

## Workshop 3

### Assistive Technology Assessment Part 3 – AT in the IEP and Implementation

## AT Implementation

### Solution Selection and Documented

AT is provided (here is a link to the page of the TA doc for provision of AT <http://okabletech-docs.org/homepage/at-ta-document-part-b/07-at-assessment/16-solution-selection/17-at-is-provided/>)

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AT is documented in the IEP (here is a link to the page of the TA doc for writing IEPs including AT <http://okabletech-docs.org/homepage/at-ta-document-part-b/07-at-assessment/16-solution-selection/18-at-is-documented-in-iep/>)

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### Acquisition and Funding

All in one resource: a link to the Oklahoma ABLE Tech website [www.okabletech.org](http://www.okabletech.org)

AT Discovery

[Okabletech.org/at-discovery](http://Okabletech.org/at-discovery)

Funding Manual

AT Funding guide:

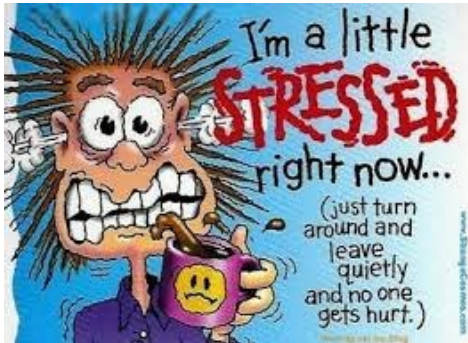
<https://www.okabletech.org/resources/at-funding-guide> a link to the funding guide

Disability

Age

Income

## AT and the IEP



There are 4 main places to document AT in the IEP

### Special Factors

*If checking yes, AT is considered necessary to implement the IEP, these might be items to address in the next box that pops up: 1) a referral for an AT assessment (if more information is needed), 2) Where to find more information within this IEP about where and how AT is being addressed, and 3) the AT features that are needed*

### Objective Statement

*Should include the need for AT: 1) Student's abilities and challenges, 2) how the disability affects progress in general education curriculum, 3) Include a comparison to same-aged peers, 4) Features of AT that enable access to the curriculum, and 5) if AT is already being used, include description of the success*

### Practice

### Goal Writing

*Not A Goals!, Should address how AT will be used to be successful in a functional academic or school-related task that is already being addressed, Well-written goals include the following:*

*S—Student*

*T—Task*

*A – Assistive Technology*

*M – How it's Measured*

*P – Allows calculation of Progress*

## Supplemental Aids

*Facilitates a student's general participation in 1) general education class, 2) other education-related settings, and 3) extracurricular/non-academic settings*

*Refers to: 1) aids, 2) services, and 3) other supports*

*Enables student to be with nondisabled children to maximum extent possible*

*How/Where to document AT as Supplementary Aids (this is required if you check yes on special factors AT question)*

EdPlan Demo: Services tab, add supplemental aids, adding services from a list and/or adding custom supplemental aids, include training time (number of sessions, session length and training details who, how, where, and when, include implementation who, how, where, when under what circumstance

## Practice

## Best Practices in the IEP

Best practices and operational procedures of documenting in the IEP. There is truly no wrong way to record AT in the IEP. The most important point is to capture the process the team plans to pursue or is currently pursuing and record pertinent information related to the student's needs and use of AT.

Remember, it is best practices for schools/districts to develop operational procedures for how those completing IEPs should record AT in the IEP

## QIAT Indicators

- 1) The education agency has guidelines for documenting assistive technology needs in the IEP and requires their consistent application
- 2) All AT devices and services that the IEP team determines are needed to support the selection, acquisition, and use of assistive technology devices are designated in the IEP
- 3) The IEP illustrates that assistive technology is a tool to support achievement of goals and progress in the general curriculum by establishing a clear relationship between student needs, assistive technology devices and services and the student's goals and objectives
- 4) IEP content regarding assistive technology use is written in language that describes how assistive technology contributes to achievement of measurable and observable outcomes

5) Assistive technology is included in the IEP in a manner that provides a clear and complete description of the devices and services to be provided and used to address student needs and achieve expected results

### QIAT Common Errors

1) IEP teams do not know how to include AT in the IEPs

2) IEPs including AT use a "formula" approach to documentation. All IEPs are developed in similar fashion and the unique needs of the child are not addressed

3) AT is included in the IEP, but the relationship to the goals and objectives is unclear

4) AT devices are included in the IEP, but no AT services support the use

5) AT expected results are not measurable or observable

### Best Practices and Operational Procedures for Documenting AT in the IEP

Page 57 in Technical Assistance Document (a link to the page in the Technical assistance document <http://okabletech-docs.org/homepage/at-ta-document-part-b/appendix-b-virtual-binder/57-at-in-the-iep/58-at-in-the-iep-cont/>)

Practice

### AT Assessment Step 6

AT Implementation and Follow-up

3 areas of implementation:

- 1) Inclusion of AT in classroom instruction
- 2) Student and staff training
- 3) Equipment management

Page 21 of the Technical Assistance Document (a link to the page in the technical assistance document regarding implementation <http://okabletech-docs.org/homepage/at-ta-document-part-b/07-at-assessment/21-implementation-follow-up/>)

#### Areas of Implementation

AT implementation Planning Areas: tools/strategies, specific tasks, environments, related IEP goals, system of recording implementation activities and results, maintenance, training and customization, and repairs/contingency planning

Page 21 of the Technical Assistance Document (a link to the page in the technical assistance document regarding following up <http://okabletech-docs.org/homepage/at-ta-document-part-b/07-at-assessment/21-implementation-follow-up/>)

### Skills Training

Students need instruction in:

Operational skills: skills needed to make the AT device work

Function skills: skills needed to use the AT to compete real tasks

Strategic skills: skills involved in knowing when to use the AT device in the real world and when to use other accommodations

Social skills: skills needed to use the device appropriately around other people

### Implementation Organizer

Page 59 of the Technical Assistance Document (a link to a page in the technical assistance document that contains the implementation organizer <http://okabletech-docs.org/homepage/at-ta-document-part-b/appendix-b-virtual-binder/59-at-implementation/62-66-at-implementation-organizer-form/>)

## Best Practice in AT Implementation

1. Maintain an inventory of frequently needed and commonly used AT devices.
2. Provide staff training in implementing IEPs that include AT
3. Develop recommended district procedures for implementation plans
4. Develop a system to ensure that supervisors are informed.
5. Release staff to attend planning meetings
6. Provide information regarding the district's technical assistance resources
7. Periodic Review

It is critical for school districts to actively participate in the development of implementation procedures (as well as other AT procedures for their districts).