Introduction to Assistive Technology and Consideration

Kirk Behnke, M.Ed., ATP

" For people without disabilities, technology makes things easier. For people with disabilities, technology makes things possible.

ibm training manual 1991

This presentation is not intended to provide legal counsel in any way. Please contact your district attorney.

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Objectives

▸ Federal Legal overview
▸ Assistive Technology definitions
▸ Continuum of Technology
▸ Consideration of Assistive Technology
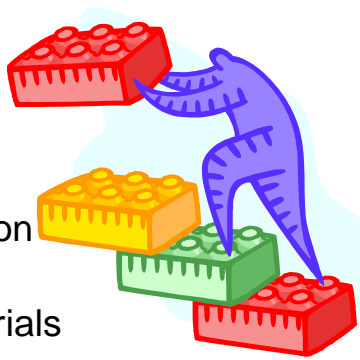▸ SETT Framework
▸ Texas 4-Step model of consideration

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The Legal Evolution of Access

- EHA 1975   *Access to **schools***
- IDEA 1990   *Access to **classrooms***
- IDEA 1997   *Access to **general education curriculum***
- IDEA 2004   *Access to **instructional materials***

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Congressional Intent of IDEA 2004

- Improved student performance
- Increased accountability
- Strong parental participation
- High expectations for student achievement
- Linked to the general education curriculum
- Accessible instructional materials

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Congressional Intent of IDEA 2004

IDEA 2004 affirms emphasis on Assistive Technology as a means to support educational achievement

▸ Requires consideration of AT in the IEP process
▸ Places responsibility for decision-making with IEP committees
▸ Requires accessible instructional materials

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"As IEP committee members there are questions we have abou Assistive Technology (AT).

First, what does the la say about AT?

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IDEA 2004:
Final Regulations

Definitions

Sec 300.5 - AT Devices
Sec 300.6 - AT Services

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An assistive technology device is...

Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customize, that is used to increase, maintain, or improve functional capabilities of a child with a disability

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IDEA 2004: Final Regulations
Sec 300.5 AT Devices

- ▸ Federal definition of Assistive Technology

- The school district must provide the AT devices that are required by the child as part of his special education, related services, and/or supplementary aids and services

- School-owned AT must be made available to the child at home or in other educational settings IF THE IEP Committee DETERMINES that access to the AT in those places is necessary for the child to receive FAPE.

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An assistive technology service is...

Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

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IDEA 2004: **Final Regulations** Sec 300.6 **AT Services**

- Federal definition of Assistive Technology

- The school district must provide the AT services that are required by the child as part of his special education, related services, and/or supplementary aids and services

- Services include, but not limited to:
  - Assessment
  - Evaluation
  - Trials
  - Maintenance/repair
  - Follow-up
  - Funding

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IDEA 2004: **Final Regulations** Consideration of Special Factors

▸ Whether or not the student requires AT devices and services must be considered by EVERY IEP Committee during the development of EVERY IEP, both when the initial IEP is developed and every time it is revised.

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IDEA 2004: **Final Regulations** **Consideration of Special Factors**

▸ Brief process --- requires significant thought
▸ Responsibility to determine whether or not AT devices and services are needed for the student to work toward mastery of the goals and objectives set forth in the educational program in the LRE
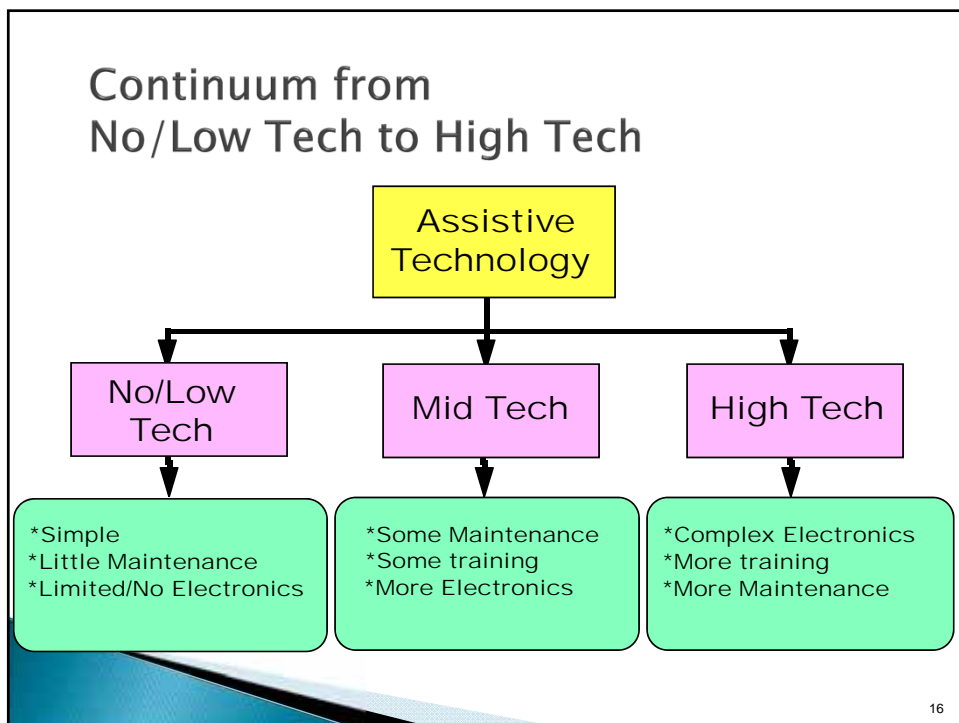
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IDEA 2004: **Final Regulations** **Consideration of Special Factors**

▸ Consideration of a student's need for AT requires more than just checking a box on a form that AT has been considered.
▸ 4 step model approach which Texas has adopted

note: ARD = Admissions, Review and Dismissal (Texas term used interchangeably with IEP)

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"We get the IDEA about AT, but can you tell us more about what AT is?"

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Continuum from No/Low Tech to High Tech

Assistive Technology

No/Low Tech | Mid Tech | High Tech

*Simple
*Little Maintenance
*Limited/No Electronics

*Some Maintenance
*Some training
*More Electronics

*Complex Electronics
*More training
*More Maintenance

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Assistive Technology is...

▸ A pencil grip
▸ Adapted keyboard
▸ Assistive listening device
▸ Remote controlled toy
▸ Video magnifier
▸ Microwave oven
▸ An "app" or tablet device
▸ An AT evaluation/training

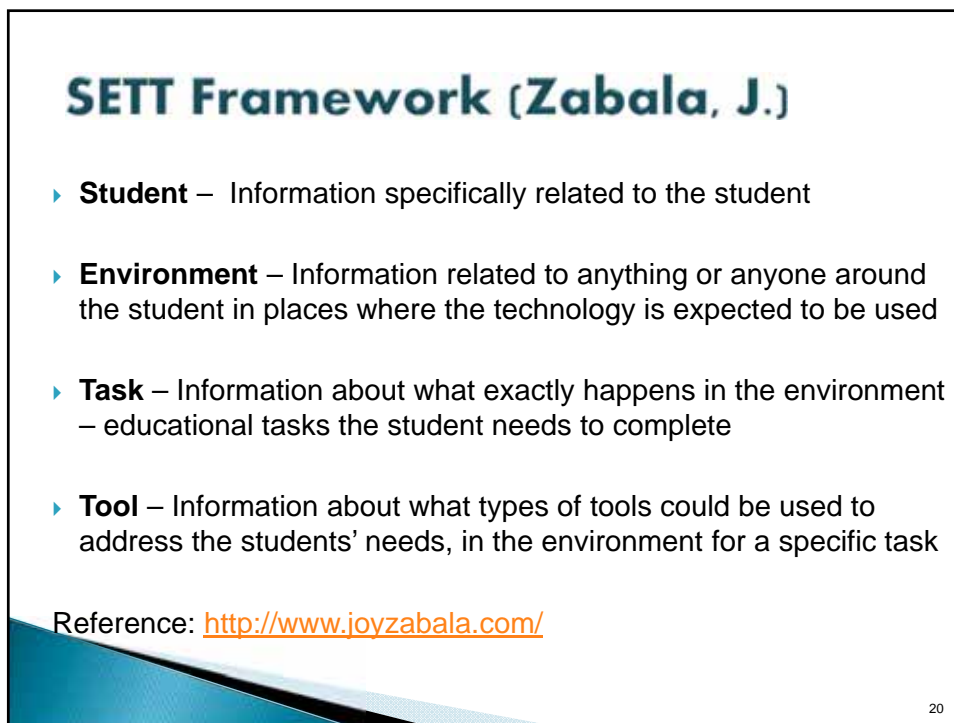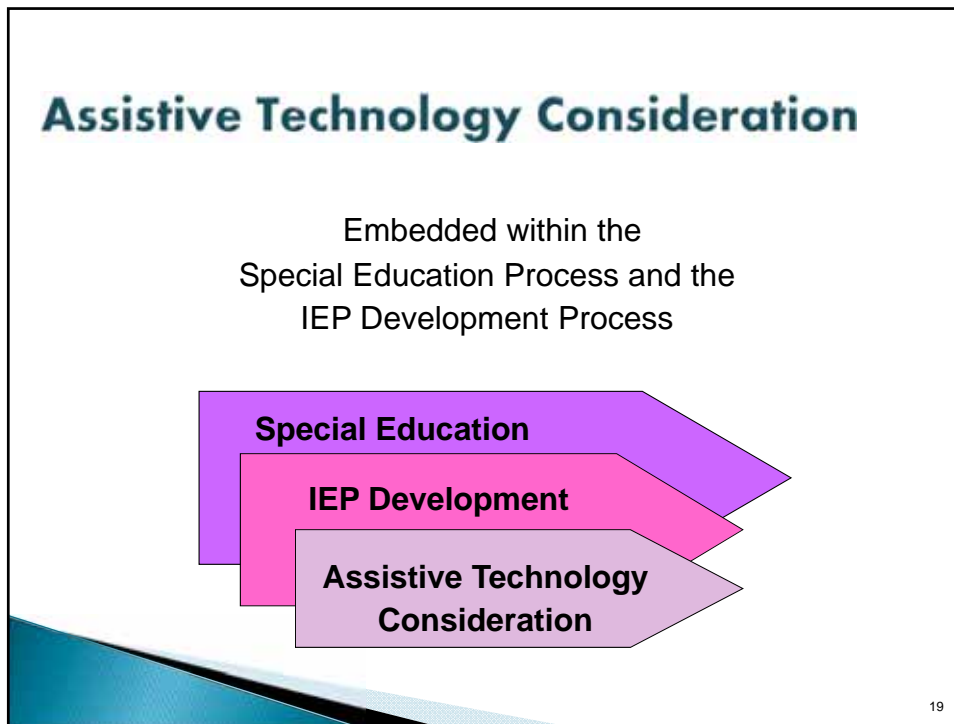Must be written in the IEP and it addresses an educational goal

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"How do we consider AT as we develop the IEP?"

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Assistive Technology Consideration

Embedded within the
Special Education Process and the
IEP Development Process

Special Education

IEP Development

Assistive Technology Consideration

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SETT Framework (Zabala, J.)

▸ **Student** – Information specifically related to the student

▸ **Environment** – Information related to anything or anyone around the student in places where the technology is expected to be used

▸ **Task** – Information about what exactly happens in the environment – educational tasks the student needs to complete

▸ **Tool** – Information about what types of tools could be used to address the students' needs, in the environment for a specific task

Reference: http://www.joyzabala.com/

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SETT Framework

▸ Promotes team building for consensus

▸ Provides for the collection of data

▸ As environments and tasks are explored, links between assessment and intervention become strong and clear

▸ Identify roles and responsibilities of team members

▸ Implementation of technology

▸ An array of technology options (no, low & high)

▸ QIAT (Quality indicators in Assistive Technology)

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Attachment 1

ANNOTATED SETT FRAMEWORK - PART I
Collaboratively Gathering and Analyzing Information from a Variety of Sources

Student: _____ Date: _____ Perspective: _____

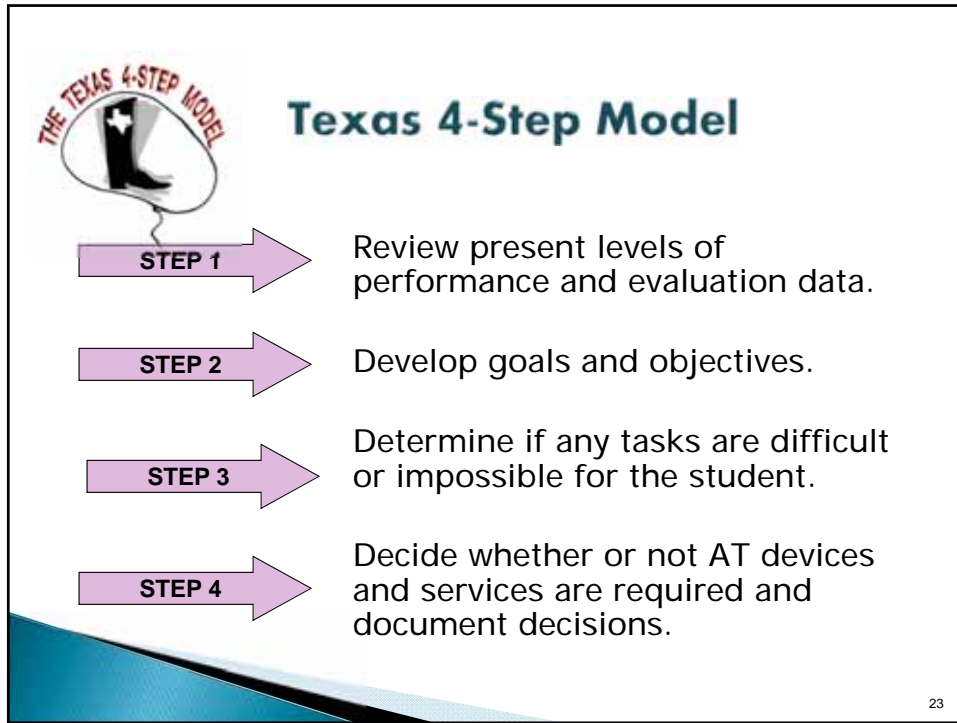| EXAMINING CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	ENVIRONMENTS	TASKS
INFORMATION RELATED SPECIFICALLY TO THE STUDENT, INCLUDING SPECIFIC AREAS OF CONCERN, SPECIAL NEEDS, CURRENT ACHIEVEMENT, INTERESTS, GOALS, ETC.	INFORMATION RELATED TO ANYONE WHO IS AROUND THE STUDENT OR ANYTHING THAT IS PROVIDED TO THE STUDENT.	INFORMATION SPECIFICALLY RELATED TO THE DETAILS OF THE TASKS THAT ARE CRRENTLY REQUIRED OF THE STUDENT OR WILL BE REQUIRED IN THE NEAR FUTURE.
▪ Build shared knowledge about the student that can be used to identify need for tools, guide decisions about tools, and assist in planning implementation and evaluation of effectiveness. ▪ Determine what still needs to be known and how it can be found out. ▪ Add additional information as it becomes available through evaluation, implementation, or discussion	▪ Build shared knowledge about the environments in which the student is, or can be, expected to learn and grow. This information can be used to identify need for environmental supports and training, and assist in planning implementation and evaluation of effectiveness. ▪ Determine what still needs to be known and how it can be found out. ▪ Add additional information as it becomes available through evaluation, implementation or discussion	▪ Build shared knowledge about the tasks that the student needs to do or learn to do that are currently difficult or impossible for the student to do at the expected level of independence. ▪ This information can be used to identifying the type of tools needed, but will also play a critical role in planning implementation and evaluation of effectiveness. ▪ Determine what still needs to be known and how it can be found out. ▪ Add additional information as it becomes available through evaluation, implementation, discussion.

▪ CIRCLE FUNCTIONAL AREA(S) OF CONCERN
▪ UNDERLINE BARRIERS TO STUDENT PROGRESS
▪ STAR SUPPORTS FOR STUDENT PROGRESS

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Dynamic Assistive Technology Evaluation (DATE), developed by the Texas Assistive Technology Network, www.texasat.net, September 20, 2004.

Reference: http://joyzabala.com/Documents.html
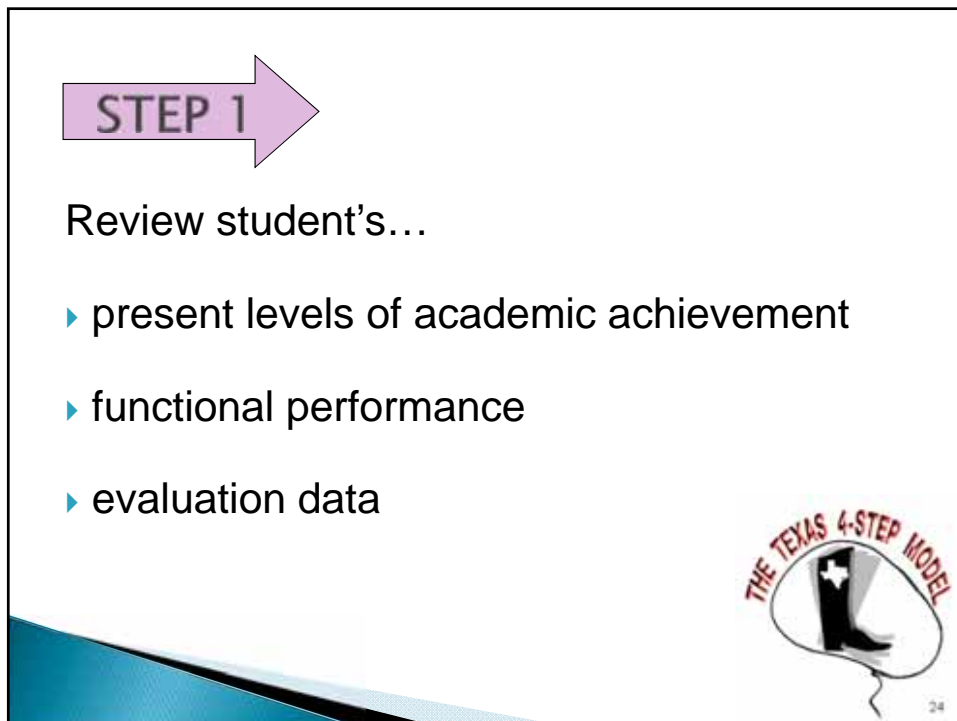
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Texas 4-Step Model

STEP 1 → Review present levels of performance and evaluation data.

STEP 2 → Develop goals and objectives.

STEP 3 → Determine if any tasks are difficult or impossible for the student.

STEP 4 → Decide whether or not AT devices and services are required and document decisions.

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STEP 1 →

Review student's…

‣ present levels of academic achievement

‣ functional performance

‣ evaluation data

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Incorporating Assistive Technology (AT) into the IEP

FIE		Is AT needed to increase, maintain, or improve the functional capabilities of a child with a disability?
PLAAFP		Is AT specifically addressed?
Goals/Benchmarks		Is AT listed as a condition in the Goals/Benchmarks?
Accommodations		Is AT specified on the accommodations page?
State Assessment		Is the use of AT needed as an accommodation to provide effective & equitable access to grade-level or course curriculum and assessments?
Services		Are any services needed to support AT implementation?
Deliberations		Is the use of AT clearly communicated and documented?

WHO — WHAT — WHERE

WHEN — WHY — HOW

Has AT been documented in PEIMS?

Created by Region 4 ESC

STEP 2

Develop goals and objectives that address the student's needs and are aligned to the general curriculum.

◦ What the student needs to be able to learn to do

◦ NOT what the student is able to do at the time the goals/objectives are being set

THE TEXAS 4-STEP MODEL

STEP 3

Determine if any tasks are difficult or impossible for the student.

◦ determine what specific tasks the student must be able to do to work toward mastery of those goals

◦ are core instructional materials used accessible?

THE TEXAS 4-STEP MODEL

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Instructional/Functional Skills

- Reading
- Written Expression
- Math
- Communication
- Recreation
- Daily organization

▸ Seating/Positioning
▸ Hearing
▸ Seeing
▸ Self-care
▸ Mobility
▸ Other areas

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STEP 4

Decide whether or not AT devices and services are needed and document decisions.

THE TEXAS 4-STEP MODEL

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Questions to Consider

- **If the student is currently using AT, is the AT adequate to address the new goals and objectives?**
- **Does the student need AT to access the curriculum?**
- **Does the student need AT to access instructional materials?**
- **Does the student need AT to access the technology used by other students? (computer, mobile tech., etc.)**
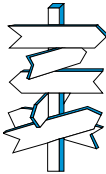- **Could AT help the student work more independently?**

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REQUIRED?

???

NOT REQUIRED?

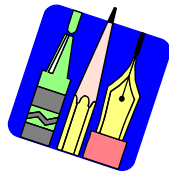**NEED MORE INFO.**

Results of AT Consideration

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AT is NOT REQUIRED

IEP Committee Considerations
- AT may be needed in the future and should be reconsidered.
- Best practices indicate that the basis of the decision is documented.

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AT is NOT REQUIRED

Documentation in the IEP

▸The ARD Committee anticipates that the student will be able to:
- participate in the educational program,
- accomplish expected tasks, and
- make reasonable progress toward mastery of IEP goals and objectives with typically available supports and services.

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AT IS REQUIRED

ARD Committee Considerations

▸ AT is required and the ARD Committee knows the nature and extent of the AT devices and services needed.

▸ AT devices and services to be provided are documented in the IEP.

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AT IS REQUIRED

Examples…

- AT has been used to obtain present levels of academic achievement and functional performance **AND** can adequately address the new goals and objectives.

- AT has been used to obtain present levels of academic achievement and functional performance, **BUT** different AT is needed to adequately address the new goals and objectives.

- AT has **NOT** been used previously but is needed to adequately address the new goals and objectives.
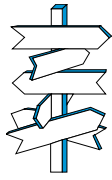
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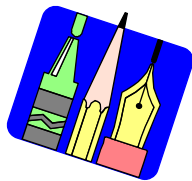
AT IS REQUIRED

Documentation in the IEP

▸ The ARD Committee anticipates that the student will NOT be able to participate in the educational program or make reasonable progress toward mastery of IEP goals and objectives WITHOUT assistive technology devices and services.

▸ *The specifics of the devices and services must be included in the IEP.*

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More Information is Needed (AT is required)

ARD Committee determines that additional information is needed to:

▸ Decide whether or not the student requires AT devices and services to participate in the educational program and make adequate progress toward mastery of IEP goals, or

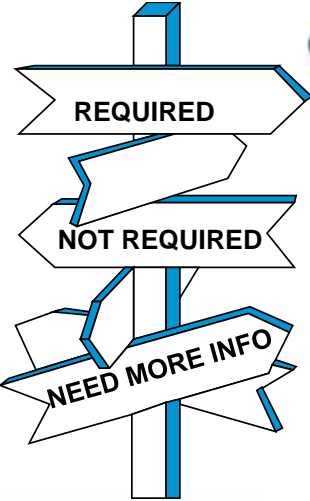▸ Determine the nature and extent of AT devices and services needed.

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More Information is Needed (AT is required)

Documentation in the IEP

▸ Additional information is needed and the type of assistance needed is documented.

▸ *The specific assistance requested is written into the IEP as an AT service.*

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Ongoing Process

REQUIRED

NOT REQUIRED

NEED MORE INFO

▸ Not a one time event

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A Quick Review...

AT Legal Statutes

▸ AT "Consideration" is mandated by IDEA 2004
▸ If AT is written in the IEP it must be provided by the school district per LRE and FAPE
▸ AT doesn't need to be the "best" just the most "appropriate" based on students' needs and educational goals

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A Quick Review...

SETT Framework

- **S** tudent
- **E** nvironment
- **T** asks
- **T** ools

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A Quick Review...

How do IEP committees consider assistive technology?

IEP Committees follow the 4-Step consideration process that is embedded in IEP Development and Special Education processes

STEP 1
- Review evaluation data and present levels of academic achievement and functional performance.

STEP 2
- Establish goals and objectives.

STEP 3
- Determine difficult or impossible tasks.

STEP 4
- Decide if AT devices and services are required and document.

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A Quick Review...
What decisions do IEP Committees make as a result of AT consideration?

- AT *is not needed* at this time and the basis of this decision is documented in the IEP.
- AT *is needed* and is included in the IEP.
- *More information is needed* before a decision can be made.

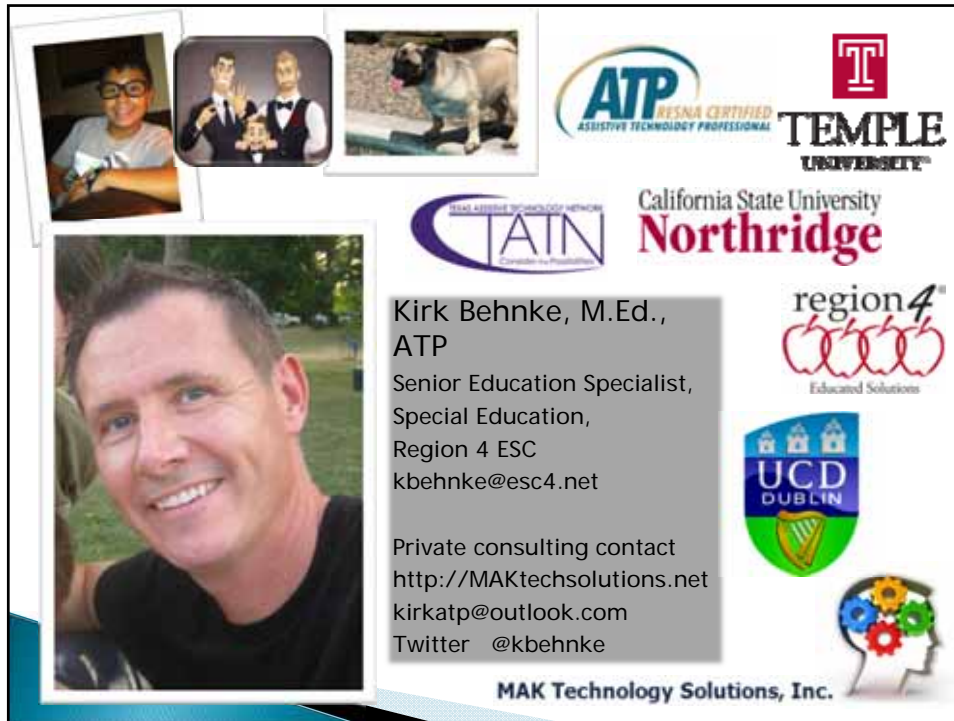43

Thank You!

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