



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:

The screenshot shows the DadeSchools.net website. The header includes the Dade Schools logo and navigation links for Discover M-DCPS, Calendars, Committees, Directories, News, Schools, School Board, Superintendent, and Portal. Below the header are tabs for Students, Parents, Employees, and Community. The main content area features a 'Welcome to Assisted Technology' banner with a colorful graphic. A sidebar on the left lists navigation options: Home, Assisted Technology Links, Envision the Possibilities, Newsletter, FAQ, Forms & Information, Videos & Guides, and Contact Us. The main text area includes an 'AT Help Desk' button, a 'Welcome' message, and sections for 'Our Vision' and 'Our Mission'. At the bottom, there are two presentation thumbnails: 'Assisted Technology, Assessment and implementation - Presentation' and 'Assisted Technology Consideration'.

The screenshot shows the 'AssistedTech's favorites' website. The header includes navigation links for 'Set as Home Page', 'About Skloog', 'Help', 'Settings', 'Blog', and 'Login'. Below the header is a 'Sign Up > it's free!' button. The main content area features a grid of resource links under the heading 'Assisted technology organizations, resources, info'. The grid includes links for StrategDay, AT Dade, TLC-MTSS, ATUDL-Libr, PreK AT, QIAT, AEM, AAC Blog, CTech&Dis, Family CTD, ATTO, ADA+Change, PowerUp, and AT Basics. A 'Follow' button is located at the bottom right of the grid.

Website: assistivetech.dadeschools.net

Email: assistivetech@dadeschools.net,
smiguel@dadeschools.net

Web-bank:

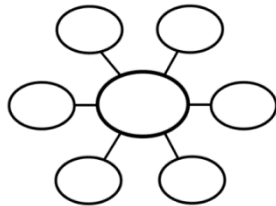
<http://www.skloog.com/user/AssistiveTech>

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 Tools

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 Possibilities

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
- Paraprofessionals
- School Administrators
- School Based AT Contact

School Based AT Contact

ATC Roles and Responsibilities

- Receive and share info from District AT department
- Attend training on AT
- Coordinate School Support Team (SST) in following procedures for AT assessment
- Maintain a list of students at the school who are using AT
- Direct staff to available accessible materials and resources.

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)



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?

Considering Assistive Technology (AT)



<https://eduvision.tv/l?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 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 conducted in the student's customary environments upon which decisions are made
- is a continuous process which changes as the student's needs change

AT Assessment

AT trial(s) in the student's customary environments

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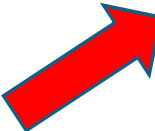
collection and examination of data

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AT Assessment



AT Assessment Consent - FM 7641



REQUIRED: FM 7841 - Signed Notice of Intent and Parental/Guardian Consent to Conduct An Assistive Technology/Assessment	
Date of Signed FM 7841	60 School Day Completion Date for AT Assessment*:

- The ATIP includes fields, highlighted in yellow, that must be completed by the school team 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

REQUIRED: FM 7641 - Signed Notice of Intent and Parental/Guardian Consent to Conduct An Assistive Technology/Assessment				
Date of Signed FM 7641		60 School Day Completion Date for AT Assessment*:		
For detailed information on the ATIP process, view a tutorial, "Assistive Technology Assessment and Implementation K-12" at: http://assistivetech.dadeschools.net in the "Highlights" section.				
Student's Name (Last, First)	Student's ID #	<input type="checkbox"/> M <input type="checkbox"/> F	DOB	Grade
Exceptionality(es)		Medical Diagnosis(es)		

The next section includes information about the student and should be filled out as completely as possible.

AT Assessment and Implementation Plan

Assistive Technology is needed to address the following area(s) of need:

- Writing/Composing Reading Math Communication

1. List the IEP goal(s) that assistive technology will support:

2. What accommodations are currently in place to support the student in meeting the IEP goal(s)?

Assistive Technology is driven by the student's educational needs as designated in the IEP. In this section, the IEP goal that AT will support is identified and the student's current accommodations are listed.

AT Assessment and Implementation Plan

In the table below, identify the school support team members who will serve as the assessment team.

Title	Name	Email	Telephone
Parent			
School Assistive Tech.Contact			
Teacher			
SLP			
OT			
PT			
Paraprofessional			
School Administrator			
Student			

School Administrator's Signature: _____ 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. Each school has one person designated as the Assistive Technology Contact person (ATC). The ATC and/or an administrator should sign the ATIP after reviewing it and providing feedback.

Data Collection, Tools & Trials

Data Collection, Tools & Trials

AREA(S) OF NEED: <input type="checkbox"/> Writing/Composing <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Communication		
FIRST: Describe the student's specific difficulty based on the area(s) of need.		
NEXT: Choose a tool and begin a trial. Some suggested tools are listed below by curriculum area. Items in bold/blue = online information or free downloads/resources available for trial. DURING THE TRIAL PERIOD: collect data that represents the student's work using the AT tool. Examples: <u>work products</u> , <u>classwork</u> , <u>grades</u> , <u>time</u> needed for completion of assignments, <u>percentage</u> of work completed in allotted time, increased <u>number</u> of communication exchanges or increased <u>length/detail</u> of messages communicated, etc.		
Writing/Composing	Pencil grip Adaptive writing tool Lined paper, handwriting grid , raised line paper Slant board / 3-ring binder Desktop computer Laptop Assistance for Writing for Students with Significant Challenges (ELA Claims 2,4)	Keyboard (standard, adapted) Windows on-screen keyboard Word/Text Prediction using on-screen keyboard Dictation / Speech-to-text on a computer Student Portal Typing Tutorial
Reading:	Page magnifier Guided reading strips (Ex.) EZC Readers Computer screen magnifier Digital textbooks in Student Portal Touch-screen monitor Immersive Reader in Microsoft Word Assistance for Reading for Students with Significant Challenges (ELA Claim 1)	Learning Ally Bookshare MyOn in Student Portal Tumblebooks.com Rewordify.com DogoNews.com
Math	Manipulatives Math cue cards Graph paper Number line / Digital number line Number frame / Digital number frame Assistance for Reading for Students with Significant Challenges (Math Claims 1-4)	Graphic organizer Calculator / Talking calculator MathLearningCenter.org Digital textbooks in Student Portal
Communication	Visual supports Social stories Assessment Information Assistance for Reading for Students with Significant Challenges (ELA Claim 3)	Communication books Picture communication symbols, boards Speech generating devices
CONCLUDE the trial period at the end of the <i>60 day timeline</i> OR <i>earlier</i> , when the team has reached a decision.		
NAME SPECIFIC AT TOOL(S) UTILIZED:		
DESCRIBE the student's performance when supported with the tool/s. Attach collected data to this form as needed.		
DECISION (check one):	<input type="checkbox"/> Trial successful, the AT tool supports the student's performance of the task – convene a meeting to document AT on student's IEP or 504 Plan	<input type="checkbox"/> Trial unsuccessful, the AT tool did not support the student's performance of the task - conduct further trial(s)
If you require additional tools, resources, or assistance please visit the assistive technology website: assistivetech.dadeschools.net		

The Data Collection, Tools, and Trials page includes directions highlighted in yellow to guide school teams in the assessment process.

Items in bold blue or green text are live links to online applications, downloads, information, etc.

Data Collection, Tools & Trials

- * **FIRST** describe the student's difficulty based on the curriculum area(s) of need
- * **NEXT** choose a tool and begin a trial
- * **DURING THE TRIAL PERIOD** collect data that represents the student's work using the AT tool
- * **CONCLUDE** the trial period at the end of the 60 day timeline, or earlier, when the team has reached a decision.
- * **NAME SPECIFIC TOOL(S) UTILIZED**
- * **DESCRIBE** the student's performance when supported with the tool(s)
- * **DECISION** – Indicate if the trial was successful (or not) in supporting the student's performance on the identified task.

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:

	Miami-Dade County Public Schools Division of Special Education Assistive Technology Assessment/Evaluation Report	
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Date of Report : _____	Student Name: _____	Student ID: _____
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The school team has tried a variety of assistive technology strategies and tools to address the learning needs of this student. The student has shown a need for continued use of assistive technology. As a result, the following recommendations are being made. Information from this report should be used to develop a quality IEP and should be updated at least annually.

Tool/Strategy	Task(s) Specifically, what will the student do? (make sure this aligns with IEP goals)	Environment(s) Where will the student use this tool?	Set up, support and maintenance required	Team member responsible	Level of Support Needed (see below)



Levels of Support: 1 Monthly/consultation 2 Weekly/collaboration 3 Extensive/Daily 4 Multiple times throughout each day

Date of Expected Review Meeting (must be at least annually): _____

Date of Review Meeting: _____ Action to be taken: <ul style="list-style-type: none"> <input type="checkbox"/> Continue with designated strategies and tools <input type="checkbox"/> Modify existing strategies and tools: (explain) _____ <input type="checkbox"/> Other (explain): _____
--

- * Page 3 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

Assistive Technology Assessment Report (page 3)

	Miami-Dade County Public Schools Division of Special Education Assistive Technology Assessment/Evaluation Report	
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Date of Report : _____	Student Name: _____	Student ID: _____
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Levels of Support: 1 Monthly/consultation 2 Weekly/collaboration 3 Extensive/Daily 4 Multiple times throughout each day

Date of Expected Review Meeting (must be at least annually): _____

Date of Review Meeting: _____ Action to be taken: <ul style="list-style-type: none"> <input type="checkbox"/> Continue with designated strategies and tools <input type="checkbox"/> Modify existing strategies and tools. (explain) _____ <input type="checkbox"/> Other (explain): _____
--



- * 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 3) as needed and attached to the prior ATIP/report

	Miami-Dade County Public Schools Division of Special Education Assistive Technology Assessment/Evaluation Report	
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Date of Report : _____	Student Name: _____	Student ID: _____
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Levels of Support: 1 Monthly/consultation 2 Weekly/collaboration 3 Extensive/Daily 4 Multiple times throughout each day

Date of Expected Review Meeting (must be at least annually): _____

Date of Review Meeting: _____ Action to be taken: <input type="checkbox"/> Continue with designated strategies and tools <input type="checkbox"/> Modify existing strategies and tools: (explain) _____ <input type="checkbox"/> Other (explain): _____

Documenting AT in the IEP:

Present Levels of Performance

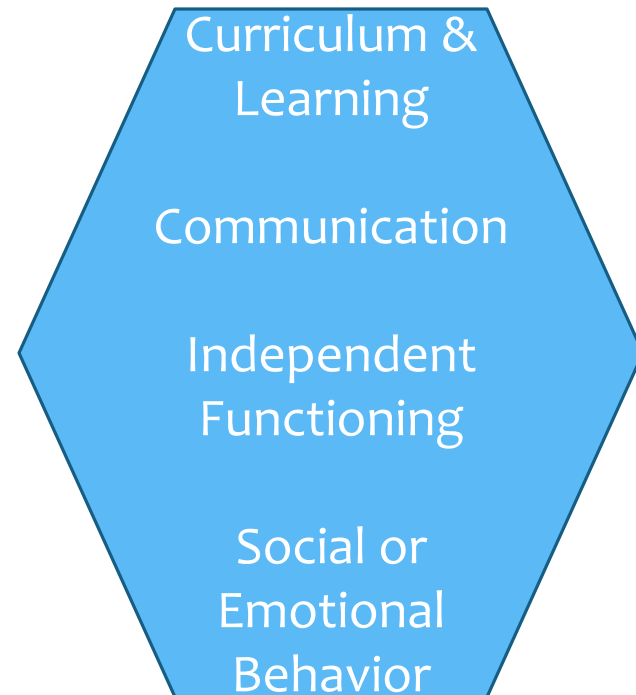
The need for AT tools should be documented in the domain in which the student needs support, “The student is able to (task/goal) using (AT tool).”

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 keyboarding device.”



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 keyboarding tool”
- * “When given a calculator...”
- * “when presented with a picture communication board...”



Documenting AT in the IEP

Assistive Technology

Assistive Technology



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

Navigation: |◀ ◀ 0 ▶ ▶| 10 ▼ items per page No items to display ↻

Create Print

Documenting AT in the IEP

Assurances

Assurances

Assurances

The IEP team assures that the following will be considered:

Assistive Technology devices and services needs

The “I” in ATIP is for Implementation

- * Success with Assistive Technology takes a team effort!
- * All relevant support staff have responsibility for AT assessment.
- * 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 throughout the trial period



Requests for AT Support

If, after the team has initiated the ATIP, you require additional tools, resources, training or LATS assistance, please visit the assistive technology website : assistivetech.dadeschools.net.

Click on the



and complete the survey. The AT Department will contact you to coordinate the support requested.

Thank you for all you do!

For people without
disabilities,
technology makes things
easier.

For people with
disabilities,
technology makes things
POSSIBLE.

