SANTA CLARA COUNTY SPECIAL EDUCATION ASSISTIVE TECHNOLOGY GUIDELINES AND RESOURCES

Guidelines have been adapted with permission from Riverside County SELPA.

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We would like to acknowledge the input provided by the Santa Clara County SELPA Assistive Technology committee members:

- Terri Lopopolo, Campbell Union High School District
- Greta Tan, Cupertino Union School District
- Michael Martinez, Fremont Union High School District
- Nancy Sullivan, Fremont Union High School District
- Nicole Burger, Mountain View Whisman School District
- Cristina Murata, Mountain View Whisman School District
- Cynthia Loleng-Perez, Mountain View Whisman School District
- Nick Prychodko, Mountain View Whisman School District
- Jennifer Dorwin, Palo Alto Unified School District
- Brian Gadus, Palo Alto Unified School District
- Tegan Anderson, Santa Clara County Office of Education
- Sripriya Appalakutti, Santa Clara County Office of Education
- Kathy Bays, Santa Clara County Office of Education
- Jennifer Crivello, Santa Clara County Office of Education
- Katherine Farrow, Santa Clara County Office of Education
- Anna Petersen, Santa Clara County Office of Education
- Michele Syth, Santa Clara County Office of Education
- Katrina Boom, Sunnyvale School District
- Sheen Tscharmer, Sunnyvale School District

Santa Clara County Special Education Local Plan Area (SELPA)

SPECIAL EDUCATION ASSISTIVE TECHNOLOGY GUIDELINES & RESOURCES

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Special Education Assistive Technology Guidelines

Introduction

The amendments to the Individuals with Disabilities Education Act (IDEA) require that the Individualized Education Program (IEP) team consider whether a special education child requires assistive technology and services (20 U.S.C. Section 1414[d] [3] [B] [v]). Furthermore, California's Education Code (EC) Section 56341.1(a)(5) states: "When developing each pupil's individualized education program, the individualized education program team shall consider … whether the pupil requires assistive technology devices and services as defined in paragraphs (1) and (2) of section 1401 of Title 20 of the United States Code."

IDEA (20 U.S.C. Section 1401) includes the following definitions:

1. Assistive Technology Device: The term "assistive technology device" means 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 child with a disability.

2. Assistive Technology Service: The term "assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Such term includes:
    a. the evaluation of the needs of such child, including a functional evaluation of the child in the child's customary environment;

    b. purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by such child;

    c. selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;

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

    e. training or technical assistance for such child, or, when appropriate, the family of such child; and

    f. training or technical assistance for professionals (including individuals providing education and rehabilitation services) to, employ, or otherwise substantially involved in the major life functions of such child

These Santa Clara County SELPA Special Education Assistive Technology Guidelines are developed in response to these regulations and designed to assist IEP team members in the consideration, evaluation, IEP team planning and implementation phases of determining an individual's need for assistive technology devises and/or services in order to benefit from special education instruction and/or related services.

Assistive Technology Process:

Every IEP team needs to consider each student's need for assistive technology (AT) devices and/or services. To do this effectively, at least one member of the team needs to have some knowledge about assistive technology. This knowledge base can be gained by reviewing these guidelines, researching available resources, and/or obtaining specialized training in assistive technology.

Parts of the following Assistive Technology Process were adapted from the article "*Has technology been considered? A guide for IEP teams* written" by A. C. Chambers and published by CASE in 1997. Other resources utilized are from the Georgia Project for Assistive Technology (GPAT) and Wisconsin Assistive Technology Initiative (WATI).

Step 1
- Through evaluation and IEP team meeting, determine the student meets special education eligibility criteria and identify disability condition(s)
- Review the student's present levels of performance
- Develop annual goals, with benchmark objectives as appropriate
- Based on evaluation results and/or observations, determine what special factors need to be considered
    - If the IEP Team determines (1) **no** AT devices and/or services **and** (2) **no** low incidence services, equipment and/or materials are needed, complete the IEP process
    - If the IEP Team determines (1) AT devices and/or services **or** (2) low incidence services, equipment and/or materials are needed, move to Step 2

Step 2
- Consult with colleagues and the District Office to determine need to expand IEP team members to include nurse, assistive technology specialist, program specialist, and/or special education administrator prior to scheduling the meeting
- Prior to or during the IEP team meeting, complete the **Santa Clara County SELPA Assistive Technology Consideration Worksheet** to:
    - Identify task(s) you want the student to do, that s/he is unable to do at a level that reflects his/her skills/abilities, leaving blank any tasks which are not relevant to the student's IEP
    - Identify special strategies or accommodations the student uses to complete task(s)
    - Describe available assistive technology (either devices, tools, hardware, or software) that are currently being used could be used to address this task(s)
    - Describe new or additional assistive technology to be tried
- Utilize the **Assistive Technology Consideration Resource Guide** to help identify strategies to meet the student's AT needs
- Transfer IEP team decisions documented on the worksheet to the student's IEP (Special Factors and/or Services pages)
    - If information is sufficient, implement IEP as written
    - If more information is needed, implement IEP as written and move to Step 3

Step 3
- Consult with program specialist and/or special education administrator about who will conduct assistive technology evaluation
- Initiate Prior Written Notice and an Assessment Plan to parent
- Initiate contract with and/or referral to appropriate assessment personnel
- Assessment personnel
  - Review the **Santa Clara County SELPA Special Education Assistive Technology Guidelines**
  - Review student's records
  - Consult with IEP team members
  - Observe student in appropriate setting
  - Conduct needed evaluation using appropriate tools, instruments, strategies
  - Write evaluation report, providing a copy to all IEP Team members (including parent)
- Complete **Assistive Technology Report Summary and Implementation Plan**
- Schedule/hold IEP Team meeting to discuss results of AT evaluation
- Attach completed form to the IEP **and** document team decisions on IEP Special Factors and/or Services pages
- Provide a copy of the IEP to all personnel serving the student and the parent; place a copy in the student's cumulative folder; file the originals in the Special Education Pupil Record
- Implement the IEP as written

Step 4
- If necessary, order any required AT device, monitor receipt, and deliver to student ASAP – Document on the **Assistive Technology Implementation Plan**
- If necessary, provide any required training to the student, family, and/or school personnel ASAP – Document on the **Assistive Technology Implementation Plan**
- Implement direct AT support services as written in IEP
- Monitor the student's use of the assistive technology device and/or services via
  - **Assistive Technology Implementation Plan**
  - Progress reports
  - Annual review
  - Triennial reevaluation
- Initiate the AT consideration, evaluation, IEP team meeting and implementation phases as needed

Consideration Phase

It is important that members of the IEP team recognize that technology is just one strategy in a multi-faceted approach in addressing the needs and strengths of students with disabilities. IEP teams will therefore need to balance the degree of technology assistance with the student's learning potential, motivation, chronological age, developmental level and goals/objectives. Options to consider include:

Low-Tech: Equipment and other supports readily available in schools, including off-the-shelf items to accommodate the needs of students, which can be provided by general and/or special education through Student Study Team (SST) documents, a Section 504 Accommodation Plan, and/or IEP processes (e.g., calculators, tape, recorder, pencil grip, and larger pencils).

High-Tech: Supports for students who may need more specialized equipment and support services beyond basic assistive technology; often students with low incidence and/or significant/severe disabilities, who require more in-depth assessment (e.g., closed circuit television (CCTV), FM systems, augmentative communication devices, sound field systems, alternative computer access, and specialized software).

It is important to consider and use the technology resources purchased with state and federal technology funds for **all** students (e.g., computers, basic software) to determine if the standardized materials available in the classroom can meet the child's needs. Students with a low incidence disability (deaf, blind, deaf-blind, orthopedic impairment) generate additional funds at the December 1 pupil count specifically for the potential need for specialized or assistive technology devices. If Medi-Cal funds are collected for assessment and/or services for special education students, the Medi-Cal Collaborative is another potential source of funding approval. Some specialized equipment and/or assistive technology devices may be provided by California Children's Services (CCS) but that authority rests with them, not the IEP team. In all instances where additional expenditures may result from the IEP team consideration, it is important to consult with the Special Education Office of your school district prior to completing the AT evaluation and IEP process to minimize any delays in purchasing.

To help IEP teams determine needs, the Georgia Project for Assistive Technology (GPAT) Assistive Technology Consideration Resource Guide is included herein. This resource guide lists samples of functional tasks required in schools such as writing, reading etc. and provides examples of common standard classroom tools, modifications and accommodations of tasks and expectations, and possible AT solutions. This framework is often useful for team members to use to get started in the consideration process and/or as a resource for making recommendations prior to or after the evaluation phase. GPAT also has an online version of this form that has video links that provide additional information about classes of AT tools. Please visit GPAT at: http://www.gpat.org/Georgia-Project-for-Assistive-Technology/Pages/Considering-assistive-Technology-for-Students-with-Disabilities.aspx.

Every IEP team is required to "consider" the child's need for assistive technology devices and/or services for every child in special education, as part of the Special Factors requirement in IDEA '04. When considering a child's need for AT, there are only four general conclusions that can be reached:

1) The first is that current interventions (whatever they may be) are working and nothing new is needed, including AT.

2) The second possibility is that AT is already being used (or there has been a trial with AT) so that we know that it does work. In that case the IEP Team should write the specific AT into the IEP to insure that it continues to be available for the child.

3) The third possibility is that the IEP team may conclude that new AT should be tried. In that case, the type of AT to be tried needs to be described in the IEP.

4) The last possibility is that the IEP team will find that they do not know enough to make a decision. In this case, they will need to gather more information. That could be a simple process of 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 be an indication that they need to make a referral for an evaluation of the child's need for assistive technology.

The Santa Clara County SELPA has adapted the Riverside County SELPA and the Wisconsin Assistive Technology Initiative (WATI) Assistive Technology Consideration Guide into a worksheet format to help the IEP team through a series of activities designed to help them determine whether the student does or does not "need" assistive technology devices or services. Those activities are:

1. Identification of task(s) we want the student to do, in the environment s/he performs the task, that s/he is unable to do at a level that reflects his/her skills/abilities, leaving blank any tasks which are not relevant to the student's IEP.

2. Identification of special strategies or accommodations the student uses to complete task(s).

3. Description of available assistive technology (either devices, tools, hardware, or software) that could be used to address this task(s).

4. Description of new or additional assistive technology to be tried. It is recommended that the IEP team utilize the Assistive Technology Consideration Resource Guide to complete this section.

5. Transfer of IEP team decisions onto the student's IEP (Special Factors and/or Services pages) and/or initiation of Prior Written Notice and an Assessment Plan.

Assistive Technology Consideration Resource Guide*

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individualized Education Program. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions.

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
Writing: Sample Tasks: • Write name • Copy letters/words/numbers for skills practice • Write words from memory • Copy print from book or worksheet • Copy notes from board or overhead • Complete written worksheets with single word responses (fill-in-the blank) • Complete written worksheets with phrase or sentence response • Complete written test with multiple choice response (circle/mark answer) • Complete written test and forms with fill-in-the-blank response • Complete written test with matching response • Complete written test with phrase/sentence (short answer) • Complete written test with essay response (multi-paragraph) • Record notes from teacher dictation/lecture with teacher recording notes on board/overhead • Record notes from teacher dictation/lecture without teacher notes	• Crayon/Marker • Pencil • Pen • Letter and number strip • Clipboard • Typewriter • Computer with word processing software with grammar and spell checker • Instructional software to remediate and enhance specific writing skills	• Increased time for completing assignments • Decreased length of assignment/number of responses • Oral dictation as an alternative to writing • Peer notetaker • Format of assignment changed to meet need of student - multiple choice, matching word banks, fill-in-the-blank, short answer • Word banks, sentence starters, and cloze format writing activities for supports • Provide typed outline or typed copy of lecture notes to student prior to delivery for student to use to follow lecture • Student highlights key points on printed copy of notes rather than copying/recording lecture notes • Webbing-concept mapping strategy used	• Pencil grip or other adapted writing aids • Adapted paper (bold line, raised line, different spacing, secured to desk, paper stabilizers) • Slant board • Personal dry erase board • Non-slip writing surface (e.g. dyceum) • Tape recorder for dictated responses and note-taking • Portable word processor (e.g. PC-5, AlphaSmart, etc.) • Note-taking device (e.g. Braille, adapted tape recorder, smartboard) • Computer with word processing software with spell and grammar checks (e.g. Microsoft Word) • Computer with word processing software and outlining/webbing software (e.g. Inspiration or Kidspiration, DraftBuilder) • Computer with graphic-based word processor (e.g. Writing with Symbols) • Computer with talking word processing software (e.g. Write OutLoud, IntelliTalk) • Computer with word prediction software (e.g. Co:Writer) • Computer with graphic based word processor (e.g. Writing with Symbols) • Scanner and computer with form filling software to create electronic worksheets

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
Writing Sample Tasks (continued): • Generate creative/spontaneous writing samples • Copy numbers • Enter number in correct location within calculation problems • Copy math calculation problems with correct alignment • Record dictated math calculation problems with correct alignment • Copy diagrams and graphs create and plot linear and quadratic equations on graph	• See previous page	• See previous page	• See previous page *Adaptive input hardware and/or software (e.g. keyguard, keyboard utilities, enlarged keyboard, touchscreen, on-screen keyboard, trackball, switch access, voice dictation software, Braille input) and adaptive output solutions (screen enlargement, text or screen reading software) to be used as needed for all computer based writing solutions
Spelling: Sample Tasks: • Identify correctly spelled word from printed list • Write spelling words from dictation • Spell words orally • Take a written spelling test • Use spelling words appropriately in a sentence • Locate correctly spelled words in a dictionary • Complete writing tasks with correct spelling • Identify/correct incorrectly spelled words in writing sample	• Flashcards • Alphabet strip • Print dictionary • Computer with word processing software with built-in spell checker • Instructional software to remediate and enhance basic phonics and spelling skills	• Peer/adult assistance for difficult to spell words • Personal or custom dictionary • Problem word list • Reduce number of spelling words • Increased time for completing assignments	• Personal dry erase board for practice • Tape recorder with difficult to spell words recorded • Hand-held spellchecker without auditory output (e.g. Merriam-Webster Dictionary and Thesaurus) • Hand-held spellchecker with auditory output (e.g. Speaking Merriam-Webster Dictionary and Thesaurus) • Portable word processor with built-in spellchecker (e.g. AlphaSmart) • Computer with word processing program with spell check feature (e.g. Microsoft Word) • Computer with talking word processing software containing speaking spell check (e.g. Write OutLoud) • Computer with word prediction software, (e.g. Co:Writer)

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
Reading: Sample Tasks: • Identify letters in isolation and in sequence • Recognize/read name • Read basic/primer sight words • Read functional words (community, emergency, grocery, etc.) • Read target/selected words within a sentence • Comprehend age/grade appropriate reading materials • Read print materials from textbooks and supplemental materials with comprehension • Read material from worksheet with comprehension • Read material from board/overhead with comprehension • Read material from computer display with comprehension • Read longer reading samples with comprehension and without fatigue • Answer literal questions regarding materials read • Answer questions regarding main idea of materials read • Answer inferential questions regarding materials read	• Textbooks • Worksheets • Printed information on board/overhead • Printed test materials • Instructional software to remediate basic reading and/or reading comprehension skills	• Peer/adult reading assistance • High interest, low reading level materials • Increased time for completing reading materials • Decreased length of assignment • Simplify complexity of text • Color coding to emphasize key points (highlighting) • Custom vocabulary list Increase print size of materials through photocopying	• Page fluffers • Slant board and book holders for positioning books • Color Overlays • Tracking strategies (e.g. reading window, bar magnifier) • Speaking spellchecker or dictionary as a word recognition aid(e.g. Speaking Merriam-Webster Dictionary and Thesaurus) • Reading Pen (e.g. Quicktionary Reading pen) • Audio-taped books (e.g.books-on-tape from Recordings for the Blind and Dyslexic) • Electronic books (e.g. disk or CD-ROM) • Computer-based talking word processing program (e.g. Write OutLoud) • Computer with graphic word processor (e.g. Writing with Symbols) • Computer with text enlargement software (e.g. ZoomText) • Computer with text reading software (e.g. ReadPlease, Talk-to-Me, JAWS, Kurzweil 1000) • Computer-based advanced reading aids (e.g. Kurzweil 3000, WYNN) • Solutions for converting text into alternative format (e.g. scanner with OCR software, Braille translation software, Braille printer/embosser, refreshable Braille displays, and tactile graphic production systems, etc.)

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
Math: Sample Tasks: • Identify numbers in isolation and sequence • Comprehend basic math concepts • Complete basic calculations (addition, subtraction, multiplication, and division) • Complete complex math calculations • Complete math word problems • Tell time to the hour, half-hour, etc. using an analog and/or digital clock • Calculate passage of time • Identify coins and bills • Demonstrates understanding of coin and bill value • Utilize money to purchase items • Utilize coins and bills to make appropriate change • Maintain and balance a checkbook	• Manipulatives (beads, etc.) • Abacus • Number line • Math fact sheet (e.g. multiplication facts) • Calculator • Instructional software to remediate and enhance specific math skills	• Change format of assignment (e.g.: write answers only) • Peer/adult reading of problem and recording of answer • Reduce number of problems • Provide additional spacing between problems • Provide additional time to complete tasks • Increase size of print through photocopying • Change complexity of material (e.g. separate problems by operations required) • Teacher/peer support for reading and assistance	• Modified paper (bold line, enlarged, raised line, graph paper, etc.) • Talking calculator with speech output • Calculator with large print display • Calculator with large keypad • Calculator with embossed output (e.g. Braille N Speak) • Computer based on-screen calculator • Electronic math worksheet software with adaptive input and output as needed (e.g. MathPad, Access to Math, and Study Works) • Adapted measuring devices (e.g. devices with speech output, large print display, or tactile output)
Study Organizational Skills: Sample Tasks: • Copy assignments from board • Record assignments from teacher dictation • Complete assigned task within designated timelines • Request teacher/peer assistance when needed • Has appropriate materials/supplies for class activities	• Instructional materials, including software to remediate deficit areas, to teach compensation strategies, and focus on strengths	• Assignment sheet provided by peer and/or adult • Outlines of key points • Student schedule or checklist • Positioning student strategically within classroom environment • Timers • Student self-monitoring sheets	• Print or picture schedule • Organizational aids (e.g. Color coding, appointment book, etc.) • Tape recorder • Electronic organizer/personal digital assistant (e.g. Step Pad, PalmPilot) • Computer based electronic organizer with adapted input and output provided as needed • Speech prompting device

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
Listening : Sample Tasks: • Follow verbal directions • Listen to stories, books, etc. and answer comprehension questions • Listen to classroom discussion and apply information (answer questions, record notes, etc) • Listen to teacher lecture and apply information (answer questions, record notes, etc) • Listen to verbally presented information and retell with correct sequencing and facts • Listen to videos to gather information about current instructional topics • Respond to environmental stimuli appropriately (someone knocking on classroom door, bell ringing, fire alarm)	• Television • Video player • Cassette recorder/player • Headphones for clarity of sound and blocking of extraneous noises for cassette/ television • Overhead projector to provide visual outline during note-taking • Closed captioning access to caption ready television and video presentations	• Preferential seating • Use teacher proximity • Elimination of extraneous noise (air conditioner) • Break directions into smaller steps/segments • Use verbal prompts • Use gestures • Pre-teach vocabulary and/or components of the lesson • Audio-tape verbally presented information for repeated presentation • Use visual aids (picture symbols, diagrams, maps) to illustrate key points • Provide a written outline of lecture • Use a peer note-taker to record notes in class • Provide print copy of script in videotapes • Provide sign language/oral interpreter	• Personal amplification system • Classroom sound field system • Auditory trainer • Personal hearing aids • Tape recorder with indexing capability • Smart Board for transferring teacher written notes to student computer for viewing and printing and viewing • Environmental alert system • Voice to text software application for converting teacher lecture to text • Closed captioning on non-caption ready instructional materials • Real time captioning of class lecture and discussion
Oral Communication: Sample Tasks: • Gain attention of peers/adults within environment • Express basic wants/needs • Request assistance as needed • Provide appropriate greetings • Participate in conversation with peers/teachers • Respond appropriately to teacher/peer questions and/or comments • Provide oral report in class on assigned topic • Inform others of events, topics, etc • Terminate conversation	• Organizing diagram for presentations	• Interpreter • Verbal prompts • Modeling appropriate skills • Repetition of spoken answers • Additional response time • Provide questions before time • Accepting shortened responses	• Speech enhancing devices (e.g. amplifiers, clarifiers) • Augmentative communication solutions (e.g. object based communication displays, picture communication boards, books, and wallets, talking switches, dedicated augmentative communication devices, and integrated computer based augmentative communication solutions-all with adaptive input as needed) • Sign language

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
Aids to Daily Living: Sample Tasks: • Feed self-using appropriate utensils • Drink using appropriate utensils • Prepare simple snack • Prepare basic meal • Dress and/or undress self-using appropriate tools • Complete personal hygiene and grooming tasks (brushing teeth, hair, etc.) • Toilet self • Perform simple household chores	• Eating utensils (e.g. spoon, cup, etc.) • Personal hygiene tools (ex: toothbrush, comb, brush, etc.) • Toileting supplies (ex: tissue) • Bathroom rails and adaptive faucet handles • Cleaning materials and appliances	• Verbal prompts • Modeling appropriate skills • Picture cures and prompts • Additional time to complete tasks • Modification of task length and complexity	• Adapted eating aids (e.g. grips for standard eating utensils, adapted cups/glasses, etc.) Feeding machines • Adapted dressing aids (e.g. button holers, pulls for zippers, Velcro fasteners, etc.) • Adapted cooking and food preparation aids (e.g. blender attached to power control unit, adapted pouring handles, etc.) • See other sections of this document for leisure, vocational, mobility, and learning aids.) • Adapted household cleaning tools and appliances
Recreation and Leisure: Sample Tasks: • Participate in play activities • Participate in leisure activities (ex: look at/read book or magazine, listen to music, etc.) appropriately • Manipulate and/or operate toys, tools, and/or electronic appliances required for participation in leisure activities appropriately	• Puzzles • Games • Toys • Music (e.g. tape player, CDROM, etc.)	• Verbal prompts • Adult peer assistance • Modeling appropriate skills • Cooperative participation with • Game modification	• Knobs for puzzles • Adapted crayon holders • Adapted books • Adapted music with symbols • Raised line coloring sheets • Spinners for games • Switch accessible toys (commercially available or switch accessible through switch interface) • Environmental control devices • Power control units and battery adapter devices • Adaptive sports equipment • Computers with adaptive input devices as needed and appropriate software to address leisure skills

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
Pre-vocational and Vocational: Sample Tasks: • Complete assigned tasks (ex: filing, sorting, assembly, etc.) within designated timelines • Utilize tools, manipulatives, and/or equipment to complete tasks • Complete single and multiple step tasks	• Sorting and assembling materials • Office equipment • Computer with standard office applications • Timers and watches	• Verbal prompts • Picture and word cues • Modeling appropriate skills • Cooperative participation with peers and adults • Student self-monitoring sheets • Modification of task length and complexity	• Individualized task and material modifications to meet student needs • Computer with adaptive input devices as needed and appropriate software to address pre-vocational or vocational needs • Vibrating and talking watches and timers • Auditory prompting with and without visual display
Seating, Positioning, and Mobility: Sample Tasks: • Move about/ambulate about the classroom, school, and/or community • Manipulate educational materials as required in assigned activities • Maintain appropriate seating/ position for participation in relevant activities	• Classroom chairs, desks and tables	• Limit mobility requirements through careful scheduling of daily activities (order, location, etc.) • Peer and adult assistance • Modification of requirements based upon student's daily energy level and the task to be completed	• Adaptive classroom equipment (e.g. prone and supine standers, side lyers, adapted chairs with seating modifications and support, etc.) • Adapted tables and desks • Walkers • Crutches/canes • Manual wheelchairs • Power wheelchairs • Laptrays and equipment mounts

Santa Clara County Special Education Local Plan Area

Assistive Technology Consideration Worksheet*

Name: _____ Birthdate: _____ Grade: _____ School: _____ District: _____

1. Check each task area of concern (student is unable to do at a level that reflects his/her skills/abilities) and mark one or more of the environments the task is completed (GEC=General Education Class; SEC=Special Education Class; COM=Community; HOM=Home). Leave blank any task areas which are not of relevant concern for the student.
2. For each checked area, in Column A describe special strategies or accommodations the student currently uses to complete task.
3. For each checked area, in Column B describe any assistive technology tools currently being used.
4. For each checked area, in Column C describe new or additional assistive technology to be tried. This may include evaluation, device, and/or service. For ideas, see the Assistive Technology Consideration Resource Guide
5. Transfer necessary data to the IEP Special Factors and/or Services pages. If appropriate, initiate Prior Written Notice and Assessment Plan.

Tasks:	A. If currently completes task with special strategies, accommodations, please describe.	B. If currently completes task with assistive technology tools, please describe.	C. Describe new or additional assistive technology to be tried.
☐ **Math** **Environment:** ☐ GEC ☐ SEC ☐ COM ☐ HOM			
☐ **Computer Access** **Environment:** ☐ GEC ☐ SEC ☐ COM ☐ HOM			
☐ **Composing Written Material** **Environment:** ☐ GEC ☐ SEC ☐ COM ☐ HOM			
☐ **Communication** **Environment:** ☐ GEC ☐ SEC ☐ COM ☐ HOM			

Tasks:	A. If currently completes task with special strategies, accommodations, please describe.	B. If currently completes task with assistive technology tools, please describe.	C. Describe new or additional assistive technology to be tried.
☐ **Reading** **Environment:** ☐ GEC ☐ SEC ☐ COM ☐ HOM			
☐ **Learning/Studying** **Environment:** ☐ GEC ☐ SEC ☐ COM ☐ HOM			
☐ **Math** **Environment:** ☐ GEC ☐ SEC ☐ COM ☐ HOM			
☐ **Recreation & Leisure** **Environment:** ☐ GEC ☐ SEC ☐ COM ☐ HOM			
☐ **Activities of Daily Living** **Environment:** ☐ GEC ☐ SEC ☐ COM ☐ HOM			
☐ **Mobility** **Environment:** ☐ GEC ☐ SEC ☐ COM ☐ HOM			

Tasks:	A. If currently completes task with special strategies, accommodations, please describe.	B. If currently completes task with assistive technology tools, please describe.	C. Describe new or additional assistive technology to be tried.
☐ **Environmental Control** **Environment:** ☐ GEC ☐ SEC ☐ COM ☐ HOM			
☐ **Positioning & Seating** **Environment:** ☐ GEC ☐ SEC ☐ COM ☐ HOM			
☐ **Vision** **Environment:** ☐ GEC ☐ SEC ☐ COM ☐ HOM			
☐ **Hearing** **Environment:** ☐ GEC ☐ SEC ☐ COM ☐ HOM			

*This worksheet was adapted from the Wisconsin Assistive Technology Initiative (WATI) and may be reproduced for non-commercial purposes provided their source is identified

Evaluation Phase

Assistive technology is a tool for access (e.g., school environment, core curriculum) and for independence (e.g., communication, mobility) and will therefore change as the student's needs change and as technology continues to change. The need for AT should therefore be an integral part of a comprehensive assessment for students with disabilities in all areas related to their disabilities, as appropriate, for each student and must be considered by the IEP team, based upon the student's assessed needs and strengths. It is important to use a collaborative school-based team approach in education settings for assessment, planning, and provision of needed AT, which includes individuals who are knowledgeable about the student's disability(ies), needs and strengths in the area of AT.

Quality Indicators for Assessment of AT Needs*

*The following Quality Indicators for Assessment of Assistive Technology and the Indicators in Action Matrix was provided by the Texas Assistive Technology Network (TATN) website http://www.texasat.net and provided through the QIAT Consortium (July 2003). QIAT web site http://www.qiat.org

The assessment of assistive technology needs is a process conducted by a team, with the results used to identify tools and strategies to address a student's specific need(s). The issues that lead to an AT assessment may be very simple and quickly answered or more complex and challenging. Assessment takes place when these issues are beyond the scope of the problem solving that occurs as a part of normal consideration of need for AT. Best practices would support the following:

1. Assistive technology assessment procedures are clearly defined and consistently used. The intent here is that, throughout the educational agency, personnel are well informed and trained about assessment procedures and how to initiate them. There is consistency throughout the agency in the conducting of assistive technology assessments.

2. Assistive technology assessments are conducted by a multidisciplinary team which actively involves the student and family or caregivers. The intent here is that the multidisciplinary team conducting an assistive technology assessment is comprised of people who collectively have knowledge about the abilities and needs of the student, the demands of the customary environments, the educational objectives, and assistive technology. Various team members bring different information and strengths to the assessment process.

3. Assistive technology assessments are conducted in the student's customary environments. The intent here is that the assessment process takes place in customary environments (e.g., classroom, lunchroom, home, playground, etc.) because of the varied characteristics and demands in those environments. In each environment, district personnel, the student and family or caregivers are involved in gathering specific data and relevant information.

4. Assistive technology assessments, including needed trials, are completed within reasonable time lines. The intent here is that assessments are initiated in a timely

fashion and completed within a time line that is reasonable as determined by the IEP team. The timeline complies with applicable state and agency requirements.

5. Recommendations from assistive technology assessments are based on data about the student, environments and tasks. The intent here is that the assessment includes information about the student's needs and abilities, demands of the environments, and educational tasks and objectives. It may include trial use of the technology in the environments in which it will be used.

6. The assessment provides the IEP team with documented recommendations about assistive technology devices and services. The intent here is that the recommendations from the assessment are clear and concise so that the IEP team can use them in decision making and program development.

7. Assistive technology needs are reassessed by request or as needed based on changes in the student, environments and/or tasks. The intent here is that an assistive technology assessment is available any time it is needed due to such changes or when it is requested by the parent or other members of the IEP team.

Without standardized assessment practices, the following common errors may occur:

1. Procedures for conducting assistive technology assessment are not defined, or are not customized to meet the student's needs.

2. A team approach to assessment is not utilized.

3. Individuals participating in an assessment do not have the skills necessary to conduct the assessment, and do not seek additional help.

4. Team members do not have adequate time to conduct assessment processes, including necessary trials with AT.

5. Communication between team members is not clear.

6. The student is not involved in the assessment process.

7. When the assessment is conducted by any team other than the student's IEP team, the needs of the student or expectations for the assessment are not communicated.

The Quality Indicators for Assistive Technology were revised in 2011and is a recommended tool for self-evaluation of services from consideration to implementation as well as tools to evaluate professional development and administrative support. The matrices can be found at http://indicators.knowbility.org/indicators.html

AT Evaluation Tools

For assessment based on different environments and tasks it is recommended to review the Wisconsin Assistive Technology Initiative website and materials.
http://www.wati.org/?pageLoad=content/supports/free/index.php

Assessment forms are provided for the following areas:

- Seating, Positioning and Mobility
- Communication
- Computer Access
- Motor Aspects of Writing
- Composition of Written Material
- Reading
- Mathematics
- Organization
- Recreation and Leisure
- Vision
- Hearing
- General

Evaluation tools for communication
- Frenchay Dysarthria Assessment - Second Edition
- Test of Aided-Communication Symbol Performance (TASP)

Evaluation tools for communication
- Assistive Technology Assessment: Developing a Written Productivity Profile by Don Johnston

Other tools and resources are available and continually updated. Personnel should use their professional judgment in selecting the most appropriate evaluation tool.

Evaluation Report

As with any evaluation, the personnel who assess the pupil shall prepare a written report, or reports, as appropriate, of the results of each assessment. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent or guardian. (EC 56329 (a)). If an assistive technology evaluation is completed by an outside agency, whether initiated by the district or parent, the IEP team must consider the results of the independent educational evaluation. If an assistive technology evaluation is completed by school personnel, the following evaluation report components are recommended.

- ➢ Demographic information
- ➢ Reason for referral

- ➢ Background information, including educationally relevant health-development medical findings (if any), school history, and documented interventions
- ➢ Eligibility for special education services, including handicapping condition and basis for making the determination that the pupil needs special education and/or related services; for pupils with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education services
- ➢ Relevant behavior noted during the observation of the pupil in an appropriate setting and the relationship of that behavior to the pupil's academic and social functioning
- ➢ Present levels of performance in adaptive behavior functioning, academic achievement levels, cognitive abilities, psychological processing areas, emotional behavioral functioning, language/communication skills and career/vocational (as appropriate)
- ➢ A determination concerning the effects of environmental, cultural, or economic disadvantage (where appropriate)
- ➢ Results of tests administered, including statements regarding validity of the assessments and whether test results are valid
- ➢ For pupils with low incidence disabilities, recommendations regarding the need for specialized services, materials, and equipment
- ➢ Recommendations regarding strategies, accommodations and/or modifications, and assistive technology devices or services the child may need to progress and be involved in the general education curriculum and/or setting based on the assessment results
- ➢ The name(s) and title/position(s) of the person(s) who assisted in compiling the report

Use of the Riverside County SELPA **Assistive Technology Report Summary and Implementation Plan** or the **Santa Clara County SELPA Assistive Technology Implementation Plan** in the next section is recommended.

IEP Team Meeting & Implementation Phases

Once the evaluation is complete, a report is written to clarify determination of need for assistive technology devices and/or services and an IEP team meeting scheduled. It is critical that the IEP team document needs, device, and services as described below. To facilitate communication, the team may use the report summary and implementation plan.

Documenting Needs, Device, and Services

Going through the consideration and evaluation phases described herein helps the IEP team determine what the child's needs are as related to assistive technology devices and/or services. The term "assistive technology device" means any item, piece of equipment or product system that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term "assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Explanations of each component to consider are included herein followed by the Riverside County SELPA **Assistive Technology Report Summary and Implementation Plan** and Santa Clara County SELPA **Assistive Technology Implementation Plan** forms.

Evaluation: When the referral and/or IEP team is in the process of developing an assessment plan to evaluate all areas of suspected disability is the appropriate time to determine if information on hand is sufficient to consider the student's need for assistive technology or if a more in depth functional evaluation of the child in his/her customary environment is needed. When a need for assistive device and/or service is suspected, it is recommended that the team members follow the consideration, evaluation, and IEP team planning and implementation phases delineated herein. Since evaluation is an ongoing process, the team will need to determine and document if or when a follow-up formal evaluation will need to be conducted (i.e., annual evaluation, triennial review).

Providing Device: The purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for the student is typically a one-time event. The specific device(s) must be listed on the IEP Special Factors page and provided as soon as possible. If the device is not readily available, a "loaner" may be assigned temporarily and/or a timeline for ordering and receiving the devise should be noted. If needed, a member of the team should be designated to complete any necessary ordering form, submit it to the Special Education Office, monitor its delivery, and notify IEP team members of its receipt. The assistive technology devices are the property of the school district/ Santa Clara County Office of Education, unless leased by agreement by the district/ SCCOE.

Monitoring: The IEP team needs to discuss who will be responsible for designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing the assistive technology device. Some low-tech materials (i.e., pencil grip) may be easily managed by the case carrier while other high-tech materials (i.e., FM system) may need to be monitored by a specialist. If such monitoring is needed (i.e., DHH Itinerant Support), it must be noted on the IEP Services page under supplementary aids and services provided to the child or on behalf of the child.

Coordinating Services: In planning how the AT device and/or service will be implemented, it is important for the team to discuss how they will be coordinated with other therapies, interventions, or services so that the child's daily use of the device or periodic service are understood by all team members and others as appropriate.

Training: The law requires that the IEP team consider needs for training or technical assistance for the student, or, when appropriate, the family of the child, and for the professionals providing educational support, rehabilitation services, or otherwise substantially involved in the major life functions of the student. Sometimes the producers of assistive technology devices provide training and other times this may fall to school or contracted personnel to provide. If such training is needed, it must be noted on the IEP Services page under supplementary aids and services provided to the child or on behalf of the child. A member of the IEP team should be designated to monitor the provision of necessary training components.

Progress Monitoring: It is important to discuss how progress will be monitored. The use and benefits of the AT device or service may be informally reviewed when progress toward goals is reported. If adequate progress is being made, a more formal discussion may be held at the annual review IEP team meeting. As the triennial review approaches, the team will need to determine if they need to go through the consideration and/or evaluation phases again.

Assistive Technology Report Summary and Implementation Plan

Name: _____ DOB: _____ Grade: _____
School: _____ District: _____

Report Summary:
Disability(ies): _____
Current Special Education and Related Service(s): _____
Area(s) of Concern (task/activity the pupil is unable to do at a level that reflects skills/abilities):

_____
Assistive Technology Accommodations, Strategies, and/or Tools Tried as Intervention:

_____
Observations: _____
Summary of Assistive Technology Evaluation Results:

_____

_____

Implementation Plan:
1. Evaluation (if/when needed): _____
2. Device: _____
3. Implementation Plan (i.e., what, by whom, when, where):

_____

_____
4. Coordination (i.e., when use, where house, etc.):

_____

_____
5. Training (i.e., on what, for whom, by whom, when):

_____

_____
6. Progress Monitoring Plan (i.e., when, by whom, standards to be applied):

_____

_____

Attach this form to the IEP **and** document team decisions on IEP pages as follows:
✓ Special Factors Page: IEP device and/or service
✓ Services Page: Training under supplementary aids and services to be provided to the child
   or on behalf of child; Services under services

_____   _____
Form Completed By   Date

Assistive Technology Implementation Plan

STUDENT INFORMATION		
Student Name	**Grade**	**Date of Birth**
School	**Date**	**AT Plan Review Date**

POINT OF CONTACT (Individual assigned to keep the Implementation Plan updated

IMPLEMENTATION TEAM	
NAME (List **all** individuals who will implement the AT with the student.)	**ROLE** (e.g. administrator, teacher, family member, service provider, etc.)

EQUIPMENT	
Equipment & Software to be used	**Status** (e.g. owned by school, will purchase, will borrow, etc.)

EQUIPMENT TASKS		
TASK (e.g. order/procure, load software, adapt/customize device, set up at home/school, maintain/repair, etc.)	**Person(s) Responsible**	**Date Due**

TRAINING

Training Need	Trainees	Trainer	Dates & Times	Follow up Plan

CLASSROOM IMPLEMENTATION

IEP Goal	Curriculum/Domain	Person(s) Responsible	AT Needed to Accomplish the Goal (List specific AT and customized settings if appropriate)

COMMUNITY/HOME IMPLEMENTATION

Goal	Curriculum/Domain	Person(s) Responsible	AT Needed to Accomplish the Goal (List specific AT and customized settings if appropriate)

MONITORING/EVALUATION

Goal	Instructional Strategy (How you will teach student to use equipment or achieve goals.)	Recording system & frequency (task analysis, "+" or "-", etc.)	Persons Responsible for Implementation/Data Collection

This form was adapted from the University of Kentucky National Assistive Technology Research Institute.

Assistive Technology Websites

ABLEDATA
http://www.abledata.com
ABLEDATA is sponsored by the National Institute on Disability and Rehabilitation Research, U.S. Department of Education. The searchable ABLEDATA database contains over 21,000 products.

Alliance for Technology Access (ATA)
http://www.ataccess.org
The ATA provides AT information and support services to children and adults with disabilities.

ATSTAR Program
http://www.atstar.org
The Assistive Technology – Strategies, Tools, Accommodations and Resources (ATSTAR) Program is designed to increase AT expertise through technology-enhanced learning environments.

Assistive Technology Industry Association (ATIA)
http://www.atia.org
The Assistive Technology Industry Association is an organization of manufacturers, sellers or providers of technology-based assistive devices and/or services. The organization sponsors the ATIA annual conference and the Assistive Technology Outcomes Journal.

Assistive Technology Network
http://www.atnet.org/
The AT Network is dedicated to expanding the accessibility of tools, resources and technology that will help increase independence, improve personal productivity and enhance the quality of life for all Californians.

Assistive Technology Training Online (ATTO)
http://atto.buffalo.edu/
The Assistive Technology Training Online Project provides internet-based training in both general and specific areas of adapted computer use.

California Department of Education, Special Education Division
http://www.cde.ca.gov/sp/se/
Information and resources to serve the unique needs of persons with disabilities including services and resources for assistive technology.

California State University at Northridge, Center on Disabilities (CSUN)
http://www.csun.edu/cod/
Located at California State University, Northridge, the Center on Disabilities develops and publishes materials of interest to the field of disability and sponsors conferences, seminars, and workshops.

Center for Applied Special Technology (CAST)
http://www.cast.org
CAST is an organization that works to expand learning opportunities for all individuals, especially those with disabilities, through the research and development of innovative, technology-based educational resources and strategies.

Closing the Gap
http://www.closingthegap.com
This web site spotlights resources in computer technology, special education and rehabilitation. The Resource Directory is a database of over 2000 hardware and software products which is web searchable. Links to vendors are included.

Consortium for Citizens with Disabilities (CDC)
http://www.c-c-d.org/
CDC is a coalition of approximately 100 national disability organizations working together to advocate for children and adults with disabilities in all aspects of society. The site provides links to a wide range of organizations and resources related to disability issues.

Council for Exceptional Children (CEC)
http://www.cec.sped.org
CEC is an international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. Services provided include professional development opportunities and resources, journals and newsletters with information on new research findings, classroom practices that work, federal legislation, and policies and sponsorship of conventions and conferences.

Disabilities, Opportunities, Internetworking, and Technology (DO IT)
http://www.washington.edu/doit/
DO-IT spotlights programs and resources that promote the use of technology to maximize independence, productivity and participation of people with disabilities.

Georgia Project on Assistive Technology (GPAT)
http://www.gpat.org
GPAT is a project of the Georgia Department of Education: Division for Exceptional Students, providing a range of technical support services in the area of assistive technology to local school system personnel and their students. Contains helpful resources, forms, and a video-linked consideration guide.

Guide to the Individualized Education Program
http://www.ed.gov/parents/needs/speced/iepguide/index.html
This publication is provided by the U.S. Dept. of Education and contains useful information related to developing effective IEPs.

LD Online
http://www.ldonline.org
This interactive website provides resources on learning disabilities to parents, teachers, children and other professionals. The site includes books, articles, videos and a newsletter.

LD Resources
http://www.ldresources.com
This site provides resources for people with learning disabilities. Materials include essays, articles, resources and other materials that can be used for non-commercial purposes only.

National Assistive Technology Research Institute (NATRI)
http://natri.uky.edu/index.html
The National Assistive Technology Research Institute (NATRI) conducts assistive technology (AT) research, translates theory and research into AT practice, and provides resources for improving the delivery of AT services.

National Center for Technology Innovation (NCTI)
http://www.nationaltechcenter.org/
NCTI seeks to broaden and enrich the field of technology for the education of students with disabilities by providing resources and promoting partnerships for the development of tools and applications by developers, manufacturers, producers, publishers and researchers.

Office of Special Education Programs (OSEP), U.S. Department of Education
http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr
OSEP is dedicated to improving educational results for children with disabilities. The site provides information on Federal policy, national grant projects, national studies, and statistics related to disabilities and other related resources.

Oregon Technology Access Program (OTAP)
http://www.otap-oregon.org/
OTAP provides training, information, technical assistance and resources regarding the uses of technology for children with disabilities.

Partnerships for Assistive Technology with Indiana Schools (PATINS)
http://www.patinsproject.com/
Sponsored by the Indiana Department of Education, this site provides educator resources for assistive technology and a lending library.

Pennsylvania Training and Technical Assistance Network (PaTTAN)
http://www.pattan.k12.pa.us/
PaTTAN supports the Pennsylvania Bureau of Special Education and builds the capacity of LEAs to provide services to students receiving special education services. AT resources and links provided.

Quality Indicators for Assistive Technology (QIAT)
http://www.qiat.org
The QIAT Consortium is a national grassroots group dedicated to identifying, disseminating, and implementing a set of widely applicable quality indicators for assistive technology services in school settings. The QIAT listserv provides a national forum for discussion of AT issues.

Rehabilitation Engineering and Assistive Technology Society of North America (RESNA)
http://www.resna.org/
RESNA is an interdisciplinary association that provides a credentialing program for assistive technology service providers. The RESNA Technical Assistance Project provides technical assistance to the 56 state/territory programs as authorized under the AT Act of 1998.

Technology and Media (TAM) Division of CEC
http://www.tamcec.org
TAM is a division of the Council for Exceptional Children (CEC) that works to promote the effective use of technology and media for individuals with exceptional needs. The site includes information on conferences and professional publications including the JSET Journal.

Texas Assistive Technology Network (TATN)
http://www.texasat.net
TATN is a collaborative network between the twenty (20) education service centers in Texas with Region 4 Education Service Center in Houston providing statewide leadership. The site provides links, resources, and training materials.

Texas Technology Access Project
http://techaccess.edb.utexas.edu
The Texas Technology Access Project provides information, conducts training and technical assistance and works with policy makers to support children and adults with disabilities in their efforts to acquire and use technology as a routine part of day-to-day living.

The University of Texas, Department of Special Education, College of Education
http://www.edb.utexas.edu/coe/depts/sped/
This site provides information and useful links to resources and for assistive technology information.

Wisconsin Assistive Technology Initiative (WATI)
http://www.wati.org
WATI is a statewide project funded by the Wisconsin Department of Public Instruction to help all school districts develop or improve their assistive technology services. It includes information on best practices, training materials, resources, sample forms, and provides links to other sites related to AT.