

Miami-Dade County Public Schools

Assistive Technology Procedures 2014-2015

The goal of Assistive Technology (AT) is to enable independence and to facilitate the full participation of students with disabilities in all activities. 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 team should consider the least restrictive AT (simplest solution) before a more complex solution. The School Support Team (SST), which may consist of teachers, parents, therapists, school AT Contact person (ATC), paraprofessionals, and school administrators, will identify the student and determine the area(s) of concern e.g., curriculum access and/or communication skills.

Overview of the process

AT Screening

Assistive Technology Screening and Consideration Checklist (FM 6786) is available on SPED EMS, on Forms Management and at <http://assistivetech.dadeschools.net>.

The Assurances Section of the IEP requires consideration of Assistive Technology for any student. This will be done via discussion and completion of the **Assistive Technology Screening and Consideration Checklist** and documented in the Assurances Section.

If the school team/IEP team determines from the Screening that the student is "functioning independently with standard classroom tools in each Area of Concern", no assistive technology is needed and will be indicated on the IEP with a "no" in the Assurances section. This screening should be repeated at each subsequent IEP.

If an ATIP is currently in place, the team will review the ATIP for needed changes, update the ATIP on page 7 and update the information on the IEP. This updated ATIP will serve as the screening for this student.

If the Screening shows that the "assistive technology currently being utilized meets student needs and will be documented on the IEP", the AT is included on the IEP in any or all of the following sections: **Present Levels of Educational Performance, Goals, Assurances, Conference Notes.**

If the student is having difficulty using the current AT or if the Screening shows he/she "may benefit from AT not previously considered in one or more of the Areas of

Concern”, additional assessment is needed and the school team will move on to the AT Assessment/Evaluation process as defined below.

AT Assessment/Evaluation

If the School Support Team (SST) determines from the Assistive Technology Screening and Consideration Checklist (or the ATIP currently in place) that the student could possibly benefit from AT not previously considered, the SST identifies appropriate staff and family members to complete an AT Assessment and Implementation Plan (ATIP), FM 7067. Members of the assessment team can include anyone on the SST, the school based Assistive Technology Contact Person (ATC) as well as Curriculum Support Specialist(s) or Support Teacher(s).

The Assistive Technology Assessment and Implementation Plan (ATIP) (FM 7067) is available on SPED EMS, on Forms Management, and at <http://assistivetech.dadeschools.net>.

An AT Assessment/Evaluation includes a comprehensive description of how the student functions without any AT support, identifies AT devices/tools and strategies that may allow the student to achieve the goals and objectives on the IEP, and includes data on AT device/tool trials. AT Assessment/Evaluation and Implementation is a continuous process which changes as the student’s needs change.

Section 1003.575, Florida Statutes, states that “an assistive technology evaluation must be completed within 60 school days. The 60-school-day timeline begins when the IEP team makes the recommendation for such an evaluation. During an IEP team meeting, if the IEP team recommends an assistive technology evaluation, then the parent would be asked to sign consent to conduct the evaluation procedures.”

In accordance with the 60 day timeline for AT Assessment/Evaluation, the SST/IEP Team will set a date for review of the AT Assessment/Evaluation. See suggested timelines for the overall AT Assessment/Evaluation process at the end of this section.

The SST will complete **Notice of Intent and Parental/Guardian Consent to Conduct a Screening/Assessment (FM 6279)** and request parental/guardian consent. If consent is provided, the SST/IEP Team will complete the **Assistive Technology Assessment and Implementation Plan (ATIP) (FM 7067)**, maintaining data and adjusting tools and strategies as needed within the consequent 60 school day timeline, which does not include weekends, school holidays or district designated teacher planning days. Please note, however, that no adjustments to the 60 school day timeline can be made due to student absence(s).

Once the selected Strategies, Tools & Trials (pages 2-6) of the ATIP have been implemented and some data collected, if any of the following types of support are needed from District AT staff,

- informal feedback on the ATIP
- tools/equipment for further trial
- assistance with the assessment,

the SST will request such assistance by sending a copy (originals should be stored in the student's cumulative folder) of the ATIP (FM 7067), with any preliminary data/outcomes, and a copy of the signed Notice of Intent and Parental/Guardian Consent to Conduct a Screening/Assessment (FM 6279) to:

- assistivetech@dadeschools.net OR
- Mail Code 2861, Assistive Technology

The District LATS (Local Assistive Technology Specialist) will assist and support the SST in further AT trials. *Please note that any AT Assessment/Evaluation trials for tablet or laptop technology must include a LATS as a member of the assessment team*

Assistive Technology Assessment/Evaluation Report

If ATIP strategies and tools are successful, the **Assistive Technology Assessment/Evaluation Report** (page 7 of FM 7067) is completed by the assessment team (those defined at the completion of the screening when assessment is deemed necessary) and outlines the recommendations for AT tools and services required for the student to participate in the academic environment and make adequate yearly progress.

The assessment team convenes an IEP meeting to review the AT Assessment. Information from the ATIP and the AT Assessment/Evaluation Report will be included in the IEP as follows:

1. In the Assurances Section:
 - Type in the following under "Details": date of screening (Assistive Technology Screening and Considerations Checklist), date of Assessment (ATIP), and date of Assistive Technology Assessment/Evaluation Report (page 7 of the ATIP).
 - Indicate particular tools and services using the check boxes.
 - If "other" is checked, indicate specific information in the "Details" field.
2. In the Present Levels of Educational Performance – the need for AT strategies and tools should be documented in the domain in which the student needs support. Example: "The student is able to (task/goal) using (AT tool)."

3. Goals may contain (as a condition) the use of AT using generic terms – “adapted writing tool”, “calculator”, etc., not specific device or brand names.
4. Once the need for an AT tool has been determined, if District LATS support/training is needed, this will be documented in the Support Needed for IEP Implementation section of the IEP and the District Chairperson for Assistive Technology MUST be notified at assistivetech@dadeschools.net. Please note that this is NOT ongoing support.
5. After an AT Assessment Report has been completed for a student and reviewed at an IEP meeting, future needs can be documented on a new Assistive Technology Assessment/Evaluation Report (just page 7 of FM 7067) as needed, attached to the prior report, and documented on the IEP. *No new full ATIP (FM 7067) is required to identify additional tools and strategies unless specified by the IEP team.

Timelines for Completion of Assistive Technology Assessment/Evaluation

Obtain baseline data on student performance without AT (observation of the student)	Prior to IEP meeting or within 10 school days after IEP meeting
Complete Assistive Technology Screening and Consideration Checklist	Prior to or during IEP meeting
Obtain parental/guardian consent for Assistive Technology Assessment and Implementation Plan	At IEP meeting
Schedule next IEP meeting to review the results of Assessment	At IEP meeting when consent is obtained
Determine team member roles for assessment and implementation	AT IEP meeting or within 5 school days after IEP meeting
Assessment and implementation of ATIP strategies, tools and trials	Over the course of the assessment
Data collection of the ATIP strategies, tools and trials	At least weekly during the course of the assessment
Completion of the AT Assessment/Evaluation Report and IEP meeting to discuss the results of the assessment	No more than 60 school days after obtaining consent for assessment/evaluation
Review of the Assistive Technology in place and updates on the AT Assessment Report (page 7 of FM 7067) and on the IEP.	At least annually.

For assistive technology procedures for Pre-K SPED students, please refer to:
<http://prekese.dadeschools.net/docs/teacherhandbook/J%20ATProcedures.pdf>.

RESOURCES:

State of Florida Department of Education Technical Assistance Paper – “Assistive Technology for Students with Disabilities” (see pages 4-5 for information on the 60-school-day timeline for AT Assessment):

<http://info.fldoe.org/docushare/dsweb/Get/Document-6801/dps-2013-65.pdf>

FDLRS-S website: <http://fdlrs-south.dadeschools.net>

District Assistive Technology website: <http://assistivetech.dadeschools.net>

FORMS:

FM 6786, *Assistive Technology Screening and Consideration Checklist*

FM 7067, *Assistive Technology Assessment and Implementation Plan K-12 (ATIP K12)*

FM 6279, *Notice of Intent and Parental/Guardian Consent to Conduct a Screening/Assessment*

FM 6790, *Assistive Technology Equipment Release/Transfer from M-DCPS to Family, Other School District or Agency*

CONTACTS:

K-12

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Pre-K SPED

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