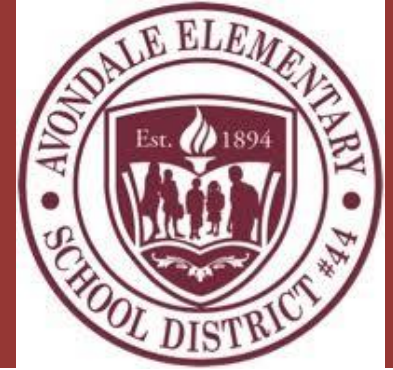


Avondale Elementary School

District #44

PASSION AND COMMITMENT FOR EDUCATION



Assistive Technology In the Classroom

A central diagram with a laptop icon at its core. Arrows radiate from the laptop to various educational and assistive technology icons. These include: a magnifying glass labeled "Research Tools", a calendar labeled "Organization/Management", a notepad labeled "Communication", a laptop labeled "Built-In Accessibility", a book labeled "Reading", an ear labeled "Hearing", an hourglass labeled "Time Management/ Distraction Free", a speech bubble labeled "Speech-to-Text/Speech Recognition", a group of people labeled "Skills/Tools", and a box with question marks labeled "Brainstorming".

Presented by:

Kimberly Anderson, SLPA

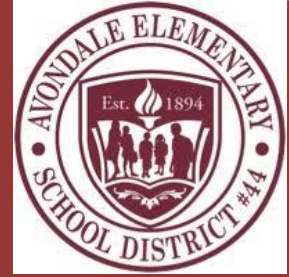
Jeri Farkas, Teacher

Leah Harrell, COTA

Kimberly Levingar, SLP

Maritza Ramirez, SLPA

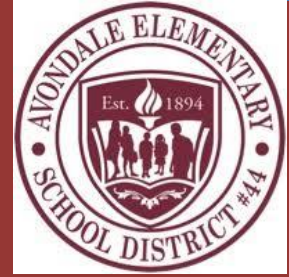
About our AT Team



Kimberly Anderson

Jeri Ann Farkas

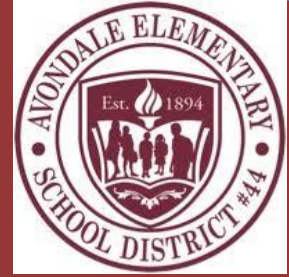
About our AT Team



Leah Harrell

Kimberly Levingar

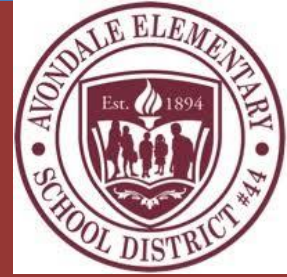
About our AT Team



Maritza Ramirez

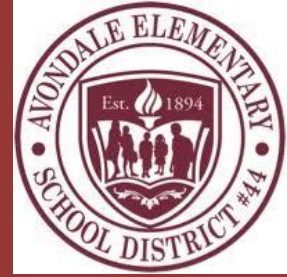
Gina

About our AT Team



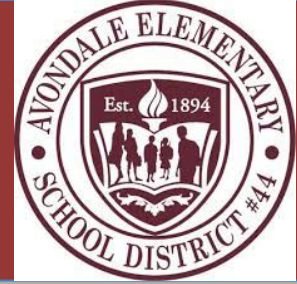
- We established an Assistive Technology Team during the 2016-2017 school year.
- Our team is made up of all volunteers, which will hopefully not be the case for much longer.
- **Our mission is to provide consultation, training, and technical assistance to support student access to the curriculum, through the use of appropriate equipment and services, enabling students to meet individual education goals.**

Learning Outcomes



1. State various types of Assistive Technology
2. Articulate considerations for Assistive Technology
3. Understand the process of assessing Assistive Technology needs
4. Discuss approaches to implementing Assistive Technology
5. Identify various Assistive Technology resources

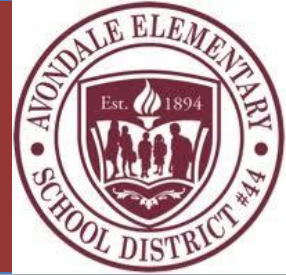
But First....What is Assistive Technology?



- **Devices**- “Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, and is used to **increase, maintain, or improve the functional capabilities of individuals with disabilities.**” *Except surgically implantable devices

Special Education Law defines Assistive Technology as both devices and services.

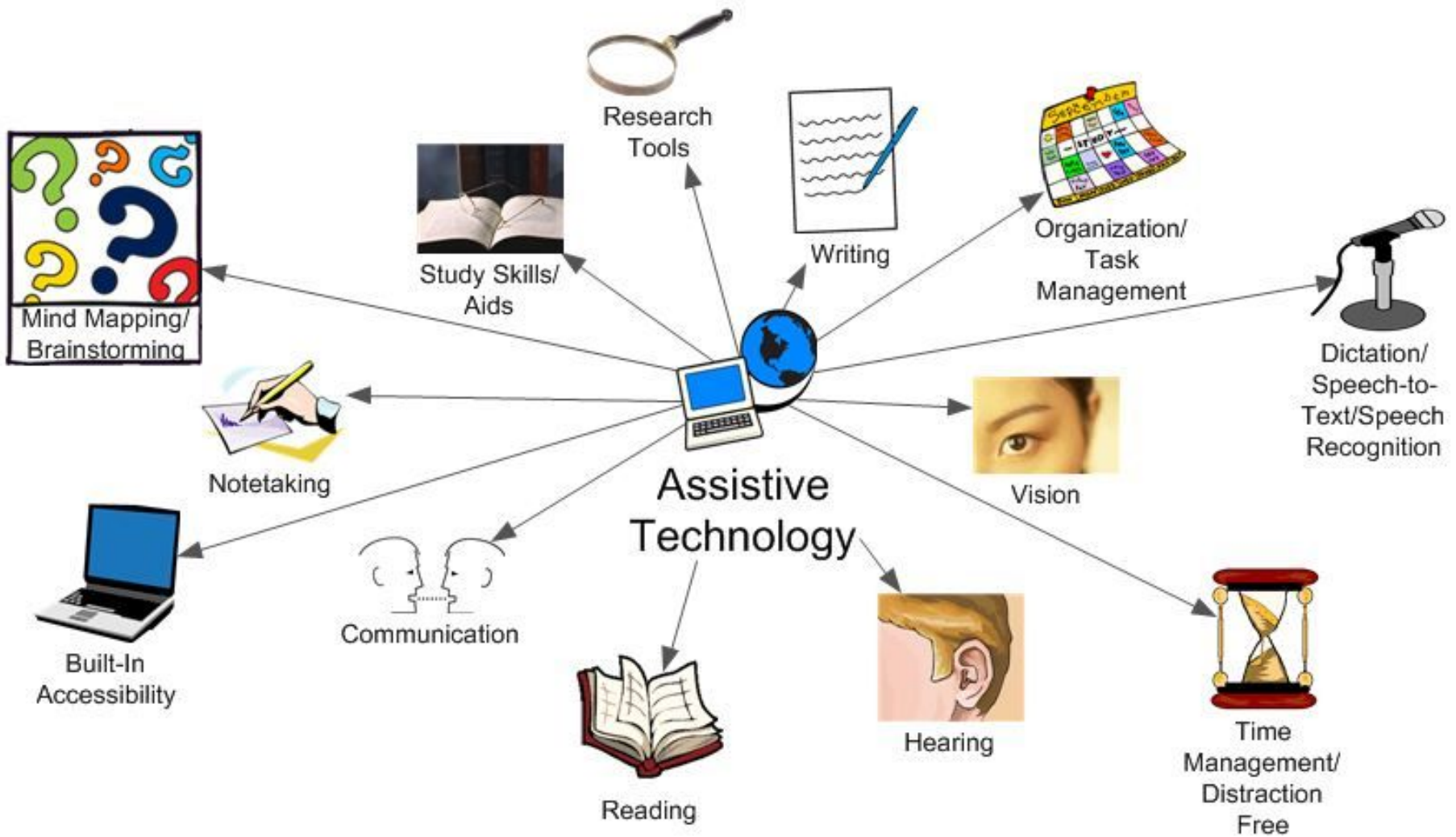
Assistive Technology Services



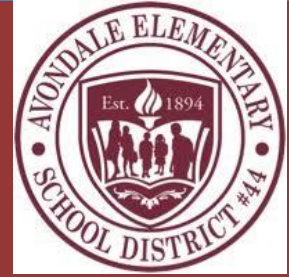
- “...any services that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.
- **Evaluation** and **selecting** of an assistive technology system.
- **Purchasing, leasing, or acquiring devices**
- **Training** and **technical assistance** *for the individual, family/caregiver and school staff, i.e. teacher, para’s and service providers.*

-IDEA 2004

What is Assistive Technology?

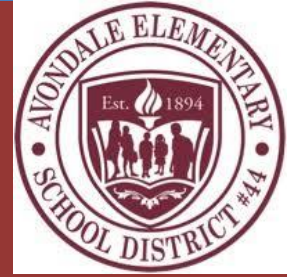


Why are we addressing Assistive Technology?



- State and federal requirements
 - § 300.105 Assistive technology.
 - (a) Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in §§ 300.5 and 300.6, respectively, are made available to a child with a disability if required as a part of the child's— (1) Special education under § 300.36; (2) Related services under § 300.34; or (3) Supplementary aids and services under §§ 300.38 and 300.114(a)(2)(ii).
 - Assistive technology **must** be considered at **every** IEP meeting, regardless of the type or severity of the student's disability, at no cost to the parent(s).
- The Technology-Related Assistance for Individuals with Disabilities Act of 1988

Low Tech/No Tech Assistive Technology Tools

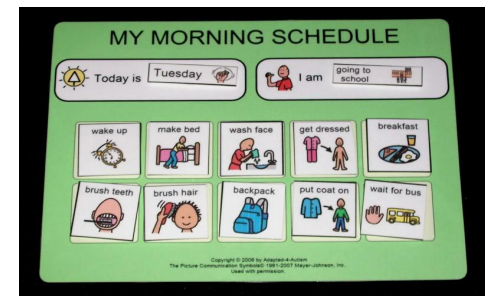
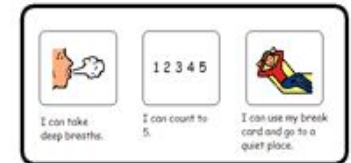


Low tech/no tech assistive technology tools

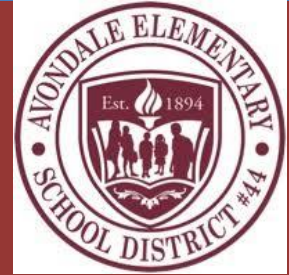
- Typically are not electronic and is less expensive and can often be made from readily available materials
- Low cost and minimal training needed

Examples

- Picture exchange communication system
- Choice card
- Pencil grips
- Adapted paper
- Manipulatives
- Adapted pencils
- Slant boards
- Picture schedules
- Sticky notes



Mid-Tech Assistive Technology Tools



Mid-tech Assistive Technology Tools

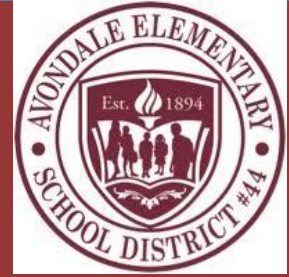
- Usually battery operated
- have some circuitry
- fairly easy to use or minimal training needed

Examples

- enlarged print
- vibrating switches
- inexpensive augmentative communication devices
- step by step communicator (switches)
- calculators and talking calculators
- switch operated toys and small appliances
- audio books
- spell checkers
- portable note takers



High Level Assistive Technology

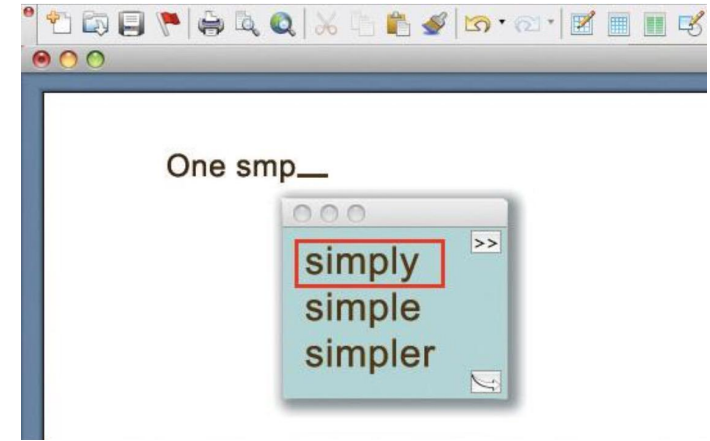


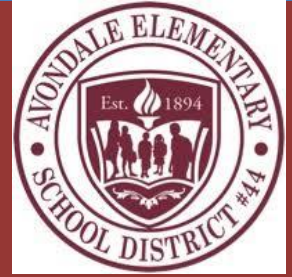
High Tech Assistive

- More complex devices or equipment
- Computerized or includes computer software
- Usually requires power supply
- Requires training
- Costs the most

Examples

- great deal of computer software that provides magnification, synthesized speech, tactile display, or combination of these.
- powered wheelchair
- laser cane for the blind
- dedicated devices that allow speech output (speech generated devices)
- word prediction software
- smartphones and tablets
- Digital hearing aids



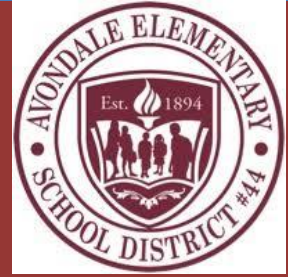


What Do We Need to Consider?

- Motor Skills
- Seating/Positioning
- Sensory needs
- Behavior
- Communication
- Social Skills
- Cognitive level
- Current use of any AT devices

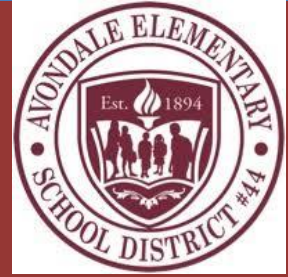
Not every student will use every level of technology

Motor Skills



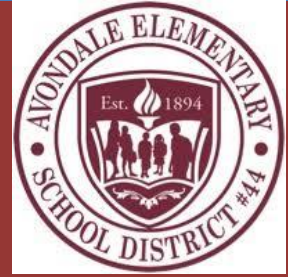
- What are their motor skills currently?
- Is the student able to write?
- Is there functional movement- what type of movement?
- What task do we want them to perform?

Seating and Positioning



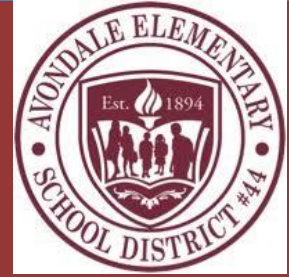
- Is the student sitting in a chair/desk fitting to his/or size?
- Are feet on the ground and elbows able to rest properly on table top?
- Is the student supported appropriately?

Sensory Needs



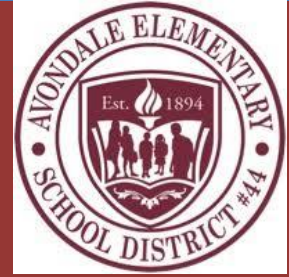
- Appropriate lighting- Is the student sensitive to the lighting in the classrooms?
- Does the student exhibit excessive movement?
- Do noises in the classroom cause difficulties for a student to attend to the class or task?

Behavior



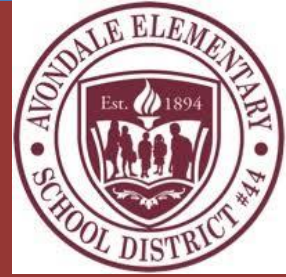
- Address function of the behavior
- Determine how AT is able to support student and staff
- Time Tracker
- Noise Tracker
- Picture Schedule
- Visual Behavior Cues in lieu of extraneous language
- Choice wheel

Communication



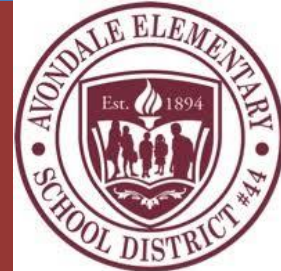
- Is the child able to communicate their wants and needs verbally?
 - Is the communication barrier due to language deficit or structural **HELP ME FIND A WORD**
- Is the child able to express their wants and needs through another modality i.e. sign language or written word?
- Does the child understand cause and effect?

Social Skills



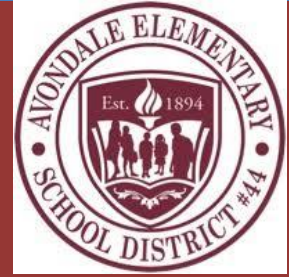
- Does the child have joint attention?
- Does the child react to when their name is called?
- Does the child understand social norms? I.e. asking someone who gets hurt if they are okay?
- Is the child able to initiate conversation?
- Is the child able to hold a conversation (relative to his/her age)?
- Can he/she stay on topic?

Cognitive Skills



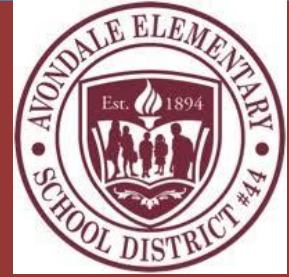
- What is the student's cognitive function and what AT devices are appropriate for their ability level
- Do they understand cause and effect?
- Is the student able to sequence tasks or follow multi step directions?
- Is the student able to retain information?

Current Use of AT



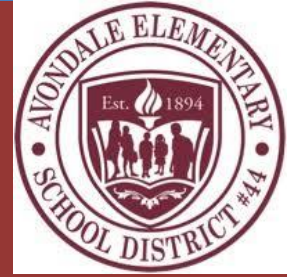
- Have any interventions been implemented?
- If so, which ones and were they successful?
- Is the device/intervention the student is using able to be adapted to further their independence throughout their physical and educational growth.

Who Should Make Up the At Team



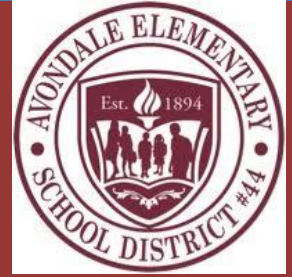
- An AT Team can include anyone that is passionate about the assistive technology needs of students
- Typically, it will consist of a Speech-Language Pathologist, Speech Language Pathologist Assistant, Physical Therapist, an Occupational Therapist, a Certified Occupational Therapy Assistant, or Resource Teacher

How is AT Assessed

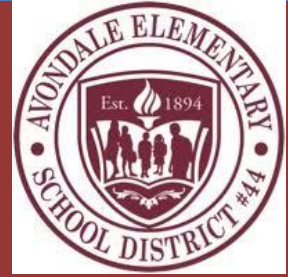


- Referral process
- Considerations
- What is the task the student is not doing in the classroom? What task is the student expected to do?
- Perform an AT Assessment or find professionals that will assist in finding appropriate AT tools that will help the student for the task
 - SETT framework
 - WATI
- Trial different AT tools and services
- Have district/agency order the tool the AT Team suggests
 - AT Team will consider price, ease of use, can it be used in multiple platforms, does it allow for multiple users and can it grow with the user.

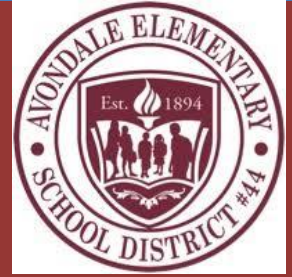
Referral Process



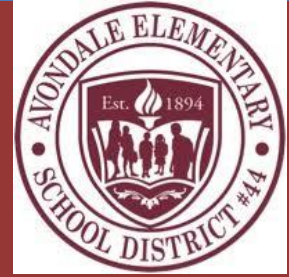
Considerations



Task (RENAME ME)



Assessment

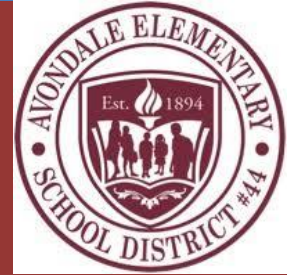


- Document Review
- Student Observation
- Student Interaction
- Educator Interview

If you feel uncomfortable with determining a student's needs, collaborate with outside sources who can.

- Assistive Technology Specialist with the Department of Education
- Believe Beyond Ability

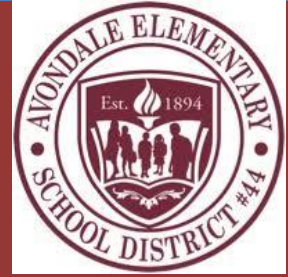
SETT Framework



Student, Environment, Task and Tools,

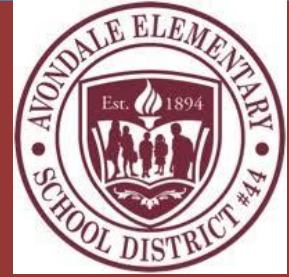
- Student
 - What is(are) the functional area(s) of concern?
 - What does the student need to be able to do that is difficult or impossible to do independently at this time?
 - Special needs (related to area of concern)
 - Current abilities (related to area of concern)
 - Expectations and concerns
 - Interests and preferences
- Environment
 - Arrangement (instructional, physical)
 - Support (available to both the student and the staff)
 - Materials and Equipment (commonly used by others in the environments)
 - Access Issues (technological, physical, instructional)
 - Attitudes and Expectations (staff, family, other)
 - Are there multiple environments

SETT Framework



- Task
 - What SPECIFIC tasks occur in the student's natural environments that enable progress toward mastery of IEP goals and objectives?
 - What SPECIFIC tasks are required for active involvement in identified environments? (related to communication, instruction, participation, productivity, environmental control)
- Tools

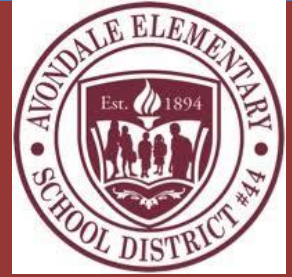
WATI



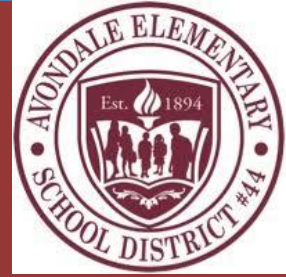
Wisconsin Assistive Technology Initiative

- Decision making guide
- Trial use summary guide
- Classroom observation guide
- Procedure guide for assessment
- Procedure guide for consideration
- Student info guide
- Tool identification guide
- Trial use guide

Trialing and Ordering



Implementing Assistive Technology

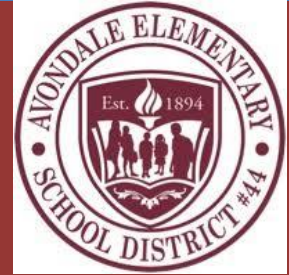


Implementation should be Individualized for each student.

Questions to be Considered

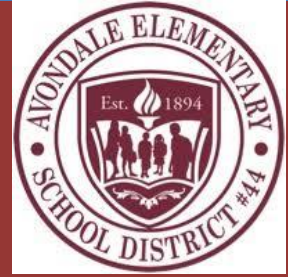
- Who will be working with the student?
- What setting will it be used in?
 - Specials
 - Lunch
 - Particular subject
 - Home
- Are there other “things” you need in order to use the “thing?”
 - i.e. internet connection
 - power

Local Assistive Technology Resources



- AzTech Lending Library (usually for schools)
- AzTap Lending Library (parent or professional)
- Saltillo
 - Sherry Predabon-AAC consultant
- PRC
 - Jeremy Legaspi-Central/Northern Regional Rep
 - Laconda Ross-Southern Regional Rep
- Reach out to other school districts
- AZ Tech Grant

Our Favorite AT Resources



Twitter

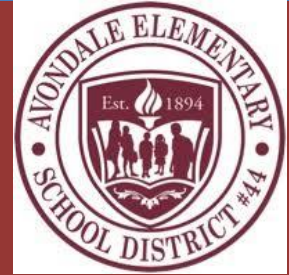
Closing the Gap

Chris Bugaj

Out and Abouts

QIAT

The IMPACT of AT



According to NLTS2:

	AT	No AT
Graduation	99.8%	79.6%
Post Secondary	80.9%	40.1%
Paying Job	80%	50.8%

Only 7.8% of students with high-incidence disabilities reported receiving AT in high school.