Assistive Technology Screening, Assessment and Implementation K-12

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

MDCPS LATS Team

(Local Assistive Technology Specialists)

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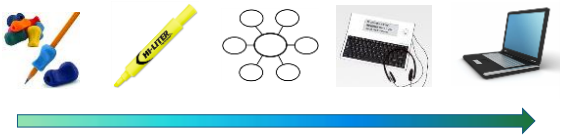
Assistive Technology

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

The goal of Assistive Technology (AT) is to enable independence and to facilitate the full participation of students with disabilities in all activities.

What do you think is possible for your students using AT?

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

Accommodations & Modifications

What is the difference?

Accommodations

- Change *how* students are taught and demonstrate what they know
- Allow students to work toward a *standard* diploma
- Are aligned with Next Generation Sunshine State Standards (NGSSS) and FCAT
- Support *high expectations* for learning across all subject areas

Modifications

- Change *what* students are expected to learn and demonstrate
- Allow students to work toward a *special diploma*
- Are aligned with the NGSSS Access Points and the Florida Alternate Assessment
- Support *high expectations* for learning across all subject areas

Where does AT fit in?

Accommodation?

An AT tool can be an accommodation, but not all accommodations are assistive technology. Can you think of examples?

Modification?

An AT tool is NOT a modification because it does not change the curriculum material.

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)

AT Consideration is…

…a discussion during the IEP meeting regarding:

- AT already being used
- Different AT that may be used
- The IEP team should have access to information about a range of AT options

What do you think is possible for your students using AT?

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 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 LRE or with less personal assistance?

The SETT Framework

The SETT Framework is a four part model intended to promote collaborative decision-making in all phases of assistive technology service design and delivery from consideration through implementation and evaluation of effectiveness.

- **STUDENT**
- **ENVIRONMENT**
- **TASK(S)**
- **TOOL(S)**

The Student

- What are the student's current abilities and interests?
- What does the student need to do?
- What are the student's special needs and barriers?

The Environment(s)

- What are the instructional and physical arrangements? Are there special concerns?
- What materials and equipment are currently available in the environments?
- What supports are available to the student and the people working with the student on a daily basis?
- How are the expectations of the people in the environment likely to affect the student's performance

The Task(s)

- What tasks occur in the student's natural environments which enable progress towards mastery of identified goals?
- What is everyone else doing?
- How might the tasks be modified to accommodate the student's special needs?

The Tool(s)

- What no tech, low tech, mid tech or high tech options should be considered for inclusion in an assistive technology system for the student to complete the task?
- What strategies might be used to invite increased student performance?
- How might a student try out the proposed system of tools in the customary environments in which they will be used?

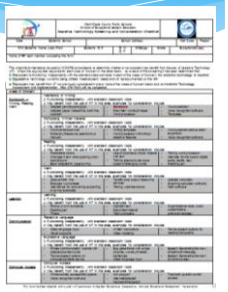
AT Screening and Consideration

The Assurances section of the IEP requires consideration of Assistive Technology for any student. This will be done at each IEP meeting via discussion by the IEP team and

- a review of an ATIP currently in place for the student

*** OR ***

- the completion of the Assistive Technology Screening and Consideration Checklist (FM 6786)
- This form can be accessed through forms.dadeschools.net, http://assistivetech.dadeschools.net, or on SPED EMS.



AT Screening and Consideration

If an ATIP is currently in place for the student, the team will review it for any needed changes and update the information on page 7

→

This updated ATIP will serve as the screening for this student.

AT Screening and Consideration

Curriculum – Writing, Reading, Math	Mechanics of Writing: □ Functioning independently with standard classroom tools □ May benefit from the use of AT in this area, examples for consideration include:		
	• Adapted pencils/pens/grips • Adapted paper (raised line, bold line, colored)	• Slantboard • Prewritten words/phrases • Word processor	• Word prediction • Voice recognition software • Templates
	Composing Written Material: □ Functioning independently with standard classroom tools □ May benefit from the use of AT in this area, examples for consideration include:		
	• Word cards/book/wall • Dictionary/thesaurus (electronic or manual)	• Writing templates • Word processor with/without adaptive features	• Word prediction/abbreviation expansion • Voice recognition software

The Assistive Technology Screening and Consideration Checklist asks IEP teams to consider, in several Areas of Concern, whether the student is "functioning independently with standard classroom tools" or if he/she "may benefit from the use of AT" in one or more of those areas. Certain specific examples of AT tools are given in each Area of Concern to assist the IEP team in their consideration/discussion, but no specific tools are chosen at this point.

AT Screening and Consideration

If the IEP team determines from the Screening and Consideration Checklist that the student is "functioning independently with standard classroom tools" in each Area of Concern

→

No AT is required and is indicated with a "no" in the Assurances section of the IEP

AT Screening and Consideration

If the IEP team determines from the Screening and Consideration Checklist that "the assistive technology currently being utilized meets the student's needs"

→

AT is documented in one or more of the following IEP sections: PLEP, Goals, Assurances, Conference Notes

AT Screening and Consideration

If the IEP team determines from the Screening and Consideration Checklist that the "student may benefit from AT not previously considered in one or more Areas of Concern"

→

Additional assessment is needed. Parental consent is requested – Notice of Intent and Parental Consent to Conduct a Screening/Assessment (FM 6279)

AT Assessment/Evaluation

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."

In accordance with this timeline, the SST/IEP Team will set a date for the review of the AT Assessment/Evaluation.

AT Assessment/Evaluation

An AT Assessment/Evaluation

- 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

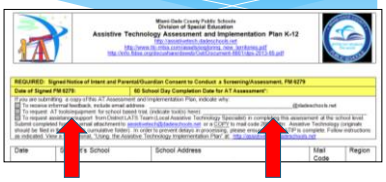
Assistive Technology Assessment and Implementation Plan – FM 7067

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, assistivetech.dadeschools.net, or on SPED EMS.

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

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

Date of Signed FM 6279:	**60 School Day Completion Date for AT Assessment*:**

If you are submitting a copy of this AT Assessment and Implementation Plan, indicate why:
☐ To receive informal feedback, include email address _____@dadeschools.net
☐ To request AT tools/equipment for school based trial, (indicate tool(s) here): _____
☐ To request assistance/support from District LATS Team (Local Assistive Technology Specialist) in completing this assessment at the school level.
Submit completed form: by email attachment to assistivetech@dadeschools.net or a COPY to mail-code 2861, Attn: Assistive Technology (originals should be filed in the student's cumulative folder). In order to prevent delays in processing, please ensure that the ATIP is complete. Follow instructions as indicated. View a brief tutorial, "Using the Assistive Technology Implementation Plan" at: http://assistivetech.dadeschools.net

Date	Student's School	School Address				Mail Code	Region
Print Student's Name (Last, First)		Student's ID #	☐ M ☐ F	DOB/Age	Grade	Exceptionality(ies)	
Medical Diagnosis(es)		Language/ ELL Level	Interpreter needed	☐ Y ☐ N	Sign Language Interpreter needed	☐ Y ☐ N	

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 assistivetech@dadeschools.net or a **copy** to Mail Code 2861, Attention: Assistive Technology. All originals should be kept at the school. **NOTE**: any AT assessment/evaluation trials for tablet or laptop technology must include a LATS member of the assessment team.

AT Assessment and Implementation Plan

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

Date of Signed FM 6279:	**60 School Day Completion Date for AT Assessment*:**

If you are submitting a copy of this AT Assessment and Implementation Plan, indicate why:
☐ To receive informal feedback, include email address _____@dadeschools.net
☐ To request AT tools/equipment for school based trial, (indicate tool(s) here): _____
☐ To request assistance/support from District LATS Team (Local Assistive Technology Specialist) in completing this assessment at the school level.
Submit completed form: by email attachment to assistivetech@dadeschools.net or a COPY to mail-code 2861, Attn: Assistive Technology (originals should be filed in the student's cumulative folder). In order to prevent delays in processing, please ensure that the ATIP is complete. Follow instructions as indicated. View a brief tutorial, "Using the Assistive Technology Implementation Plan" at: http://assistivetech.dadeschools.net

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Medical Diagnosis(es)		Language/ ELL Level	Interpreter needed	☐ Y ☐ N	Sign Language Interpreter needed	☐ Y ☐ N	

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 #	☐ M ☐ F	DOB/Age	Grade	Exceptionality(ies)	
Medical Diagnosis(es)		Language/ ELL Level	Interpreter needed	☐ Y ☐ N	Sign Language Interpreter needed	☐ Y ☐ N	

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 ☐ ASD ☐ EBD ☐ InD ☐ OHI ☐ OI ☐ SLD ☐ TBI ☐ VI ☐ other _____
   ☐ 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:
   ☐ Writing/Composing ☐ Reading ☐ Math ☐ Learning ☐ 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"

AT Assessment and Implementation Plan

Date	Student's School	School Address				Mail Code	Region
Print Student's Name (Last, First)		Student's ID #	☐ M ☐ F	DOB/Age	Grade	Exceptionality(ies)	
Medical Diagnosis(es)		Language/ ELL Level	Interpreter needed	☐ Y ☐ N	Sign Language Interpreter needed	☐ Y ☐ N	

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   ☐ Writing/Composing ☐ Reading ☐ Math ☐ Learning ☐ Communication

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.

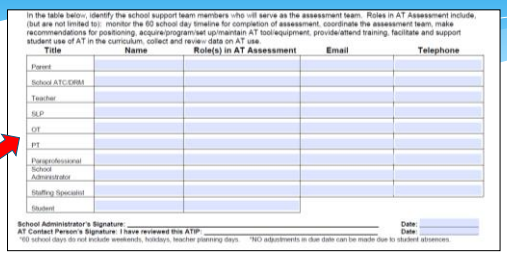
AT Assessment and Implementation Plan

Date	Student's School	School Address				Mail Code	Region
Print Student's Name (Last, First)		Student's ID #	☐ M ☐ F	DOB/Age	Grade	Exceptionality(ies)	
Medical Diagnosis(es)		Language/ ELL Level	Interpreter needed	☐ Y ☐ N	Sign Language Interpreter needed	☐ Y ☐ N	

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 ☐ ASD ☐ EBD ☐ InD ☐ OHI ☐ OI ☐ SLD ☐ TBI ☐ VI ☐ other _____
   ☐ 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:
   ☐ Writing/Composing ☐ Reading ☐ Math ☐ Learning ☐ Communication

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



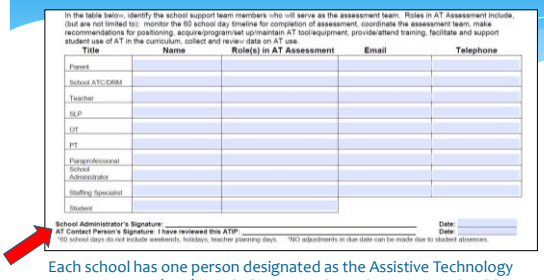
In the table below, identify the school support team members who will serve as the assessment team. Roles in AT Assessment include, (but are not limited to): monitor the 60 school day timeline for completion of assessment, coordinate the assessment team, make recommendations for positioning, acquire/program/set 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/DRM				
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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Title	Name	Role(s) in AT Assessment	Email	Telephone
Parent				
School ATC/DRM				
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.

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.

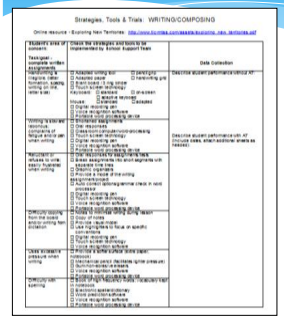
AT Strategies, Tools, and Trials Pages of the ATIP

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



Strategies, Tools & Trials: WRITING/COMPOSING

Online resource - Exploring New Territories: http://www.bc-mea.com/assets/exploring_new_territories.pdf

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

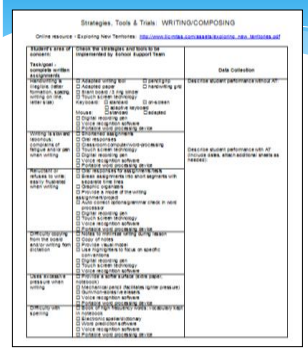
- Describe the student's performance without AT at the top of the column on the right.

AT Strategies, Tools, and Trials Pages of the ATIP

Each Strategies, Tools, and Trials page of the ATIP includes:

- Link to Exploring New Territories web resource
- A "Task/Goal" column
- A column with a set of suggested strategies and tools for each task/goal
- A column for the collection of data from the AT trial(s).

AT Strategies, Tools, and Trials Pages of the ATIP



Strategies, Tools & Trials: WRITING/COMPOSING

Online resource - Exploring New Territories: http://www.bc-mea.com/assets/exploring_new_territories.pdf

- 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 → Matrix of Services
- 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

Documenting AT in the IEP

Assurances

Type in under "Details":

- Date of screening (Assistive Technology Screening and Consideration Checklist)
- Date of Assessment (ATIP)
- Date of Assistive Technology Assessment/Report

Using the check boxes:

- Indicate the particular tool(s)
- Or check "other" and indicate specific information in the "Details" field

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

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

Support Needed for IEP Implementation

- If District LATS support/training is needed, this will be documented in the Support Needed for IEP Implementation section of the IEP
- The District Chairperson for Assistive Technology **MUST** be notified at assistivetech@dadeschools.net
- This is **NOT** ongoing support

AT in the Matrix

- Curriculum and Learning: Level 2, 3 & 4
- Independent Functioning: Level 2 & 4
- Communication: Level 2, 3, 4, 5

- Be sure to note the conditions for inclusion in Matrix level:

► Prerequisite for checking the services or are required for monitoring (if more than one is marked, all are required to be in evidence)

√ Examples

Ongoing Documentation of AT

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

- 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
- NO new full ATIP or assessment is required unless specified by the IEP team
- This review also suffices as an annual AT Screening and a FM 6786 is not needed (but can be used if the IEP team chooses to use it)

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

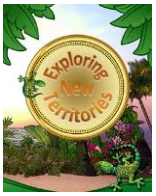
The "I" in ATIP is for Implementation

- 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

For more information:

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

Exploring New Territories:
http\www.tlc-mtss.com/assets/exploring_new_territories.pdf



Thank you for all you do!

If you can dream it, you can do it. Always remember that this whole thing was started with a dream and a mouse.

Walt Disney