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:

Santa Clara County Special Education Local Plan Area (SELPA)

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 s 6   (s 6   v)14(e tz)14(e)10(d)10d1(s)4(aa)10(p T

Step 3

- Consult with program specia

Consideration

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 SLA T tTw -   I

Instructional or Access Area   **Standard Tools**   **Modifications and**

Instructional or Access Area	Standard Tools	Modifications and Accommodations of

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.)		

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

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.

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**			

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**			

Evaluation Phase

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

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

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

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 Implementation Plan

STUDENT INFORMATION

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-

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

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.