Workshop 1: AT Consideration

AT Team Training
Learning Outcomes

1. Describe consideration of AT for all students with disabilities.
2. Summarize what the law says about AT Consideration.
3. List potential solutions available to help meet students' IEP goals.
Disclosures

• Financial Disclosure:
  • Kimberly Berry, Gretchen Cole-Lade, Shelley Gladden, Linda Jaco, Shelby Sanders, Allyson Robinson, Tabatha Scott, and Amy Woods. For all the speakers named above, no relevant financial relationship exists.

• Nonfinancial Disclosure:
  • All the speakers named above are staff of Oklahoma ABLE Tech.
ASHA Note

• Upon completion of this course, you will receive an email with a link directed to a Formstack form.

• If you wish for ABLE Tech to submit to the ASHA CE Registry for this course on your behalf, please click on the link and complete the form by 10.1.2020.

• Forms received after this date will not be submitted to ASHA. ASHA CEUs may only be obtained for this live event.
FAQ’s Resource Related to COVID-19

Visit ABLE Tech's website for a full list of FAQs
Let’s Consider…

Take a moment and think about what the word “Consider” means.

Please share your thoughts by sending a message to the Chat Room regarding what “Consider” means.
Dictionary Definition
Applying Consideration

1. What do you "consider" on a regular basis?

Please share your thoughts in the Chat Room.

2. What is considered *for* you?

When asked to, please share your thoughts in the Chat Room.
AT and the Law

There are 4 primary laws that impact AT in the educational setting:

• The Assistive Technology Act of 2004 (P.L. 108-364) (AT Act)
• Individuals with Disabilities Education Act (IDEA)
• Title II of the Americans with Disabilities Act (Title II)
• Section 504 of the Rehabilitation Act of 1973 (Section 504)
AT Act

• Written to include technology advances to improve the lives of all Americans with disabilities of all ages and in all environments on a statewide-basis by increased access to and acquisition of AT.

• ABLE Tech is Oklahoma’s AT Act Program
  • Services provided:
    • Demonstrations of AT
    • Short-term loans of AT (up to 6 weeks)
    • Free gently-used durable medical equipment (DME) and AT
    • State financing activities
    • Trainings
    • Public awareness events about AT
    • Consultations
    • Training on Information and Communication Technology (ICT) accessibility
Key Points of IDEA and AT

1. Consider AT needs of all students and document in the IEP
   1. Development
   2. Review
   3. Revision

2. Schools are to provide AT if it is needed for a free and appropriate public education (FAPE)

3. Provide at NO COST if AT is required

4. Can NOT delay in the provision of the required AT
Title II and AT

1. Civil Rights Law -- Schools are a government entity and therefore fall under ADA.
2. "Auxiliary aids and services" cover the services/devices of AT.
3. Students with disabilities must have communication that is as effective as communication with others without disabilities.
Section 504 and AT

1. Student may qualify for 504 even without qualifying for Special Education.

2. Schools must provide equal access to their programs and services.

3. Reference to AT located within the document reads: Special Education and related aids and services "supplementary aids and services” setting in which students are served.
Definitions of AT Device

**AT Device**: 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 persons with disabilities.
Definitions of AT Service

• **AT Service**: Any help or training provided to an evaluator, person with a disability, family member, caregiver, or service provider to select or use an AT device.
10 Categories of AT

1. Computer Access
2. Vision
3. Hearing
4. Learning/Cognition/Development
5. Daily Living
6. Speech Communication
7. Seating/Positioning/Mobility
8. Environmental Adaptations
9. Recreation/Sports/Leisure
10. Vehicle Modifications
1. Computer Access Examples

• Logitech Wireless Trackball Mouse M570

• KidTRAC
2. Vision Examples

Orion TI-30XS Talking Scientific Calculator

iPad with Voice Dream Reader

Focus 40 Refreshable Braille Display

MATT Connect Smart Tablet Magnifier
3. Hearing Examples

Comfort Contego

Comfort Duett

Telephone Amplifier
4. Learning, Cognition and Development Examples

- Time Timer
- Livescribe 3 Smartpen
- C-Pen Reader
4. LCD Examples Continued

- iPad with Notability
- Chromebook with SpeakIT
- Laptop with Microsoft Immersive Reader
5. Daily Living Examples

- Little Spill Cup
- Inner Lip Plate
- Silverware/Tools with built-up handles
6. Speech Communication Examples

- iPad with LAMP
- 7-Level Communicator
- Tobii I-13 with Eyegaze
- NovaChat 8
7. Seating, Positioning and Mobility Examples

Disc 'O' Sit    HowdaHUG Seat    Modular Hose iPad Holder
8. Environmental Adaptation Examples

Switches

Weighted Vest
9. Recreation, Sports, and Leisure Examples

- Jingle Bell Ball
- Low Vision Monopoly
- Puzzle with Sound
10. Vehicle Modification Examples

Wheelchair Tie-down

Special Needs Car Seat
Quality Indicators for AT (QIAT)

1. Consideration of AT Needs
2. Assessment of AT Needs
3. AT in the IEP
4. AT Implementation
5. Evaluation of Effectiveness of AT
6. AT in Transition
7. Administrative Support for AT
8. AT Professional Development
AT Consideration - Your Students

On a scrap piece of paper:
• Think of and describe a student at your school who does not access all aspects of school:
  • Information - academic and social
  • Environments – restricted classroom, eating arrangement, physical activity
  • Extracurricular or special activities

Please no names or identifying information
AT is considered for all children with disabilities and the unique needs of the child.
Promising Practices Broken Down

• A collaboration process is established and consistently used by IEP teams to make AT decisions.

• The team consistently uses collective knowledge and skills to make informed AT decisions. The team seeks help when needed.
Promising Practices Continued

• Decisions about a student's need for AT consistently are based on both the student's IEP goals and general education curricular tasks.

• The IEP team consistently gathers and analyzes data about the child, customary environments, developmental goals and tasks when considering a child’s need for AT devices or services.
Promising Practices Wrap-Up

• The IEP team always explores a range of AT devices, services, and other supports to address identified needs.

• The consideration process and results are documented in the IEP and consistently include a rationale for the decision and supporting evidence.
AT Consideration Process

A clear version of this diagram is on page 5 of the AT TA document.
Documenting AT Consideration

• AT documentation starts with recording AT Consideration information.

• It is important to document consideration that AT might be needed, as well as documenting specific areas in which AT might be needed.
Four Helpful Questions in Consideration

1. What task is it that we want this student to do, that s/he is unable to do at a level that reflects his/her abilities (writing, reading, communicating, hearing, seeing)?

2. Is the student currently able to complete tasks with special strategies or accommodations?

3. Is there currently AT (either devices, tools, hardware or software) used to address this task?

4. Would the use of AT help the student perform this skill more easily or efficiently, in the least restrictive environment, or perform successfully with less personal assistance?

Page 6 of Technical Assistance document

Documenting Consideration in EdPlan

• Oklahoma ABLE Tech has created a document called "Special Factors Support Information" to help IEP teams come to a decision in a systematic way for checking yes/no to whether AT was considered.

• This form is supposed to be attached to the AT Consideration checkbox within EdPlan as well.

• Here is a direct link to the form:

In-Person/Virtual/Distance Service Delivery and Contingency Plans

• AT must be considered for the environment(s) where the student will be learning.

• In Oklahoma, the State Department of Education encourages school districts to develop "Contingency Plans" that may need to be implemented in the case of a sudden change in service delivery.

• LEAs must ensure students with disabilities maintain continuity and access to services that are provided to all students participating in the general education setting.
What Does This Change About the Consideration Process?

• Anticipate how a change in environment may impact AT selection, acquisition, and use
  • Is the AT that works for in-person service delivery necessary at home?
  • Is there technology already in the home that may be used to meet the same need vs sending AT home?
  • Is a compact or fuller version needed in one environment vs another?
Let’s Try It Out!

Can you determine if you would mark 'Yes' or 'No' to AT Consideration on EdPlan for your student?

Please share your response (Yes or No) in the Chat Room.
Big East Form for Consideration of AT (Big East Checklist)

When polled this is the form most Oklahoma teachers preferred.

Turn to page in TA document and be ready to use it in the next few slides.

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### Big East Educational Cooperative

Assistive Technology Consideration Checklist

This checklist is intended to be used by an educator and/or parent/ guardian to determine if a student may benefit from the use of Assistive Technology (AT). Each area of concern the educator or parent/guardian believes is in need is noted on this form. The form is to be completed by the educator and/or parent/guardian and submitted to the Admissions and Release Committee (ARC). This checklist is intended to be used by an Admissions and Release Committee (ARC) to determine whether or not a student may benefit from the use of AT.

#### **Student Name:** __________________________________

**DOB:** __________________

**Date:** _________________

**Area of Concern**

<table>
<thead>
<tr>
<th>Functioning:</th>
<th></th>
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<tbody>
<tr>
<td>Academic Functions</td>
<td></td>
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<tr>
<td>Environmental Functioning</td>
<td></td>
</tr>
<tr>
<td>Receptive/Lifelong Learning</td>
<td></td>
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<tr>
<td>Cognitive:</td>
<td></td>
</tr>
<tr>
<td>Composing Written Material</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Speech sound production and use, voice, articulation</td>
<td></td>
</tr>
<tr>
<td>Motor</td>
<td></td>
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<tr>
<td>Vision</td>
<td></td>
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<tr>
<td>Hearing</td>
<td></td>
</tr>
</tbody>
</table>

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**Environmental Functioning**

- Composing written material
- Functioning independently with standard classroom tools
- Functioning independently with computer access
- Functioning independently with organization tools
- Functioning independently with environmental control
- Functioning independently with assistive technology

**Receptive/Lifelong Learning**

- Functioning independently with receptive learning
- Functioning independently with environmental supports
- Functioning independently with assistive technology
- Functioning independently with environmental control

**Cognitive**

- Functioning independently with listening
- Functioning independently with visual information
- Functioning independently with speech sound production
- Functioning independently with motor

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Page 42-43 of TA document

Case #1 - Kevin

- A 13-year-old male with a cochlear implant on one side and hearing aid on the other side.
- Significant vision impairment
- Diagnosis of Cerebral Palsy
- Family speaks Vietnamese at home, but older brother (15) speaks primarily English with friends and siblings
- Participates in general education for science
- Enrolled in the 6th Grade
Case #1 What Would You Choose?

Special Factors Consideration Checklist
Yes / No

What would you mark on the Big East Checklist?
Case #2 - Sam

- 7-year-old with normal hearing and vision
- Diagnosis of Autism Spectrum Disorder
- Participates in general ed 3 hours/day (specials, reading/English, science)
- Participates the rest of the day in an Autism classroom
- Loves swimming
- Receives Occupational Therapy and Speech Therapy at school
Case #2 What Would You Choose?

Special Factors Consideration Checklist
Yes / No

What would you mark on the Big East Checklist?
Case #3 - Sarah

• Entering school 4-year-old program from daycare

• Diagnosis of speech delay

• Walks without difficulty

• No concerns with hearing or vision

• Has some history of difficulties with peers and poor play
Case #3 What Would You Choose?

Special Factors Consideration Checklist
Yes / No

What would you mark on the Big East Checklist?
Case #4 - Jack

• 9-year-old, receives special education support services for behavior

• Doctor reports suspected Autism diagnosis despite being tested recently by a psychiatrist with no Autism indicated

• History of aggressive behaviors with teachers and peers

• Some curriculum in general education and some in an Autism classroom
Case #4 What Would You Choose?

Special Factors Consideration Checklist

Yes / No

What would you mark on the Big East Checklist?
Case #5 - Mary

- 5-year-old entering kindergarten
- No pre-K or mother's day out
- Diagnosis of developmental delay
- Hearing was evaluated and was normal
- Vision is also normal
Case #5 What Would You Choose?

Special Factors Consideration Checklist
Yes / No

What would you mark on the Big East Checklist?
Common Errors in AT Consideration

• AT is considered for students with severe disabilities only.

• No one on the IEP team is knowledgeable regarding AT.

• Team does not use a consistent process based on data about the student, environments and tasks to make decisions.
Common Errors in AT Consideration-Continued

- Consideration of AT is limited to those items that are familiar to team members or are available in the district.

- Team members fail to consider access to the curriculum and IEP goals in determining if AT is required for the student to receive FAPE.

- If AT is not needed, team fails to document the basis of its decisions.
Developing Operational Procedures - Why

• Provides a consistent way for everyone in the same district to approach “considering” AT for all students with disabilities

• Have a location/access point for all employees to be able to review the agreed upon approach

• Documented way to ensure all school personnel know the operational procedures exist
Developing Operational Procedures - Who

• Says who?
  • Letter to Hutcheson, 30 IDELR 708 (OSEP 1998)
  • State Education Agencies (SEAs) must ensure that school districts have in place policies and procedures to ensure that FAPE is made available to all children with disabilities residing in the state in mandatory age ranges. This responsibility includes ensuring the provision of AT devices and services where such devices and services are necessary for a child to receive FAPE.
Developing Operational Procedures - How

• How?
  • Use the Oklahoma ABLE Tech AT Technical Assistance (AT-TA) Guide for Part B.
Making Your Own Low-Tech AT!!

• Weighted Pencil
• Whisper Phone
• Working For Chart
• Marker Holder
• BONUS: Reading Guide
Make 'n Take Discussion

Please join the Padlet board with the QR code below.
Considerations for Future AT Assessments

• Virtual Platforms
• Multiple Cameras
• Borrowing Devices
• Safety Gear and Sanitization – In-Person
• Additional Resources
Questions/Comments?

Please type them into the Chat Room!
Join the AT PLC Moderated by ABLE Tech

• This PLC is within Pepper!!
Course Evaluation

• Post-Workshop Evaluation will be sent by SurveyMonkey following the workshop
• Please Return Promptly!
Thank you!

See you for Workshop 2