



**A.T. 101:
OVERVIEW OF
ASSISTIVE
TECHNOLOGY**

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**IDEA and Article 7:
define A.T. as both a device
and
a service**

Individual Education Plans

Assistive Technology must be considered during the development of the IEP

(per IDEA and Article 7)

ASSISTIVE TECHNOLOGY DEVICE

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


- ❖ Does not include surgically implanted devices



ASSISTIVE TECHNOLOGY SERVICE

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

Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for students with disabilities.



Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices.



Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.



Training or technical assistance for the following:

- A) A student with a disability or, if appropriate, the student's family.
- (B) Professionals and school staff if needed (classroom assistants, cafeteria staff, bus driver, peers)



What does
“consideration”
of A.T. mean?



CONSIDERATION VS. EVALUATION

- Consideration is a short discussion that takes place during the IEP meeting using *known* information and results in the decision to continue something already being used or to try or not to try assistive technology.
- Evaluation goes *into much more detail*, looking closely at the student's abilities and difficulties and the demands of the environments and tasks.

CONSIDERATION IS A BRIEF DISCUSSION THAT SHOULD TAKE PLACE WITHIN THE IEP MEETING

- More than checking a box
- At least one person on the IEP Team should be aware of assistive technology
- Develop the goals and then discuss if A.T. is needed to help the student reach the goals

FOUR POSSIBLE OUTCOMES OF A.T. CONSIDERATION:



- The first is that current interventions (what ever they may be) without assistive technology are working and nothing new is needed.

FOUR POSSIBLE OUTCOMES OF A.T. CONSIDERATION



- The second possibility is that assistive technology is already being used and is deemed successful.

FOUR POSSIBLE OUTCOMES OF A.T. CONSIDERATION:



- Maybe new assistive technology should be tried? The CCC should describe in the IEP the type of assistive technology to be tried (including the features they think may help, such as “having the computer speak the text as the student writes”). They shouldn’t list names of products because they don’t know if it will work until it has been tried.

FOUR POSSIBLE OUTCOMES OF A.T. CONSIDERATION:



The IEP Team may not know enough to make a decision and need more information

- Calling someone for help, or going to get some print, disk, or online resources to help them better “consider” what AT might be useful.
- It could also mean they need to schedule (or refer for) an evaluation or assessment of the student’s need for assistive technology.

ARTICLE 7 REQUIRES PARENT PERMISSION FOR A.T. EVALUATION

- The 50 day timeline begins once parent sign the permission for evaluation
- CCC should determine what academic areas may benefit from A.T.
- Evaluation may be completed by local school, district, or co-op staff
- Teachers/Parents/Therapists should provide input

A.T. Assessment

Get SETT for Success

- ◉ Student
- ◉ Environment
- ◉ Tasks
- ◉ Tools

www.joyzabala.com

THE STUDENT:



- What is 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)

THE ENVIRONMENT

What specific environmental considerations need to be addressed?

Physical or practice obstacles?
Supports?
Attitudes of others?



What are other the environments that need to be taken into account?

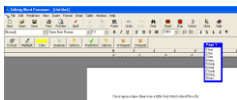
THE TASK

- ◉ What does the student need to do to achieve educational goals from their IEP and be an active participant in their environment?
- ◉ What are other students doing in the same environments?



THE TOOLS:

- ◉ Is it expected that the student will not be able to make reasonable progress toward educational goals without assistive technology devices and services?
 - If yes, describe what a useful system of assistive technology devices and services for the student would be like.

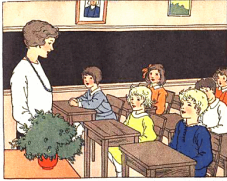


THE TOOLS:



- ◉ **Brainstorm** Tools that could be included in a system that addresses student needs.
- ◉ **Select the most promising Tools** to implement in the natural environments on a trial basis.
- ◉ **Plan the specifics** of the implementation (expected changes, when/how tools will be used, cues, etc.)
- ◉ Collect **data** on effectiveness.

How Can A.T. Help at School?



HANDWRITING

- Handwriting is difficult to read
- Takes the student too long compared to peers
- Problems with spelling may reduce vocabulary

How Technology Can Help:

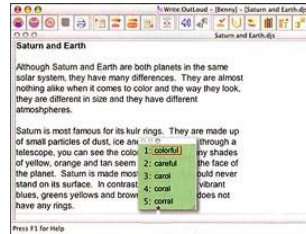
- Portable word processor to keyboard instead of write
- Computer with word processing software with spell check – thesaurus
- Voice recordings
- Speech recognition software

Written Composition - putting thoughts on paper

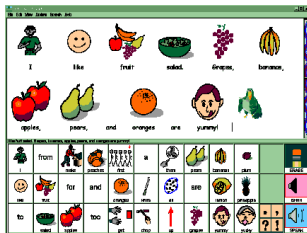
- Word processing with pictures, spell checker/grammar checker
- Text-to-speech (audio output of text)
- Word prediction/completion
- Voice recordings
- Voice recognition software



Word Prediction Programs: Word prediction programs let the user select a desired word from an on-screen list located in the prediction window.

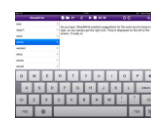


PICTURE WORD PROCESSING



Apps for Written Composition

Word prediction with text-to-speech



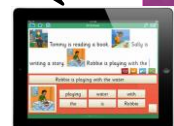
iReadWrite



Clicker Sentences



Abilipad



Speech recognition



Sentence writing

Reading

- Digital text lets us change text size, spacing, color, background color
- Use of pictures/symbols with text
- E text on computer, tablet, book reader (Kindle)
- Online digital libraries for students with disabilities- Learning Ally, Bookshare
- Text-to-speech software/apps to read websites and emails



APPS FOR READING



iBooks and Kindle - free apps to download and read books and .pdf files. Use text-to-speech feature of iPad to hear text read aloud. Books from Amazon or iTunes



Pocket Phonics - free "lite" version of the early learning app to teach letter sounds and beginning writing



MaxJournal - great reading and writing tool - make a scrapbook/journal with photos and text



SentenceBuilder - animated graphics and printed words help students build sentences about different scenes.

APPS FOR ORGANIZING/NOTE TAKING



Evernote - free online organization for notes, photos, audio recordings



Idea Sketch - free mind mapping



Drop Box - free online storage



Audio Note (\$4.99) - records audio and will sync the audio to where you write or draw on the iPad.

Communication

- Single message voice output devices
- Voice output device w/levels
- Speech generating dedicated device w/icon sequencing
- Speech generating devices w/dynamic display
- Speech generating device with text-to-speech for typing/spelling words



AREAS OF ASSISTIVE TECHNOLOGY

APPS FOR COMMUNICATION

- Look for apps developed by specialists in communication - established companies or professionals who know about language and communication.
- Get an augmentative communication evaluation to make sure the app meets your student's needs.

AAC APPS FROM DEVICE COMPANIES



Proloquo2Go



SO MANY APPS...SO LITTLE TIME



- Use the SETT framework to think about how you will use the app
- Check out review in iTunes or Google
- Talk to others with similar needs
- Try the free or lite versions first
- Use a rubric to rank the potential app
- You only need 1-2 apps for each task

SOURCES FOR APPS

- Apps for Children with Special Needs <http://a4cwsn.com/>
- Apple Products for Special Education <http://www.apple.com/education/special-education/>
- Apps for Special Education by Spectronics <http://www.spectronicsinoz.com/blog/tools-and-resources/our-apps-for-special-education-list-is-here>
- Bridging Apps <http://bridgingapps.org/>
- Educational Technology and Mobile Learning - rubrics to help evaluate apps <http://www.educatorstechnology.com/2013/01/4-great-rubrics-to-help-you-select.html>
- Moms with Apps <http://momswithapps.com/>

WWW.FCTD.COM

The Family Center on Technology and Disability



Home / Homepage


Assistive Technology Works!

Knowing where to begin and how to proceed can be daunting, however. We're here to help. The Family Center on Technology and Disability provides a wide range of resources on assistive and instructional technologies, from introductory fair shares through CEUs for practitioners and educators. Try setting aside 30 minutes a day to review an FCTD resource. Before you know it, you'll know a lot more about both established and emerging technologies that can improve the lives of the children and youth with whom you work and live. Of course, we're here for your just-in-time information needs as well. We hope you'll visit our site often!

News & Notes
The newest issue of the FCTD newsletter is

FCTD Online Discussions
More than two dozen transcripts of Family Center online

RESOURCES

- <http://atto.buffalo.edu/>
- www.childrensrecourcgroup.com
- www.closingthegap.com
- www.fctd.info
- www.gpat.org/Index.aspx
- www.bethwaitetech.com and Beth Waite 
- www.wati.org

Hands-on with equipment in Indiana:

- www.patinsproject.com - PATINS for school staff
- www.eastersealstech.com -INDATA - anyone -

Autism Training Technology for Autism

Increase learning and social skills



July 18, 2013 8:30-4:00

Indiana Wesleyan Education and Conference Center - Indpls, IN

Presenters:
Beth Waite, MA-CCC/SLP-ATP
Liz Farmer, MA, Psychology

- Come learn about technology for increasing learning, communicating, and social skills for students with Autism
- Get hands-on guided experience with equipment and creating social skill intervention programs
- Receive a certificate of attendance for 6 hours of training
- Register at:

Autismbehaviorandcommunication.eventbrite.com

Fee: \$120.00