Workshop 3: AT Acquisition and Implementation

AT Team Training
Learning Objectives

1. Tell how to write AT in the IEP.
2. Summarize the AT Implementation process.
3. Compare and contrast AT across disabilities.
4. Identify funding resources for AT acquisition.
Speaker Disclosures

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• **Financial Disclosure:** For all the speakers named above, no relevant financial relationships exists.

• **Nonfinancial Disclosure:** For all the speakers named above, no relevant nonfinancial relationships exists.
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 3-25-2021.

• 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
AT Assessment Step 5 - Solution Selection – AT is Provided

• Decision-Making Meeting

• Acquisition and Funding
Acquiring AT – All-in-One Resource

• AT Discovery through Oklahoma ABLE Tech
• Oklahoma ABLE Tech’s Funding Guide
  o 3 Main Criteria for Funding
    • Age
    • Disability
    • Income

Documenting AT in the IEP

• ABLE Tech provides specific guidance on including AT in the Special Factors section of EdPlan.
• 3 Additional Places in EdPlan to Document AT:
  • Overall Objective Statement
  • Goals and Objectives
  • Supplementary Aids and Services

EdPlan Walkthrough Demonstration

• View the EdPlan Video

Here's a walk-through of documenting A.T. on the I.E.P. in EdPlan.
Special Factors Guidance

If you check yes, AT is considered necessary to implement the IEP, the following can be addressed in the text box that pops up in EdPlan:

• A referral for an AT Assessment (if more information is needed)
• Where to find more information within this IEP about where and how AT is being addressed
• The AT features that are needed
1) Overall Objective Statement

Should include the need for AT:

• Student’s abilities and challenges
• How the disability affects progress in general education curriculum
• Include a comparison to same-aged peers
• Features of AT that enable access to the curriculum
• If AT is already being used, include description of the progress
Practice Writing Objective Statements

**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.
Practice Writing Objective Statements

• Consider the student case study for the young man who had muscular dystrophy and difficulty producing written work.

• In the next five minutes, practice writing an overall objective statement regarding that student.

• Upload your objective statement in the Chat.
2) Goals and Objectives

• Not meant as AT Goal Writing.

• Should address how AT will be used for progress in a functional academic or school-related task that is already being addressed.
Well-Written Goals

S - Student
T - Task
A - Assistive Technology
M - How is it Measured?
P - Allows calculation of Progress
Practice Goal Writing

• Consider the student case study for the young man who had muscular dystrophy and difficulty producing written work.

• In the next five minutes, practice writing an IEP goal regarding that student.

• Upload your objective statement in the Chat.
3) Supplementary Aids and Services

• Facilitates a student’s general participation in:
  o General education class
  o Other education-related settings
  o Extracurricular/non-academic settings

• Refers to:
  o Aids
  o Services
  o Other supports
Supplementary Aids and Services Continued

- Enables student to be with nondisabled peers to maximum extent possible.

- How/Where to document AT as Supplementary Aids (This is required if you check yes on the Special Factors AT question.).
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 practice for schools/districts to develop operational procedures for how those completing IEPs should record AT in the IEP.
QIAT Indicators for Documenting AT in the IEP

• The education agency has guidelines for documenting assistive technology needs in the IEP and requires their consistent application.

• All AT devices and services that the IEP team determines are needed to support the selection, acquisition, and use of AT devices are designated in the IEP.

• The IEP illustrates that AT is a tool to support achievement of goals and progress in the general curriculum by establishing a clear relationship between student needs, AT/devices and services and student’s goals and objectives.
QIAT Indicators Continued

• IEP content regarding AT use is written in language that describes how AT contributes to **achievement of measurable and observable outcomes**.

• AT 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

• IEP teams do not know how to include AT in the IEPs.

• 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.
Common Errors Continued

• AT is included in the IEP, but the relationship to the goals and objectives is unclear.

• AT devices are included in the IEP, but no AT services support its use.

• AT expected results are not measurable or observable.
Begin Establishing Operational Procedures for Documentation

As a school district or small group, review the Sample Operational Procedures for AT in the IEP in the Part B Technical Assistance Document, and discuss how it might be revised to be specific to a school district.
AT Assessment Step 6 - AT Implementation and Follow-Up

Areas of Implementation:

1) Inclusion of AT in classroom instruction
2) Student and staff training
3) Equipment management
Sample Operational Procedures for AT Implementation

Our Local Education Agency, _______________________ (name of school/district), has chosen collectively to use the following steps to record information about AT in the IEP using the following guidelines:

For each student on an IEP who is using AT, the student’s IEP team will implement the student’s AT intervention program as outlined in the student’s IEP. An AT implementation plan worksheet/organizer will be used as a guide in implementing the AT intervention program in a way that ensures execution of the plan and accountability of the team.

Our district has chosen collectively to use the __________________________________________________ (i.e., AT Implementation Organizer or other equivalent form) to plan for the AT use of each and every student on an IEP who needs AT. This plan outlines the projected outcomes of the intervention, the action steps required to achieve the outcomes, the staff responsible for implementing the action steps, and a plan for evaluating the effectiveness of the intervention. This form will be kept ________________________________________ (name location for hardcopy / digital file) and disseminated to staff via ___________________________________________ (provide information on how staff will be notified that the form exists).

The IEP team will follow school system procedures to ensure that the recommended AT is made available to the student as required in the IEP.

The IEP team will contact ________________________________ (provide Name / Email / Phone; ex. the school system AT specialist) to obtain the required AT if it is not readily available in the school setting. The required AT may be available in another school, in the school system’s loan program, or through Oklahoma ABLE Tech’s device loan program: http://at.okstate.edu/. If the device is available from the district, the school staff will follow procedures to obtain the device from the district. Oklahoma ABLE Tech has AT devices that can be borrowed for multiple reasons including helping IEP teams complete AT Assessments to determine what device(s) best meets the student’s educational needs.
AT Implementation Planning Areas

• Tools/Strategies
• Specific Tasks
• Environments
• Related IEP Goals
• System of Recording Implementation, Activities, and Results
• Maintenance, Training, and Customization
• Repairs and Contingency Planning
Students Need Instruction In:

• Operational Skills – Skills needed to make the AT work
• Functional Skills – Skills needed to use the AT to complete real tasks
• Strategic Skills – Skills involved in knowing when to use the AT in the real world and when to use other accommodations
• Social Skills – Skills needed to use the device appropriately around other people
AT Implementation Organizer

Using a form that provides a clear plan for all IEP members is crucial to successful implementation of AT for a student. The Implementation Organizer documents:

- Team Members
- Overall Goals for AT Use
- Item/Device/Software
- Support/Training
- Using AT in Customary Environments
- Outcomes

Practice with the Implementation Organizer

Let’s walk through the Implementation Organizer

• Jot notes as we go, thinking about a familiar student of yours who has AT needs
Example of Completed Implementation Organizer

Sections that are really AT specific and necessary
Overall Goals of AT Use

2. What environments will the student use the AT device/software and how will it be made available? (e.g., move with the child, child will go to the device, on request, etc)

<table>
<thead>
<tr>
<th>Environments (class, library, lunch, PE, etc)</th>
<th>Responsible Party in that environment</th>
<th>Where in the environment will the AT be kept?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>General Education Teacher</td>
<td>Drawer of Teacher Desk</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Teacher on Duty</td>
<td>Shelf in Cafeteria Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. When it is not in use where will it be located? Will the device be locked – if so where is the key located?

4. Will the student need the device at home - □ Yes □ No
If no, will an alternative device be needed? If yes, how will it be transported home?

5. Will adaptations or modifications to the device be needed to help the student access it? (e.g., Keypads for communication devices/keyboards, tablets, mounting devices, enlarged keys, etc)

<table>
<thead>
<tr>
<th>Adaptations Needed</th>
<th>Who will help with the adaptations needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

6. Who will be responsible for device repairs? (e.g., school district, parents, insurance, Medicaid, etc)
If the device/software breaks – what is the back up plan?

7. Has the district purchased a maintenance agreement? If yes, where is it located? Who is the contact person?
Support and Training

What will the student use the AT to do?

Who will support the student and for what skill?

<table>
<thead>
<tr>
<th>Device Name</th>
<th>Operational Skills (Ex. operating and accessing a device)</th>
<th>Functional Skills (Ex. writing, comprehension, expressive language)</th>
<th>Strategic Skills (Ex. deciding when to use a device)</th>
<th>Social Skills (Ex. using the device with others)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Time Timer</td>
<td>Setting time allotment</td>
<td>Monitoring Emotions for short periods of time</td>
<td>Using the classroom clock, or the time timer for regulation</td>
<td>Allowing peers to comment on time being up</td>
</tr>
</tbody>
</table>

4. What will this student use the AT device to do?
5. What specific skills will the student need to learn?

- How much training does the student require to learn these skills?
- When will training be provided to the student and by whom?
- How will the student learn to use the device in customary environments?
- What kind of supervision/help will the student need to use the device for tasks related to the curriculum? Who will provide it and how often?

<table>
<thead>
<tr>
<th>Device Name</th>
<th>Task</th>
<th>Person Responsible</th>
<th>Amount of Training</th>
<th>When will it Occur?</th>
<th>Completion Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Time Timer</td>
<td>Operation/Specific Tasks</td>
<td>Custodian Manager</td>
<td>9 15-min sessions</td>
<td>Classroom activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Daily Support/Maintenance</td>
<td>General education teacher</td>
<td>9 15-min sessions</td>
<td>End of day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Programming/Repairs</td>
<td>LEA Administrator</td>
<td>1 time/month</td>
<td>Last day of each month</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Operation/Specific Tasks</td>
<td>Daily Support/Maintenance</td>
<td>Programming/Repairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Operation/Specific Tasks</td>
<td>Daily Support/Maintenance</td>
<td>Programming/Repairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Operation/Specific Tasks</td>
<td>Daily Support/Maintenance</td>
<td>Programming/Repairs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Outcomes

Desired successful AT implementation outcome

Expected timeframe for achievement

Demonstration of unsuccessful A.T. for goal

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### Outcomes

**A. How will we know if the device or software is successful?**

<table>
<thead>
<tr>
<th>Device Name</th>
<th>Success would mean:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Time Timer</td>
<td>Charlie will increase his ability to regulate his emotions and stay on task for up to 10 minutes without a reminder.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

**B. What level of achievement is reasonable to expect with this item/device/software?**

<table>
<thead>
<tr>
<th>Device Name</th>
<th>What level of achievement will be expected?</th>
<th>How long to achieve it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Time Timer</td>
<td>Charlie will regulate emotions and stay on task for 5 minutes without a reminder</td>
<td>9 weeks</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C. How will we know if the device or software is not working? What criteria will be used to stop?**

<table>
<thead>
<tr>
<th>Device Name</th>
<th>It's not working if ...</th>
<th>Stop using AT if ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Time Timer</td>
<td>Teacher has to provide reminders and redirections of emotions and activities</td>
<td>Charlie attempts to break or throw the timer.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**D. Has the implementation plan been recorded in the IEP?**

- [ ] Yes
- [x] No
Best Practices in Implementation

• Maintain an inventory of frequently needed and commonly used AT devices.
• Provide staff training in implementing IEPs that include AT.
• Develop recommended district procedures for implementation plans.
• Develop a system to ensure that supervisors are informed.
• Release staff to attend planning meetings.
• Provide information regarding the district’s technical assistance resources.
• Periodic review of AT.
Best Practices of Implementation Continued

It is critical for school districts to actively participate in the development of implementation procedures (as well as other AT procedures) for a district.
AT Demonstrations by Category

1. Recreation
2. Hearing
3. Seating
4. Speech
5. Environmental
6. Computer Access
7. Daily Living
8. Vision
9. Learning/Cognition/Development
Course Evaluation

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

Thank you!!
See you at a future AT Workshop!