistive Technology Specialist (LATS)

Requests are submitted by sending a **digital** copy of the ATIP to smiguel@dadeschools.net, or assistivetech@dadeschools.net or by sending a paper **copy** to Mail Code 2861, Attention: Assistive Technology. All originals should be kept at the school. **NOTE:** any AT assessment trials for tablet or laptop technology must include a LATS member of the assessment team.

AT Assessment and Implementation Plan

The next section includes information about the student and should be filled out as completely as possible, especially if it is being submitted for district support.

AT Assessment and Implementation Plan

Date	Student's School	School Address	Mail Code	Region
Print Student's Name (Last, First)	Student's ID #	<input type="checkbox"/> M <input type="checkbox"/> F	DOB/Age	Grade
Medical Diagnosis(es)	Language/ELL Level	Interpreter needed <input type="checkbox"/> Y <input type="checkbox"/> N	Sign Language Interpreter needed <input type="checkbox"/> Y <input type="checkbox"/> N	Exceptionality(ies)
1. List the Priority Educational Needs (PENs) that assistive technology will support: _____				
2. List the IEP goal(s) that assistive technology will support: _____				
3. What is it we want this student to be able to do within the student's education program that he/she isn't able to do because of his/her disability? _____				
4. Name of Curriculum Support Specialist (CSS) / ESE Support Please indicate support area: <input type="checkbox"/> ASD <input type="checkbox"/> ERD <input type="checkbox"/> HD <input type="checkbox"/> OH <input type="checkbox"/> OI <input type="checkbox"/> SLD <input type="checkbox"/> TR <input type="checkbox"/> VI <input type="checkbox"/> other _____ <input type="checkbox"/> The CSS was contacted for assistance prior to asking for District LATS team assistance. Recommendations of CSS: _____				
5. The Assistive Technology Screening and Consideration Checklist has indicated a need for an Assistive Technology (AT) Assessment and Implementation Plan in the following area(s) of need: <input type="checkbox"/> Writing/Composing <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Learning <input type="checkbox"/> Communication				

Assistive Technology is driven by the student's educational needs as designated in the IEP. This section includes questions regarding the Priority Educational Needs (PENs) and IEP goals. These documented PENs and goals are what the AT will support.

AT Assessment and Implementation Plan

Question 3 is the key to finding a successful AT solution for a student. It should be stated at least as concisely and specifically as the IEP goal.

"Writing"	→	"compose her thoughts and write them down in complete sentences"
"Communicate"	→	"ask a question when he needs help"
"Math"	→	"solve word problems with basic calculations"
"Independent functioning"	→	"keep track of assignments and turn in on time"



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If the student is enrolled in a program supported by a Curriculum Support Specialist (CSS), the CSS may offer educational strategies and/or tools for the student. If the student needs an ATIP, the CSS support and strategies/tools should be documented in Question 4 and the CSS may be part of the AT assessment team.

AT Assessment and Implementation Plan

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Medical Diagnosis(es)	Language/ELL Level	Interpreter needed <input type="checkbox"/> Y <input type="checkbox"/> N	Sign Language Interpreter needed <input type="checkbox"/> Y <input type="checkbox"/> N	Exceptionality(ies)
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The ATIP will target only the Areas of Concern as identified on the AT Screening and Consideration Checklist. Check one or more of the 5 Areas of Concern in Question 5. ONLY the page(s) for the identified area(s) need be completed on the ATIP.

AT Assessment and Implementation Plan

In the table below, identify the school support team members who will serve as the assessment team. Roles in AT Assessment include, but are not limited to: monitor the 60 school day timeline for completion of assessment, coordinate the assessment team, make recommendations for positioning, acquire/program/set up/maintain AT tool/equipment, provide/attend training, facilitate and support student use of AT in the curriculum, collect and review data on AT use.

Title	Name	Role(s) in AT Assessment	Email	Telephone
Parent				
School ATC/CRM				
Teacher				
SLP				
OT				
PT				
Paraprofessional				
School Administrator				
Staffing Specialist				
Student				

School Administrator's Signature: _____ Date: _____
AT Contact Person's Signature: I have reviewed this ATIP _____ Date: _____
*60 school days do not include weekends, holidays, teacher planning days. **NO adjustments in due date can be made due to student absences.

AT assessment is a team effort. Assessment and implementation will be more successful if each team member, including the student, knows and understands his/her role (some examples given).

AT Assessment and Implementation Plan

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School ATC/CRM				
Teacher				
SLP				
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PT				
Paraprofessional				
School Administrator				
Staffing Specialist				
Student				

School Administrator's Signature: _____ Date: _____
AT Contact Person's Signature: I have reviewed this ATIP _____ Date: _____
*60 school days do not include weekends, holidays, teacher planning days. **NO adjustments in due date can be made due to student absences.

Each school has one person designated as the Assistive Technology Contact person (ATC). Both the ATC and an administrator should sign the ATIP after reviewing it and providing feedback.

AT Strategies, Tools, and Trials Pages of the ATIP

There is a Strategies, Tools and Trials (STT) page for each of the following areas of need:

- * Writing/Composing
- * Reading
- * Math
- * Learning Strategies
- * Communication

Complete **ONLY** the page or pages corresponding to the area(s) of need checked in Question 5 on the front page of the ATIP.

AT Strategies, Tools, and Trials Pages of the ATIP

- Each Strategies, Tools, and Trials page of the ATIP includes:
- * A "Task/Goal" column
 - * A column with a set of suggested strategies and tools for each task/goal, including live links to free downloads or more information.
 - * A column for the collection of data from the AT trial(s).

AT Strategies, Tools, and Trials Pages of the ATIP

Student's area of concern	Check the strategies and tools to be implemented by School Support Team	Data Collection
Task/goal - complete written assignments Handwriting is illegible, letter formation, spacing, writing on line, letter size) <input type="checkbox"/> Adapted writing tool <input type="checkbox"/> pencil grip <input type="checkbox"/> Adapted paper <input type="checkbox"/> handwriting grid <input type="checkbox"/> Spiral board / 3 ring binder <input type="checkbox"/> Touch screen technology Keyboard: <input type="checkbox"/> standard <input type="checkbox"/> on-screen <input type="checkbox"/> adaptive keyboard Mouse: <input type="checkbox"/> standard <input type="checkbox"/> adapted <input type="checkbox"/> Digital recording pen <input type="checkbox"/> Voice recognition software <input type="checkbox"/> Portable word processing device		Describe student performance without AT
Writing is slow and laborious; complains of fatigue and/or pain when writing <input type="checkbox"/> Shortened assignments <input type="checkbox"/> Oral responses <input type="checkbox"/> Classroom computer/word-processing <input type="checkbox"/> Touch screen technology <input type="checkbox"/> Digital recording pen <input type="checkbox"/> Voice recognition software <input type="checkbox"/> Portable word processing device		Describe student performance with AT (include dates, attach additional sheets as needed)
Reluctant or refuses to write: <input type="checkbox"/> Oral responses for assignments/tests <input type="checkbox"/> Break assignments into short segments with		

- * Describe the student's performance without AT at the top of the column on the right.

AT Strategies, Tools, and Trials Pages of the ATIP

- * Identify the task/goal from the first column that best describes the student's need.
- * Identify a strategy and/or tool from the middle column that can address the need.
- * Commence trials and collect data relevant to the task
- * Each team member should fulfill the role discussed and designated from page 1 of the ATIP

AT Strategies, Tools, and Trials – Data Collection



- * Work products (ex: Increase in writing legibility)
- * Classwork grades/Test grades
- * Time needed for completion of assignments
- * Percentage of tasks completed on time/at scheduled time
- * Increased number of communication exchanges or increased length/detail of messages communicated
- * Use what you have
- * Make sure it measures what you want it to measure
- * Analyze your data periodically



AT Strategies, Tools, and Trials – Data Collection

- * **With the 60-day timeline in mind**, AT assessment teams need to periodically review the data and judge the effectiveness of the strategies and tools
- * If the AT strategies and tools are **not** effective, the team should return to the ATIP and choose new strategies and/or tool(s) for further trials

AT Assessment/Evaluation Report

If AT tools and strategies are successful:

- * Page 7 of the ATIP (FM 7067) is completed by the AT Assessment Team
- * Summarizes the assessment results
- * Outlines the recommendations for AT tools and services the student needs to participate in the academic environment and to make adequate yearly progress

AT Assessment/Evaluation Report

If AT tools and strategies are successful:

- * Outlines team member responsibilities
- * Identifies the level of support/service the student needs
- * The IEP team convenes an IEP meeting to review the AT assessment

Info from this report should be included in various sections of the IEP

Ongoing Documentation of AT

After an AT Assessment/Evaluation Report has been completed for a student:

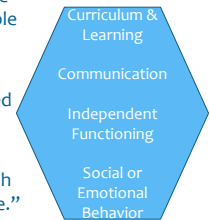
- * NO new full ATIP or assessment is required unless specified by the IEP team
- * A student's future AT needs can be documented on a new Assistive Technology Assessment/Evaluation Report (just page 7) as needed and attached to the prior ATIP/report

Documenting AT in the IEP: Present Levels of Performance

The need for AT strategies and tools should be documented in the domain in which the student needs support, "The student is able to (task/goal) using (AT tool)."

For example,

- * "The student is able to request preferred items by pointing to photos."
- OR
- * "The student is able to write a paragraph using a portable word processing device."



Documenting AT in the IEP: Present Levels: Independent Functioning

Yes No Does the student require assistance with Assistive Technology or Equipment for Daily Living/Independent Functioning?

Descriptive Sentence:

Documenting AT in the IEP Assistive Technology

Assistive Technology

Assistive Technology Name A	Classroom	Assessment	Subject	Start Date	End Date	Frequency
No items to display						

10 items per page No items to display

Create Print

Documenting AT in the IEP

Goals

Goals may contain, as a condition, the use of AT using generic terms, NOT specific device names or brand names



- * "... using a writing tool"
- * "... given a calculator"
- * "when presented with a graphic organizer..."

Documenting AT in the IEP

Assurances

Ongoing Documentation of AT

- * If there are significant changes in the student's AT needs, a new ATIP and/or Assessment/Evaluation Report will be completed

The "I" in ATIP is for Implementation

- * Success with Assistive Technology takes a team effort!
- * Some AT tools are self-explanatory and students get up and running right away
- * Some students, using some AT tools may require significant adult support
- * Don't give up - revise the tools and/or strategies if needed
- * Check the box: "To request assistance/support from District LATS" and submit the ATIP to: assistivetech@dadeschools.net



Thank you for all you do!

For people without disabilities, assistive technology makes things easier.

For people with disabilities, assistive technology makes things **POSSIBLE**.

