Workshop 2: AT Assessment

AT Team Training
Learning Outcomes

1. Explain the steps to conduct an AT Assessment.
2. Describe how to borrow AT for a trial.
3. Apply the steps of an AT Assessment with a student.
Disclosures


• **Financial Disclosure**: No relevant financial relationship exists for any of the speakers.

• **Nonfinancial Disclosure**: No relevant nonfinancial relationship exists for any of the speakers.
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 11.5.2020.

• Forms received after this date will not be submitted to ASHA. ASHA CEUs may only be obtained for this live event.
COVID-19 FAQs – AT Devices and Services

Visit ABLE Tech's website for a full list of FAQs
AT and the Law – Review

**IDEA**
- Consider AT needs of *all* students on an IEP.
- Schools are to provide AT if it is needed for FAPE.
- Provide at NO COST if AT is required.
- Can NOT delay in the provision of required AT.

**Title II of ADA**
- Schools fall under ADA.
- Auxiliary aids and services cover AT services/devices.
- Students with disabilities must have communication that is as effective as communication with others without disabilities.

**Section 504**
- Student may qualify for a 504 plan even without qualifying for special education.
- Schools must provide equal access to their programs and services.
- Law refers to AT as “supplementary aids and services.”

Review Steps of the AT Assessment Process

Covered in Workshop 1

Consideration and Referral ➔ Problem Identification ➔ Observation ➔ Solution Generation ➔ Solution Selection ➔ Implementation
Reminder of Requirements for AT Assessments

• Be systematic
• Be replicable
• Provide accountability
• Be performed by a person(s) with AT knowledge
Review Steps of the AT Assessment Process, Cont.

Covered in Workshop 1

Consideration and Referral → Problem Identification → Observation → Solution Generation → Solution Selection → Implementation
Assessment Step 3 – Observation

• Asking multiple team members to complete the same observation form in their own environments
• Observing how much/often and in what ways the student is participating
• Observing how much/often and in what ways the student’s peers are participating
• Noting whom the student is interacting with students vs adults
• Noting if there are any noticeable barriers to the student’s participation

SETT SCAFFOLD FOR GATHERING DATA
Collaboratively Gather and Analyze Information from a Variety of Sources
(use as many sheets as necessary to build shared knowledge)

Student: ____________________ Date: ________________ Perspective: ____________________

| DESCRIBE CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED |
|---------------|----------------|---------------|
| STUDENT       | ENVIRONMENTS   | TASKS         |

- CIRCLE FUNCTIONAL AREAS OF CONCERN
- UNDERLINE BARRIERS TO STUDENT PROGRESS
- STAR SUPPORTS FOR STUDENT PROGRESS
### WATI Classroom Observation Guide

#### Chapter 1 - Assistive Technology Assessment

**Classroom(s):**

**Teacher:**

**Student:**

**Date:**

**Time:**

**Observer:**

(J. Gierach, 2009, Wisconsin Assistive Technology Initiative)

<table>
<thead>
<tr>
<th>Task:</th>
<th>General students response: How does the rest of the class respond to the directions, how do they complete their work?</th>
<th>Target Student Response: Do you notice any difference in how the target student handles the directions? How do they begin, maintain, and end the task? Was the time for the activity sufficient?</th>
<th>Barrier to task completion: What do you notice about the environment that might affect the target student’s work? Ex. Manner that the directions were delivered, time to complete the task, different learning style.</th>
<th>Potential Adaptations: What pops into your head as a solution that you might bring to the brain storm session during the ASNAT meeting?</th>
<th>Questions: What information do you need? What questions do you have for the teacher/student/parent?</th>
</tr>
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</table>

Assessing Students’ Needs for Assistive Technology (2009)
### Environmental Observation Summary

<table>
<thead>
<tr>
<th>Activity/Task(s) observed:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ways that typical students participated:</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Ways the target student participated:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Barriers to target student’s participation:</th>
</tr>
</thead>
</table>

Adapted from:


*Assessing Students’ Needs for Assistive Technology (2009)*
AT Assessment Process – Solution Generation

Consideration and Referral → Problem Identification → Observation → Solution Generation → Solution Selection → Implementation

Covered in Workshop 1
Assessment Step 4 – Solution Generation

As a team, this process should begin by answering the following questions:

• Who is going to coordinate the trial to help acquire the device(s)?

• What training may be needed for the student, family, and/or team members on how to use the AT?

Solution Generation Continued

• Who will set up, troubleshoot, recharge, and otherwise manage the AT during the trial?

• Where, when, and during what tasks will the student use the AT during the trials?

• What outcome(s) will determine success of the trial?
Identifying Potential Tools

• In order to determine a list of potential tools, the teams must review information from the observation process. Then brainstorm and use resources as needed to create a "Tools to Try" list.

• Characteristics/features of AT should be identified based on need of the student for the identified task, within the customary environment(s), for a given task. This is referred to as “Feature Matching.”
Examples of Features of AT

• Portability/weight
• Durability
• Text-to-speech
• Word prediction
• External/onscreen keyboard
• Dictation
• Battery life

## SETT SCAFFOLD FOR TOOL SELECTION – PART 1 - IDENTIFYING TOOLS

Develop Descriptors of an Assistive Technology Tool System that Addresses Needs and Identify Possible Tools

**STUDENT:** ______________  AREA OF ESTABLISHED NEED (See SETT Part I): ______________________

**STEP 1:** Based on S-E-T data, enter descriptors or functions needed by the student across the shaded top row - 1 descriptor per column

**STEP 2:** Enter promising tools in the shaded left column - 1 tool per row

**STEP 3:** For each tool, note matches with descriptors and functions to help guide discussion of devices and services

USE ADDITIONAL SHEETS IF NECESSARY

<table>
<thead>
<tr>
<th>Descriptors</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Feature Matching Activity

• Locate the SETT Scaffold for Tool Selection – Part 1 – Identifying Tools handout in your binders.

• Let’s practice using a not so serious example.
Prince Charming--Feature Matching

- Royalty
- Chivalrous
- Likes to be the savior
- Committed to his ideas
- Excellent Swordsman
- Is a leader
- Rides horses
- Good ballroom dancer
- Good sense of humor

Task: Finding the "right one"
Results from Tinder

Ariel
Royalty
Rebellious
Excellent Swimmer
Loves singing
Likes collections
Likes adventure

Jasmine
Royalty
Independent
Self-sufficient
Wants adventures
Graceful
Empathetic

Belle
Non-Royalty
Non-conformist
Independent
Family-oriented
Brave
Loves reading
Compassionate

Merida
Royalty
Tomboy
Skilled in archery
Pampered
Quick-Witted
Feisty

Cinderella
Non-Royalty
Friendly
Obedient
Adventurous
Hard worker
Good dancer
Down-to-Earth

Fiona
Royalty
Insecure
Headstrong
Skilled fighter
Self-sufficient
Wants to be rescued
Complete the SETT Scaffold for Tool Selection

**SETT SCAFFOLD FOR TOOL SELECTION – PART 1 - IDENTIFYING TOOLS**

Develop Descriptors of an Assistive Technology Tool System that Addresses Needs and Identify Possible Tools

**STUDENT:** Prince Charming  **AREA OF ESTABLISHED NEED** (See SETT: Part I: Finding the “Right One”)

**STEP 1:** Based on S-E-T data, enter descriptors or functions needed by the student across the shaded top row - 1 descriptor per column

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<tr>
<th>Descriptors</th>
<th>Royalty</th>
<th>Enjoys nice gestures from others</th>
<th>Likes to be helped</th>
<th>Supportive</th>
<th>Goes with the flow</th>
<th>Likes animals</th>
<th>Likes dancing</th>
<th>Has a good sense of humor</th>
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<tbody>
<tr>
<td>Tools</td>
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<tr>
<td>Ariel</td>
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<td>Jasmine</td>
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<td>Merida</td>
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<td>Cinderella</td>
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<td>Fiona</td>
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</tbody>
</table>
Completed SETT Identifying Tools for Prince Charming

**SETT SCAFFOLD FOR TOOL SELECTION – PART 1 - IDENTIFYING TOOLS**
Develop Descriptors of an Assistive Technology Tool System that Addresses Needs and Identify Possible Tools

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<td>Ariel</td>
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<td>X</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Jasmine</td>
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<td>Belle</td>
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<td>Merida</td>
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<td>Cinderella</td>
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<tr>
<td>Fiona</td>
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</tr>
</tbody>
</table>
AT Feature Matching – Writing

• Let’s practice using a more serious example.

**Student:** A 9th grade student with Muscular Dystrophy had limited strength which had grown more pronounced.

**Environments:** Classroom and home

**Task:** By the end of the school year, the student will be able to independently write essays and papers.
**Writing AT Feature Matching Chart**

**AT Category:** Environmental Adaptations, Controls, and Writing  
**Student (Individual) – 9th grade student with limited strength due to Muscular Dystrophy**  
**Environments – school, home**  
**Tasks – completing written work**

<table>
<thead>
<tr>
<th>Low-Tech</th>
<th>Mid-Tech</th>
<th>High-Tech</th>
</tr>
</thead>
<tbody>
<tr>
<td>pencil grip</td>
<td>Writing Bird</td>
<td>portable word processor</td>
</tr>
</tbody>
</table>

**Tools**

<table>
<thead>
<tr>
<th>Descriptors</th>
<th>Enlarge grasping surface of writing utensil</th>
<th>Ability to control pencil without grasping it</th>
<th>Ability to type written work</th>
<th>Word prediction</th>
<th>Ability to speak what is to be written</th>
<th>Spell check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencil grip</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Bird</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portable word processor</td>
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<td>x</td>
<td>x</td>
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<td></td>
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<tr>
<td>Speech-to-text software</td>
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</tbody>
</table>

Modified from Joy Zabala’s SETT Scaffold for Tool Selection
Having Difficulty Identifying AT Tools?

Oklahoma ABLE Tech has created AT Discovery

- **Link to AT Discovery**: https://www.okabletech.org/at-discovery/
- Provides the what, when, who, and why for all AT categories, as well as case examples with listed AT
Choosing Which AT Devices to Trial

• The SETT Scaffold for Tool Selection – Part 2 – Prioritizing Tools offers a form to make a “short list” of AT based upon the Identifying Tools information.

• Requires consolidation of information gathered on the SETT Scaffold for Tool Selection - Identifying Tools for analyses.
Key Factors to Prioritizing Tools: What Items are systematically available?

- Availability (Systematic, Programmatic, Acquired)
  - What items do schools have?
    - Chromebooks
    - iPads
    - Desktop Computers
    - FM Systems
    - Seating Options

- Training required for effective use (Student, Staff, Family)
  - Who is available/knowledgeable to conduct the training?
Revisiting Prince Charming Case Example: Princess Characteristics matching the Prince

- Ariel: 6/8
- Jasmine: 5/8
- Belle: 4/8
- Merida: 3/8
- Cinderella: 7/8
- Fiona: 3/8

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**SETT SCAFFOLD FOR TOOL SELECTION – PART 1 - IDENTIFYING TOOLS**

Develop Descriptors of an Assistive Technology Tool System that Addresses Needs and Identify Possible Tools

STUDENT: Prince Charming  AREA OF ESTABLISHED NEED (See SETT: Part I): Finding the “Right One”

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<td>X</td>
<td>X</td>
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<td>Jasmine</td>
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Narrowing Down AT Devices

• Based on the concrete numbers, trials for Prince Charming should include at least:
  • Cinderella (7/8)
  • Ariel (6/8)

A third possibility could be Jasmine (5/8) if the first two trials were unsuccessful.
Using the SFTT Prioritizing Tools for Planning

## SETT SCAFFOLD FOR TOOL SELECTION – PART 2 - PRIORITIZING TOOLS

Establish Availability and Training Needs for Promising Tools that Match Student Needs

<table>
<thead>
<tr>
<th>SHORT LIST OF TOOLS</th>
<th>TOOL AVAILABILITY</th>
<th>SERVICES (training, planning, coordination, etc.) REQUIRED FOR EFFECTIVE USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cinderella (7/8)</td>
<td>X</td>
<td>Understanding of “commoners”</td>
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<tr>
<td></td>
<td></td>
<td>Training on expectation of royalty (does not help with chores)</td>
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<td>Would need to accept that she does not come from royalty (attitude barrier)</td>
</tr>
<tr>
<td>Ariel (6/8)</td>
<td>X</td>
<td>Would need scuba gear, and remove seafood from his diet</td>
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<td>Would need to be able to provide support and services to Ariel both on land and in water.</td>
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<tr>
<td></td>
<td></td>
<td>Would need to be understanding that Prince Charming may spend much time away from the home to be with Ariel.</td>
</tr>
<tr>
<td>Jasmine (5/8)</td>
<td>X</td>
<td>Nothing extra as Jasmine is also royalty and lives on solid ground</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Must learn Jasmine’s likes and interests, as she will expect the same type of services received at home</td>
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<tr>
<td></td>
<td></td>
<td>Would need to be understanding of Jasmine’s desire to see the world.</td>
</tr>
</tbody>
</table>

**KEY:**

S = Systemically available tools - Currently available to ALL students served by this system

P = Programatically available through special education services or other services for which this student is qualified

A = Additional tools that need to be acquired for this student.
Revisiting Writing AT Devices

- Pencil grip (1/6)
- Writing Bird (2/6)
- Portable word processor (3/6)
- Speech-to-text software (4/6)
- How would this transfer to the SETT Prioritizing Tools for Planning form?
Thinking Out of the Box

If AT is researched and an item is found that is not currently available, should you list it?

• YES! There are ways to borrow AT for short-term use.
Borrowing AT – Access to Tools Listed

Ways to acquire short-term loans for decision-making:

- School District’s AT inventory
- AIM Center at the Oklahoma Library for the Blind and Physically Handicapped (Link to Oklahoma for the Blind: www.olbph.org)
- ABLE Tech demo/loan program (Link to Device Demo/Loan: https://www.okabletech.org/guide-to-all-services/device-loan-program/)
- Contact manufacturer or Oklahoma representative of desired AT for short term loan/demo
Comparing AT through Trials

Once the AT devices to be trialed have been selected and acquired, it is important to continue the documentation process of determining which device was the most successful.

# WATI Trial Use Guide

## Assistive Technology Trial Use Guide

**AT to be tried:**

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>DOB:</th>
<th>Age:</th>
<th>Meeting Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Agency:</td>
<td>Grade/Placement:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact Person(s):</td>
<td></td>
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</tr>
<tr>
<td>School/Agency Phone:</td>
<td>Address:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persons Completing Guide:</td>
<td></td>
<td></td>
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<tr>
<td>Parent(s) Name:</td>
<td>Phone:</td>
<td></td>
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<tr>
<td>Parent(s) Address:</td>
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</tbody>
</table>

**Goal for AT use:**

### Acquisition

<table>
<thead>
<tr>
<th>Source(s)</th>
<th>Person Responsible</th>
<th>Date(s) Available</th>
<th>Date Received</th>
<th>Date Returned</th>
</tr>
</thead>
</table>

Person primarily responsible to learn to operate this AT:

### Training

<table>
<thead>
<tr>
<th>Person(s) to be trained</th>
<th>Training Required</th>
<th>Date Begun</th>
<th>Date Completed</th>
</tr>
</thead>
</table>

### Management/SUPPORT

<table>
<thead>
<tr>
<th>Location(s)</th>
<th>Support to be provided (e.g. set up, trouble shoot, recharge, program, etc.)</th>
<th>Person Responsible</th>
</tr>
</thead>
</table>

### Student Use

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Used</th>
<th>Location</th>
<th>Task(s)</th>
<th>Outcome(s)</th>
</tr>
</thead>
</table>

Source: WATI - Wisconsin Assistive Technology Initiative
Some may prefer to utilize one form for all trials rather than complete a WATI Trial Use Guide for each individual trial.
AT Assessment Process – Solution Selection

Consideration and Referral
Problem Identification
Observation
Solution Generation
Solution Selection
Implementation

Covered in Workshop 1
AT Assessment – Solution Selection

• This step of the AT Assessment process is a discussion to compare the AT data collected during trials.

• In setting up a meeting the following roles should be assigned:
  • 1 facilitator
  • 1 recorder
  • 1 time keeper
Making a Decision

• Reviewing documentation from all previous steps of the AT Assessment process should coincide with the decision-making steps

• Decision-making steps
  1. Problem Identification (SET(T) Process)
  2. Solution Generation ((T) of SETT)
  3. Solution Selection --Discussion
  4. Implementation -- What device(s)/service(s) will be needed?
  5. Follow-up -- Re-evaluate the situation on a regular basis.
Quality Indicators for Assistive Technology—AT Assessment

1) Clearly defined procedures.
2) Flexible teams formed on the basis of knowledge and expertise in AT.
3) AT Assessments are conducted in the student’s customary environments.
4) AT Assessments are conducted in a timely manner.
5) Recommendations are based on data about a typical task.
6) Documented recommendations consistently include sufficient information.
7) AT use is frequently monitored.

Common Errors of AT Assessment

1. Procedures are not defined or not customized.
2. Not utilizing a team approach.
3. Lack of skills necessary to conduct assessment and team does not seek assistance.
4. Lack of time to conduct assessment, including AT Trials.
5. Lack of clear communication between team members.
6. Needs/Expectations are not communicated outside of the assessment team.
7. Student is not involved!
Operational Procedures for AT Assessment

• It is strongly encouraged that each district/school creates Operational Procedures for AT Assessments.

Making AT

It is known that it takes time and money to acquire AT. Therefore, Oklahoma ABLE Tech has created everyday AT devices that can be made quickly and at a low cost.

In addition to the items received during this workshop, other Make ‘n Take ideas can be found at:

Link to Make ‘n Takes: https://www.okabletech.org/education-services/make-n-takes/
Course Evaluation

Please check your email in-box for the SurveyMonkey to provide your feedback.

Thank you!!
See you at Workshop 3