

Consideration:

Resources to find AT Answers

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<https://bit.ly/3sR8NG0>

Today's Mission

Assistive Technology (AT) consideration is more than a checkbox. It is a legal process. AT consideration requires the team to partake in a process in relation to the student's IEP goals and not a static process or a "once every three years" a consistent and evidence based manner?



The oldest battle in history...

Photo Credit: www.zimbio.com

Objectives

By the time we are done, I want you to be able to, *with references*:

Explain the Consideration Process in your own words

Describe what factors should go into an AT Consideration.

Understand how to document and implement AT devices and services.

Be able to bookmark three assistive technology resources.

What is Consideration



QIAT

The IEP

Teamwork

Task-Demand

Data Driven

Toolbox

Documentation

IDEA and Consideration

300.105 Assistive technology consideration

300.5 Assistive technology device

300.6. Assistive technology service

Definitions

Consideration - Process during an IEP meeting when the team determines whether or not a student needs AT to receive FAPE and documents this decision.

Evaluation - The process by which an IEP Team ***collects information*** to determine a student's individual needs for AT and AT services. The term AT evaluation is often used synonymously with AT Assessment

Assessment - This is when you have ideas of the types of tools a student needs and may try them out functionally. For example: after an evaluation you may have a couple things to try. You assess them during a trial period. This is similar to how we may determine accommodations for students.

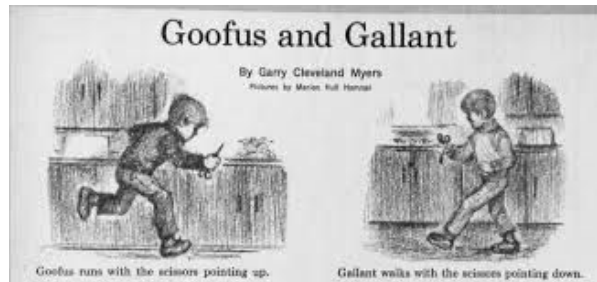
QIAT

- ★ Considered for ALL students with disabilities
- ★ Collaborative decision-making process
- ★ Collective knowledge and skills
- ★ Based on goals and objectives, access to curriculum, progress in the general ed curriculum
- ★ Data is gathered and analyzed
- ★ Explore a range of tools
- ★ Results are documented in the IEP



www.qiat.org

The IEP

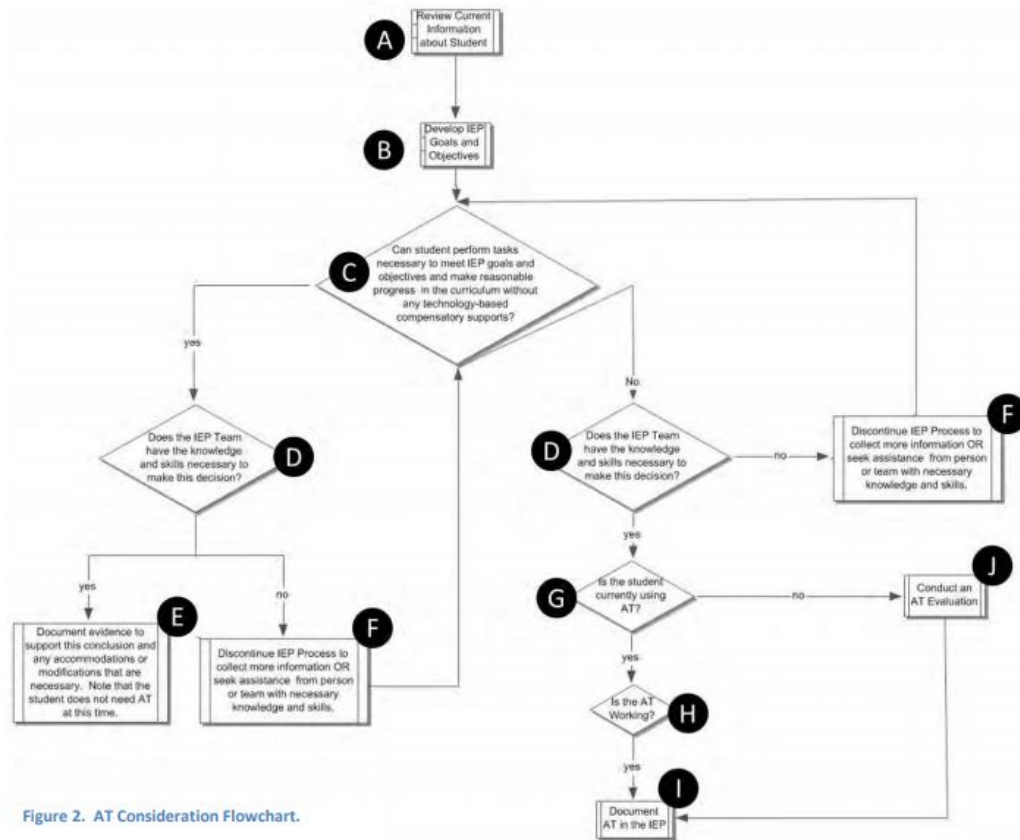


DON'T

- Make it the first time that team is meeting to discuss the student.
- Have a closed mind.
- Only use a scripted response to address assistive technology consideration.
- Be afraid to go out and collect more data or information.
- Have one person making the decision solely.
- Only consider one area of disability (i.e. the primary but not secondary).

DO

- Come to the table with an idea of your recommendation.
- Listen to objections or feedback from the parent and student.
- At least have a sentence or two explaining what specific areas you considered for AT and why it is not appropriate.
- Listen to parent ideas.
- Make sure you've explored all areas of disability impacting the student.

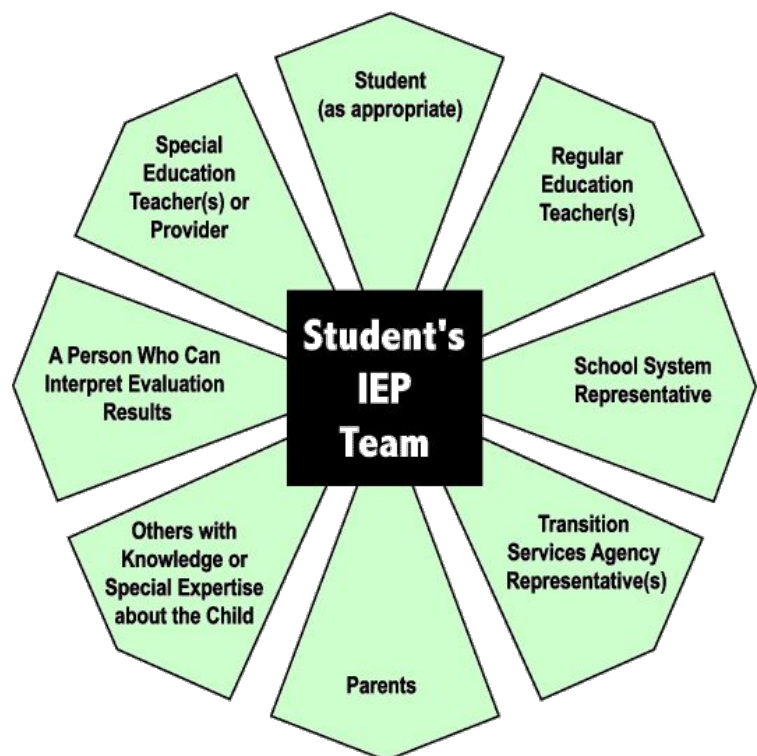


Teamwork

Collaborative

Collective Knowledge

Own your knowledge



Who Does It?

Ownership should be taken by the service provider who has the expertise

For example:

AAC - SLP

Wheelchair - PT

Pencil Grip - OT

Reading Tool - Teacher



Lord of the Rings, New Line Cinema, 2001

...although...

Even though the service provider with the expertise takes the helm, it should be a collaborative process.

Regular Ed Teacher, SPED Teacher, PE Teacher,

SLP, OT, PT, APE, VI, DHH, School Psych,

BCBA, Parents, Student, School Nurse,

Paraprofessional, I know I probably forgot

something!!!



Skeptical Baby Meme

What does it look like?

It depends...

- ★ DeCoste Writing Protocol - **OT? Teacher?**
- ★ Protocol for Accommodations in Reading - **Teacher? SLP?**
- ★ GV Speech-Language AAC Protocol - **SLP?**
- ★ AAC Evaluation Genie - **SLP?**
- ★ [Power Chair Evaluation](#) - **OT? PT?**



...and the AT Coordinator?

Project Management

Identifying who needs to be at the table

Getting people to the table

Identifying what needs to be evaluated

Helping to organize and plan follow up

Guiding the process



Dr. Ben Satterfield, CIDI Georgia Tech

Sayard Bass, AT SWCCCASE

Janet Peters, CAST

Mike Marotta - Inclusive Technologies for All, NJ

AT Integrates into your Evaluations

Domains for Initial or 3-year

Conduct your evaluation

Keep AT in mind, what tools could support this student?

Write your evaluation

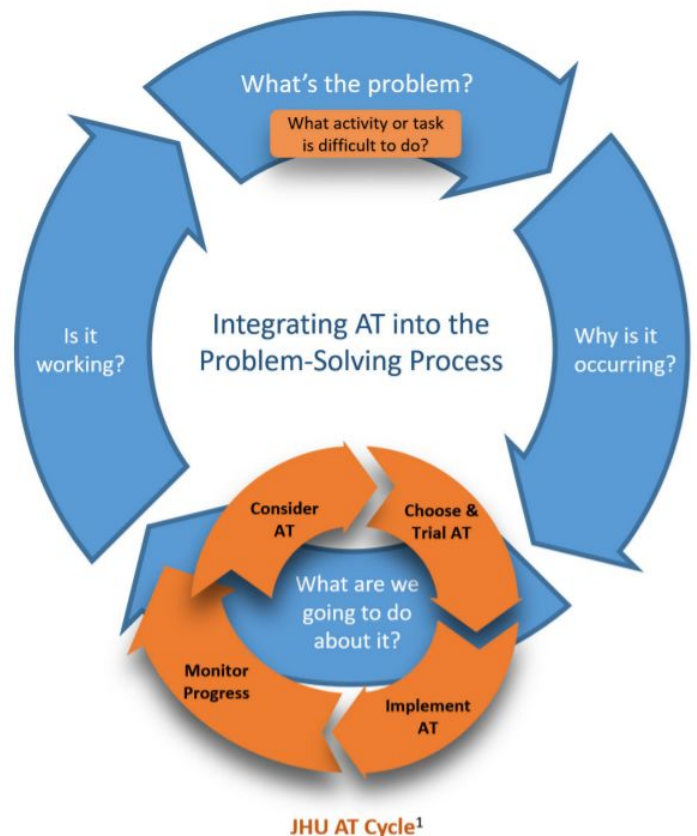
Summarize area of need

Recommendations...what AT should a team explore over time?

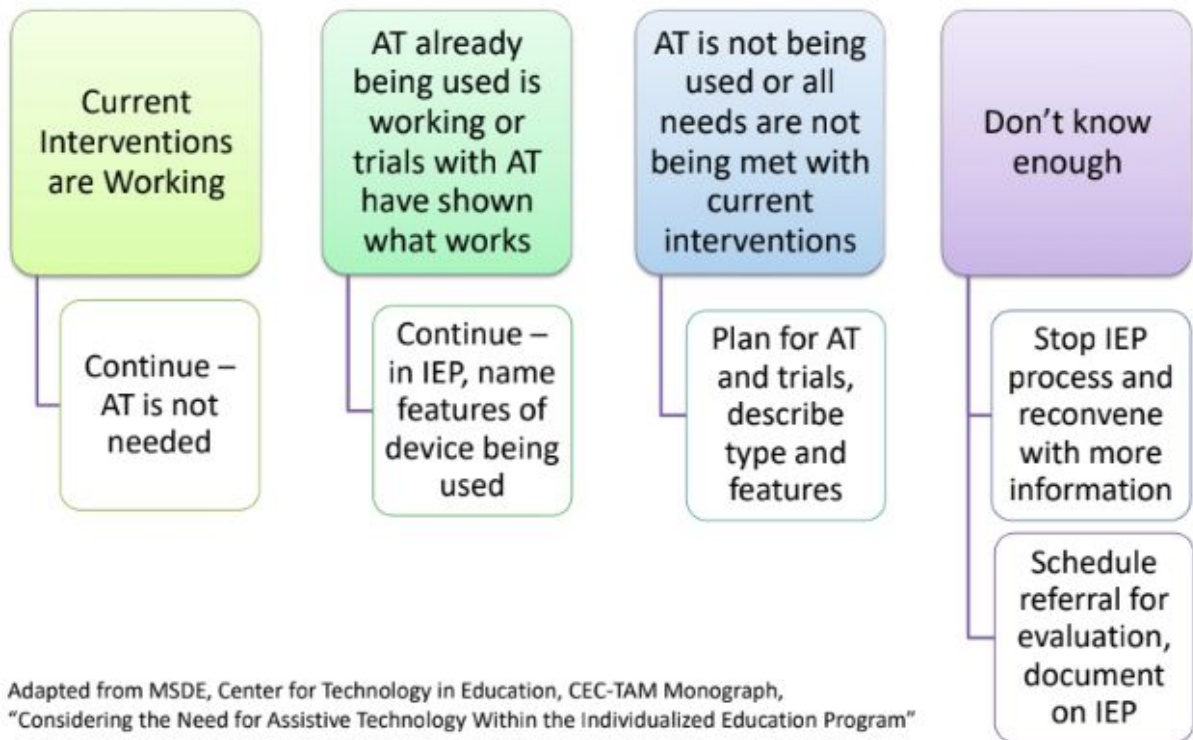
JHU AT Cycle

Views assistive technology as “problem so

- Identify
- Why
- Solutions
- Follow Up



Outcomes of AT Consideration



Models of Consideration



Feature Matching
SETT Framework
TEST Toolbelt Theory
Task Demand Analysis
WATI
HAAT
CAST
GPAT
MPT

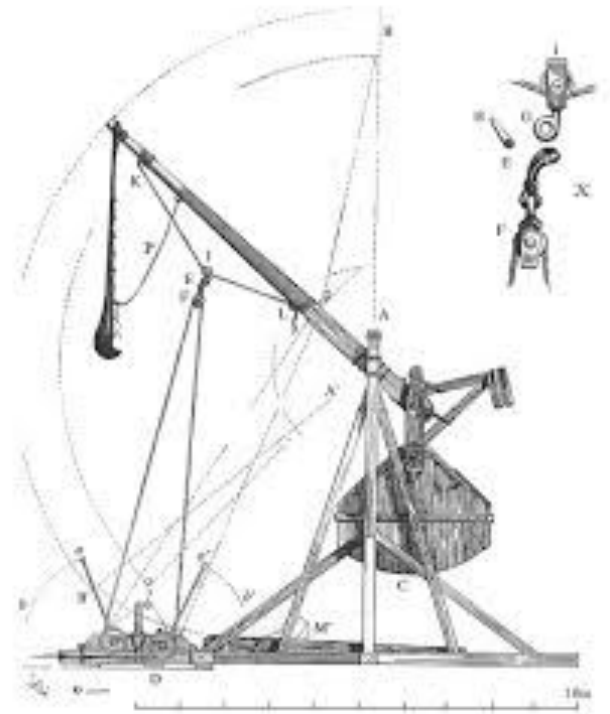
Using Consideration Models

Guide the Conversation

WHAT questions need to be asked

It develops a “theory” using existing information

It makes it easier to find tools!



Feature Matching

Needs + Tools = Increase, Improve, Maintain

Reference Back to 2018 Ablenet Webinar with Fonner and Behnke

<https://kpronline.com/blog/wp-content/uploads/2018/12/Feature-Match-What%E2%80%99s-That-Handout-Fonner-Behnke.pdf>

SETT Framework

Not an evaluation :) - Per Joy Zabala

It is a framework for thinking about a student

2 Column SET in a team meeting.

Discuss Student

Discuss Environment(s)

Discuss Task(s)

★ Hold off on the tools until SET is firm

The SETT Framework by Joy Zabala
For Considering Assistive Technology

S Student	
E Environment	
T Tasks	
T Tools	

SETT Framework

It's not just one page! There is more help! <http://www.joyzabala.com/>

Scaffolds:

- Consideration of AT Needs
- Data Gathering
- Tool Selection
- Implementation and Evaluation of Effectiveness Planning

[Guidance Document](#) (found on [joyzabala.com](http://www.joyzabala.com))

TEST (Toolbelt Theory)

Socol (2008) This theory is “based on the concept that students must learn to assemble their own readily available collection of life solutions.”

- Break the dependency cycle
- Develop a lifespan technology skills
- Reduce and limit limitations
- Empower student decision making
- Prepare students for life beyond school

<https://www.udlresource.com/toolbelt-theory.html>



TEST (Guiding Questions)

Task

What needs to be done? (when possible, break the task down into component parts)

Environment

- Where must this be done (or is typically done)?
- Under what time constraints?
- What is the standard method of task completion?
- How does the person with the disability interact within this environment?
- Who is the task being done for? (specifics of teacher, employer, other expectations)

Guiding Questions - Continued

Skills

- What specific strengths does the person with the disability bring to this task?
- What specific weaknesses interfere with that person's ability to complete the task?
- What is that person's "tool acquisition aptitude" and what tools are they currently comfortable with?

Tools

- What tool best "bridges the gap" between the current skill set and what is needed for task completion?
- If the tool is not already "in the toolbox" (the person has been successfully trained in its use), how does the environmental timeline match with the needed learning curve?
- If it is not possible to use the "best tool" within this environment what is the "back-up tool"? How do we pre-train so the best tool can be used the next time?

Task Demand Analysis



is: Re

Task-Demand Analysis / AT Feature Matching Chart

Activity/Task: _____		Outcome expectations: _____	
1. Task-Demands (Setting Specific)	2. Student's Performance	3. Matching AT Features	
Affective demands			
Physical demands			
Sensory demands			
Cognitive demands			
Attentional demands			
Communicative demands			

Consideration - WATI

From WATI: www.wati.org

Evaluation: A group of activities conducted to determine a child's eligibility for special education.

Assessment: A group of activities conducted to determine a child's *specific needs*.

"We believe that assessment is a more accurate and descriptive term for what needs to occur. It has long been our philosophical belief that there is no "eligibility" criterion for assistive technology. IDEA '97 supports that philosophy with its requirement that each IEP team "consider" the student's need for assistive technology."

Consideration - WATI (Cont)

COMPUTER ACCESS

- ☐ Keyboard using accessibility options
- ☐ Word prediction, abbreviation/expansion to reduce keystrokes
- ☐ Keyguard
- ☐ Arm support
- ☐ Track ball/track pad/joystick with on-screen keyboard
- ☐ Alternate keyboard
- ☐ Mouth stick/head mouse with on-screen keyboard
- ☐ Switch with Morse code
- ☐ Switch with scanning
- ☐ Voice recognition software
- ☐ Other: _____

HAAT - Human Activity Assistive Technology

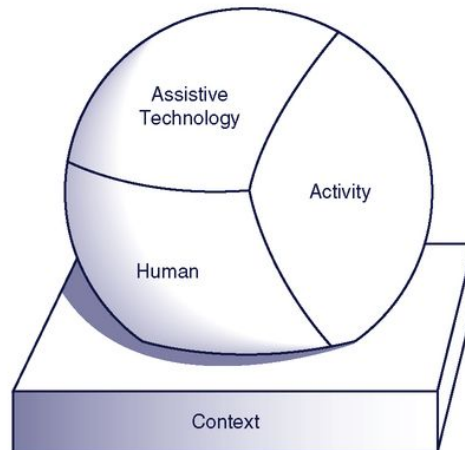
Again, it is more of a framework for integrating student info

Human

Activity

Assistive Technology

All with Context - Disability exists
Within the environment, not within
The person.



Cook and Hussey

Consideration - CAST

By area of need:

★ Computer Access:

- Keyboard with accessibility options
- Word prediction, abbrev/expansion to reduce keyst
- Keyguard
- Arm Support
- Trackball/joystick with on-screen keyboard
- Alternate keyboard
- Pointing options/head mice
- Switch with Morse Code
- Switch with scanning
- Voice recognition software



www.cast.org

Consideration - GPAT

GPAT boils down what we know about the student into this chart:

www.gpat.org PDF Guide Here

A. Area and Instructional Task(s)	B. Standard Classroom Materials	C. Accommodations/ Modifications/Strategies	D. Assistive Technology Solutions	E. Other Possible Solutions (Accommodations, Strategies, Assistive Technology Devices and/or Services)
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<http://www.at4il.org/resource-guides> - AT4IL

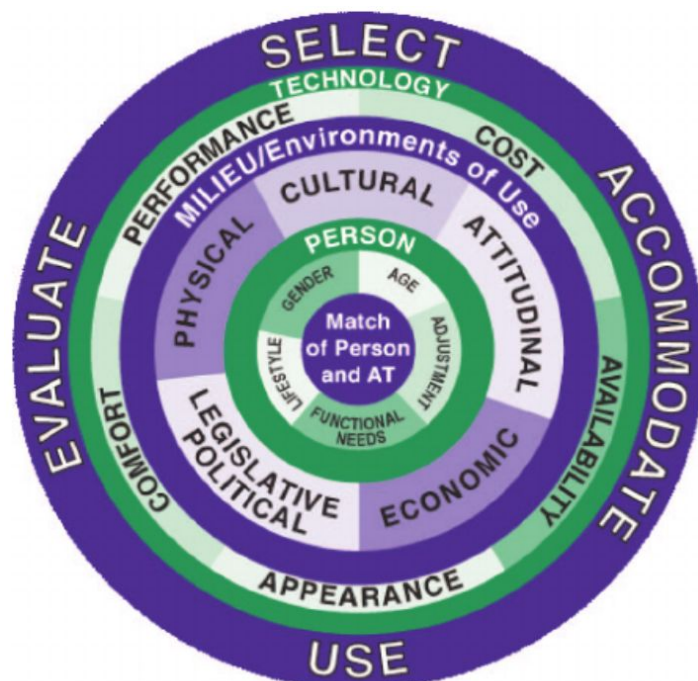
MPT - Matching Person to Technology

Started in the late 80's (that's 1980's)

https://www.researchgate.net/publication/279688474_Matching_Person_Technology_MPT_assessment_process (can download full text for free)

Download fillable forms here: last updated 1/2021
Matching Assistive Technology & CHild

<https://sites.google.com/view/matchingpersontechnology/menu/forms?authuser=0>



MPT - Continued

<https://sites.google.com/view/matchingpersontechnology/menu/purpose-and-description> Instructional videos by Dr. Marcia Scherer

Collaborates with the user, a personal approach

- User goal driven
- Match between user and professional perspective
- Professionals consider all influences while focusing on the user
- Mismatches are identified to eliminate abandonment



AAC

- <https://www.asha.org/public/speech/disorders/CommunicationDecisions/>
- **AAC Genie** <https://apps.apple.com/us/app/aac-evaluation-genie/id541418407>
- **TASP** <https://goboardmaker.com/products/tasp>
- **AAC Funding.com** <https://www.aacfunding.com/>
- **Communication Matrix (Free - \$2pp)** <https://communicationmatrix.org/>
- **AAC Needs Assessment**
<https://learn.tobiidynavox.com/Courses/CourseContent?courseId=398> (will need a free account to access)
- **ALP** <http://www.lisbethnilsson.se/en/alp-for-aac/>
- <https://praacticalaac.org/praactical/aac-assessment-forms/> (some of these links are old/not functional, some are still active)

EASTER EGG!

This is a tool currently in development...

AT Process Form



Data Driven

Data

Multiple Sources

Should come from area of identified disability/need

Should help target what task/demand is difficult

Should be: Comparative

Consider Learning Curves

Consider Trials



Evaluation - AAC

No one standardized assessment

Should have information regarding:

Vision - What can they see and perceive?

Hearing - What can they hear (feedback)?

Cognition - This can be a big old question mark.

Communicative Status - What language do they demonstrate understanding?

Fine Motor - How will they access a device?

Physical - How can they transport a device?

Social - Family, Student, Classroom, etc.



Imaginary IEP Land!

Think of your last IEP...outline what the consideration process looked like...what would you change about this from what you have heard thus far? Would you have gone to evaluation? Would you have documented or communicated differently?



Wizard of Oz, MGM, 1939

**If more info is
needed...**



“Evaluation” - PAR

Protocol for Accommodations in Reading

Very functional Assessment

Must know student's current grade level to begin

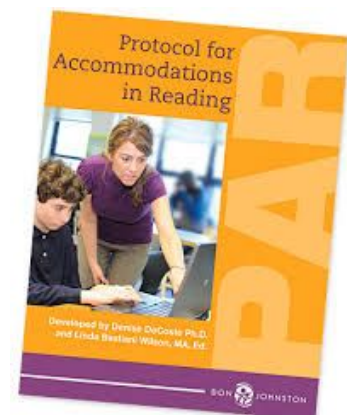
Passage 3 ways:

- Student Read

- Computer Read

- Human Read

Compares comprehension questions.



“Evaluations” - More Other

Ocali Assessment Guide (2013)

https://www.ocali.org/up_doc/AT_Resource_Guide_5.pdf

FEAT

<https://www.nprinc.com/the-functional-evaluation-of-assistive-technology-feat/>

Type Training <http://www.typingtraining.com/>

Mouse Training <http://www.customsolutions.us/mouse/>

ATOMS <http://www.r2d2.uwm.edu/atoms/idata/all-idata.cfm>

(Note the age of some of these assessments)

“Evaluation” - DeCoste Writing Protocol

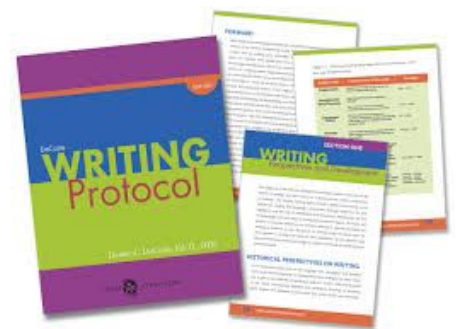
Anyone can do it

A series of writing tasks

Data collection of student skills and preferences

Mostly takes speed, efficiency, and legibility into account

Not really focused on language, organization



“Evaluations” - Other

Mouse - Pointing Wizard (By KPR - Below)

AAC - Vendor Websites under “Funding”

Written Productivity - Keyboard Wizard (By KPR - Below)

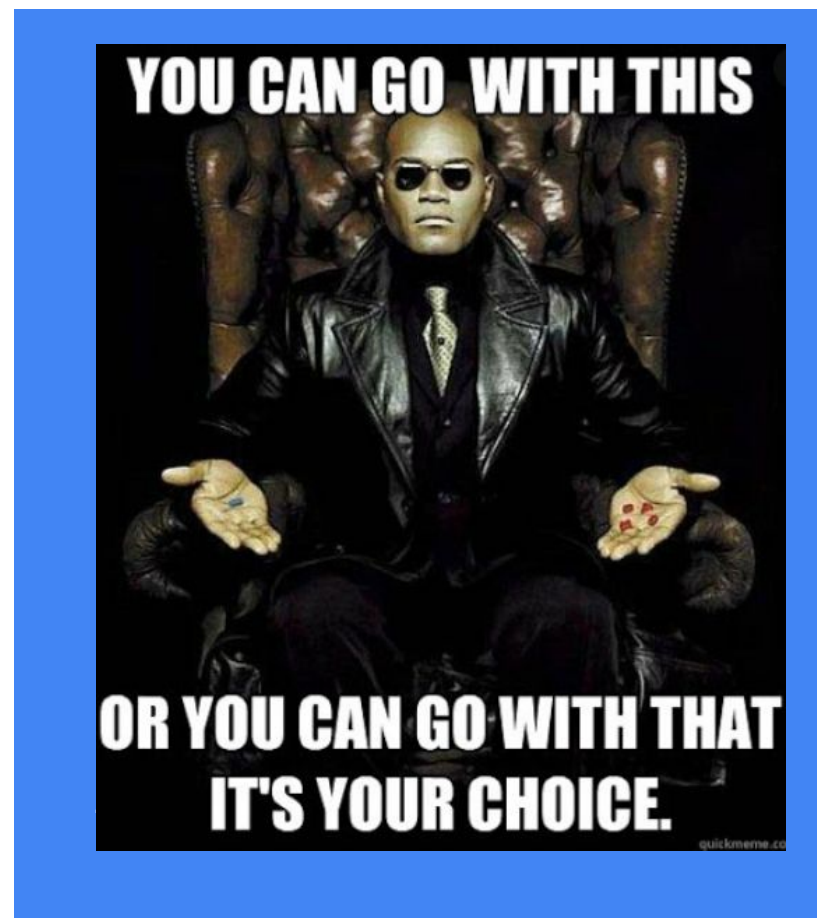
<https://www.natenetwork.org/forms-and-tools/> Useful Evaluation Templates

KPR Technologies <https://kpronline.com/software>, AutoIDA and Compass

WATI, GPAT, CTD, Infinitec



Choose and Trial



Recommendations

Should be based on Data

Should use implementation factors:

- Which lead to adoption

- Which take the Student into account



This hat cared what Harry Potter thought...

Learning Curve

Who and what will support the student while learning the tool?

How to teach the teacher/staff/supporters how to use the tool?

ALP - Chip and Sara

<http://www.lisbethnilsson.se/en/alp-for-aac/>



Describing AT

Let's get tricky

Type of tool

The brand name

Any personalizations



Toolbox

Know what is available in your classrooms (UDL)

Know what is available locally (in your building/co-op)

Know other resources (Infinitec)

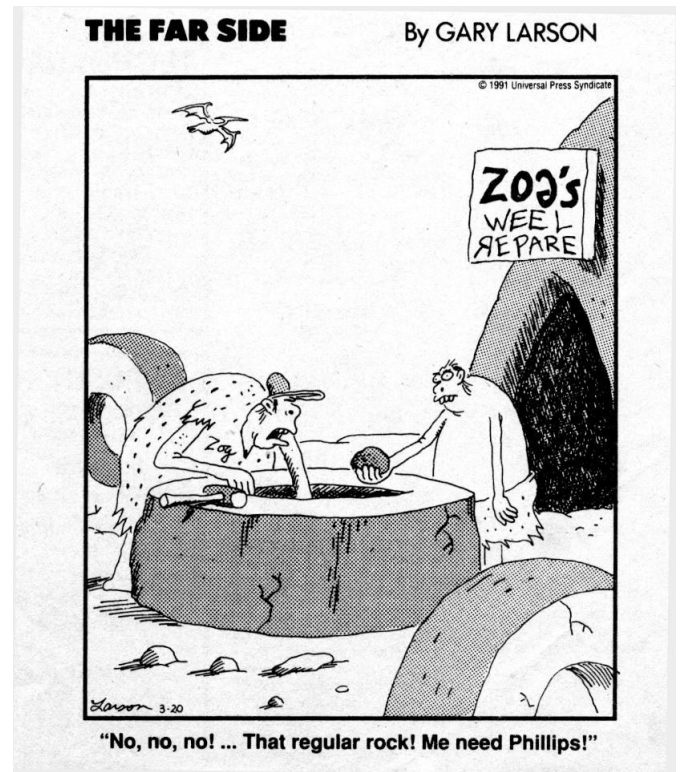
Know how to research



V-tech learn and drill playset

The Stuff

- Easier after using feature matching
You have a name for it!
- Google
- <https://www.at3center.net/exploreat>
Link to 7 AT Device Databases!
- State AT Programs
<https://www.at3center.net/stateprogram>
- Manufacturers and Suppliers



Implement and Monitor

[Implementation: Adoption vs.
Abandonment \(1/2021\)](#)



Roles and Responsibilities

Who is in charge of what?



- **Data Collection**
- **Repairs**
- **Training**
- **Integration**

Data

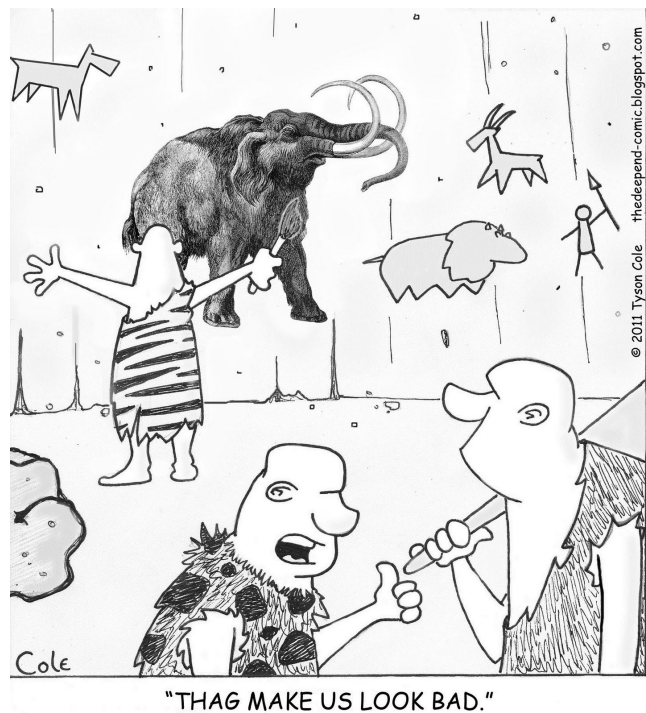
How are we taking it?

Usage

Performance

Subjective AND Objective

[QUEST](#)



Data

Bridges the Gap

Ideas

Trials

Final Recommendation



https://www.atia.org/wp-content/uploads/2016/11/ATOB_ATOBN1V10_FULL_PDF.pdf

Off the Shelf

Management - who helps the student set up and initiate?

Maintenance - must have identification of who/how to fix



Snowplow!

Remove barriers! Clear the way

Ensure success then fade supports



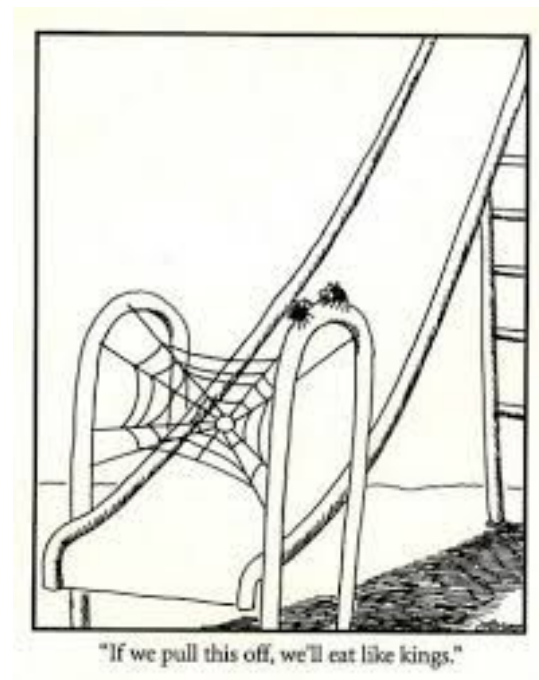
Strategizing

Know where it should be used

Know when to use it

Know what might go wrong

Have a backup plan



Revisit



Reassessment

Students needs change

- Improvement in overall skills

- Decline in health or skills

- Advancement of grades

New Tech comes out

- Something better may be available



Outcomes

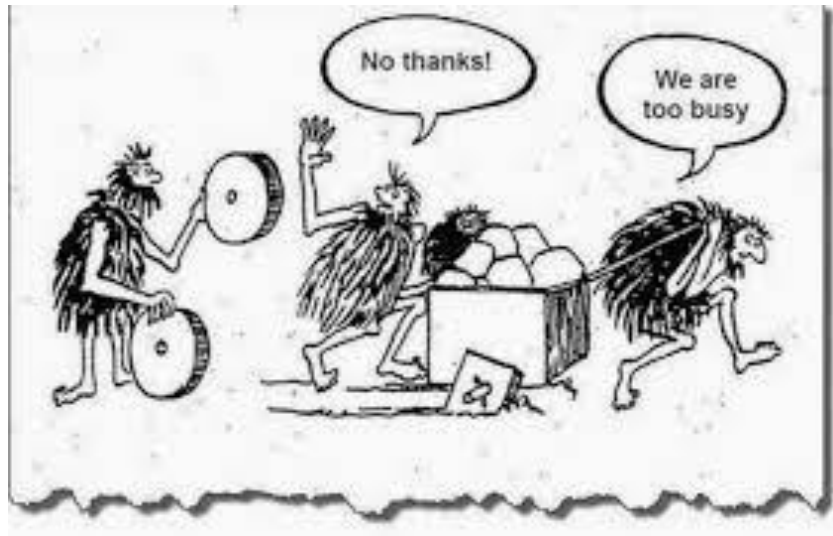
Has the student

Improved

Maintained

Increased

FUNCTIONALLY



Questions and Reflection

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Sources and Resources

Slides 6, 21, 40, 47, 57 QIAT Indicators - www.qiat.org

Slide 8, ISBE State AT Guidance Manual (2012)

<https://www.isbe.net/Documents/assist-tech-guidance-manual.pdf>

Slide 10, Ten Steps for Writing a Paper

https://www.cengage.com/resource_uploads/downloads/1285444647_416495.pdf

Slide 13, 14 WATI <http://www.wati.org/>

Slide 15, CAST <http://www.cast.org/>

Slide 16, GPAT, <http://www.gpat.org/Georgia-Project-for-Assistive-Technology/Pages/default.aspx>

AT4IL <http://www.at4il.org>

Slide 17, Easy IEP <https://go9.pcgeducation.com/~ilsouthwestcook>

Slide 19, CEC, TAM (Now ISET) <https://www.isetcec.org/>

Sources and Resources

Slide 27 - SETT Framework, Joy Zabala, CAST <http://www.joyzabala.com/Home.php>
(Check out her handouts!)

Slide 28 DeCoste Writing Protocol, <https://learningtools.donjohnston.com/product/decoste/> PAR,

<https://learningtools.donjohnston.com/product/upar/request-1/> Language AAC Protocol,

<https://praacticalaac.org/practical/aac-assessment-forms/> AAC Evaluation Genie,

<https://apps.apple.com/us/app/aac-evaluation-genie/id541418407> Power Chair Evaluation

[https://www.numotion.com/Numotion/media/NuDigest-Whitepapers/Houston-Methodist-fillable_018-\(1\).pdf](https://www.numotion.com/Numotion/media/NuDigest-Whitepapers/Houston-Methodist-fillable_018-(1).pdf)

Slide 30 HAAT Model, Cook and Hussey

<https://www.amazon.com/Cook-Husseys-Assistive-Technologies-Principles/dp/0323039073>

Slide 31 PAR, see Slide 28

Slide 32 DeCoste Writing Protocol, see slide 28

Sources and Resources

Slide 33 Mouse Evaluation, <https://kpronline.com/> AAC, <https://www.prentrom.com/funding> Written Productivity, www.at4il.org/handouts KPR, <https://kpronline.com/> WATI, www.wati.org GPAT, www.gpat.org CTD, <https://www.ctdinstitute.org/> Infinitec www.myinfinite.org
Slide 34 Ocali, <https://www.ocali.org/> FEAT, <https://www.nprinc.com/the-functional-evaluation-of-assistive-technology-feat/> TypeTraining, <https://www.typingtraining.com/> Mouse Training, <https://mouseaccuracy.com/> ATOMS <http://www.r2d2.uwm.edu/atoms/>
Slide 37 Word Cloud <https://www.wordclouds.com/>
Slide 42 SMART Goals, <https://www.smartsheet.com/blog/essential-guide-writing-smart-goals> QIAT-PS, <http://qiat-ps.org/> Toolkit4Transition <https://www.toolkit4transition.com/>