Assistive Technology Assessment and Implementation

Miami-Dade County Public Schools
http://assistivetech.dadeschools.net
MDCPS LATS Team
(Local Assistive Technology Specialists)

* Angie Torres, Executive Director for ESE, angietorres@dadeschools.net
  * Sheila Miguel, M.S. Ed., NBCT, smiguel@dadeschools.net
  * Tina McAlpin, M.S., CCC-SLP, tinamcalpin@dadeschools.net
  * Lesley Canal, M.S., CCC-SLP, lesleycanal@dadeschools.net
    * Cheryl Howard, PT, cherylhoward@dadeschools.net
  * Martha Berman, M.S., LATS, mberman@dadeschools.net
  * Rachèle Dodard, MOT, OTR, rdodard@dadeschools.net
    * Zachary Urra, BSIT, LATS, zurra@dadeschools.net
Resources:

Website: assistivetech.dadeschools.net
Email: assistivetech@dadeschools.net, smiguel@dadeschools.net
Web-bank: http://www.skloog.com/user/AssistiveTech
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)
AT is a continuum ranging from simple to complex. The school team should consider the least restrictive AT (simplest solution) before a complex solution.
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?
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.

Weekly Briefing #21960
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?

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?
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.”
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

+ collection and examination of data

= AT Assessment
The Assistive Technology Assessment and Implementation Plan – FM 7641 & FM 7067

The Signed Notice of Intent and Parental/Guardian Consent to Conduct An Assistive Technology Assessment, FM 7641, is required.

These forms can be accessed through forms.dadeschools.net, or assistivetech.dadeschools.net.

The Assistive Technology Assessment and Implementation Plan - FM 7067, or ATIP, is used to document the AT assessment process and the student’s ongoing need of AT.
• 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).*
The next section includes a link to the AT website and information about the student that should be filled out as completely as possible.
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

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)?

_________________________________________________________________________________

_________________________________________________________________________________
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.

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Email</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Assistive Tech Contact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraprofessional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
The Data Collection, Tools, and Trials page includes live links (in bold blue or green text) to online assistive technology applications, downloads, information, etc.

The directions highlighted in yellow guide school teams in the assessment process.
**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.
Data Collection, Tools & Trials

- 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
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.
If AT tools and strategies are successful:

- 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
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
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
Documenting AT in the IEP

Assurances

The IEP team assures that the following will be considered:

- Assistive Technology devices and services needs
Success with the implementation of the student’s assistive technology takes a team effort!

- All relevant support staff have responsibility for AT assessment and ongoing student support
- Some AT tools are self-explanatory and students get up and running right away
- Some students may require significant adult support
- Don’t give up - revise the tools and/or strategies if needed throughout the trial period

The “I” in ATIP is for Implementation
The “I” in ATIP is for Implementation

If you require additional tools, resources, training or LATS assistance, please visit the assistive technology website: assistivetech.dadeschools.net
Thank you for all you do!

For people without disabilities, technology makes things easier.

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