

Riverside County Special Education Local Plan Area (SELPA)

Special Education Assistive Technology Guidelines & Resources

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Riverside County Special Education Local Plan Area Special Education Assistive Technology Guidelines

Introduction

These Riverside County SELPA Special Education Assistive Technology Guidelines are developed in response to the following philosophy and legal regulations. They are designed to assist Individualized Education Program (IEP) team members in the consideration, evaluation, team planning and implementation phases of determining an individual's need for assistive technology devices and/or services in order to benefit from special education instruction and/or related services.

Philosophy

It is the philosophy of Riverside County SELPA to provide special education services to meet individual student needs in the least restrictive environment. This includes providing accommodations and assistive technology. As a basis of determination of student needs, the first consideration is the technology plan of the district as it details the availability of technology resources available for all students within the district. Typically the district technology plan includes the goals it supports for all students, hardware, software, teacher training and student technology skills.

Laws and Regulations

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

According to Code of Federal Regulations (34 CFR 300.105), 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).

On a case-by-case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's IEP Team determines that the child needs access to those devices in order to receive FAPE. (Authority: 20 U.S.C. 1412(a)(1), 1412(a)(12)(B)(i))

In 2019, Assembly Bill 605 passed to enact legislation that would provide individuals with exceptional needs who require an assistive technology device with continuous access to those devices at school, in their homes, or in the community. Based on this legislation, Section 56040.3 added to California Education Code stating:

(b) (1) A local educational agency (including charter schools) shall be responsible for providing an individual with exceptional needs who requires the use of an assistive technology device with continued access to that device, or to a comparable device when that individual, due to enrollment in another local educational agency, ceases to be enrolled in that local educational agency.

(2) The responsibility of the local educational agency under paragraph (1) shall be in force until alternative arrangements for providing the individual with exceptional needs with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the individual ceased to be enrolled in that local educational agency, whichever occurs first.

Overview of Assistive Technology

What is Assistive Technology?

Assistive technology is any tool or device that a student with a disability uses to do a task that he or she could not otherwise do without it or any tool the student uses to do a task more easily, faster, or in a better way. It can be a commercial product or something someone makes. It can be a simple “low tech” device such as a pencil grip or an expensive “high tech” device such as a computer. The legal definition of assistive technology is, “.. 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 the functional capabilities of a child with a disability.” (Authority: 20 U.S.C. 1401(1))

Why is it important for all educators to be aware of assistive technology?

Assistive technology has the powerful potential of impacting significantly upon a student with disabilities by contributing to his or her learning, independence, self-esteem, and quality of life. AT can provide an individual with greater independence, reduce barriers, enable the person to participate in activities and to enhance abilities to complete educational, play and/or work related tasks.

Who benefits from assistive technology?

Any student with a disability from mild to severe may benefit from the use of assistive technology. There is assistive technology to help an individual with reading, writing, remembering, walking, sitting, seeing, hearing, and communicating. Any student who needs help with any of these life functions may benefit significantly from the use of assistive technology.

What are some of the things assistive technology can do for students?

- * Help a student learn
- * Make things easier to turn on and/or control
- * Hold things steady or in place
- * Help a student get dressed or eat
- * Make playing or recreational activities possible
- * Allow communication or improve communication
- * Help a student see or hear better

How does a student receive assistive technology?

The need for assistive technology must be considered at every student's IEP meeting. That means that at least one person on the IEP team needs to know something about assistive technology. Ideally, all members of the team would have at least general knowledge about assistive technology and how it can benefit a student with a disability. When an AT assessment is deemed necessary, evaluation by a team, not an individual, is recommended (Reed, 2007, Wisconsin Assistive Technology Initiative [general edition]).

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
 - o 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
 - o 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
- Utilize the **Assistive Technology Consideration Resource Guide** (Appendix 1) to help identify strategies to meet the student's AT needs
- Prior to or during the IEP team meeting, complete the **Riverside County SELPA Assistive Technology Consideration Worksheet** (Appendix 2) 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 could be used to address this task(s)
 - Describe new or additional assistive technology to be tried
- 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 **Riverside 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)
- Schedule/hold IEP Team meeting to discuss results of AT evaluation
- Complete **Assistive Technology Report Summary and Implementation Plan** (Appendix 3)
- 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, borrow or order any required AT device, monitor receipt, and deliver to student ASAP – Document on the **Assistive Technology Implementation Tracking Form (Optional)** (Appendix 4)
- If necessary, provide any required training to the student, family, and/or school personnel ASAP – Document on the **Assistive Technology Implementation Tracking Form (Optional)**
- Implement direct AT support services as written in IEP
- Monitor the student's use of the assistive technology device and/or services **and** their effectiveness in achieving desired outcomes via
 - **Assistive Technology Implementation Tracking Form (Optional)**

- 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 prior to completing the AT evaluation to IEP process to minimize any delays in purchasing.

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 (what ever 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.

Factors to Consider

The Wisconsin Assistive Technology Initiative (General Edition, 2007) provides the following information about what assistive technology is used for and when it is appropriate to consider for a student.

What assistive technology is used for computer access?

Computer access is a term describing a group of devices that allows an individual to operate the computer who would otherwise not be able to do so. Special devices may provide access to computers for individuals who cannot use the standard keyboard or mouse. There are a variety of special devices to help operate the computer.

When is it appropriate? When a student cannot access the computer in a standard fashion and needs to use it to complete school related tasks, such as writing spelling words or researching information on the internet, assistive technology for computer access may be needed. There are special accessibility features contained in operating systems and computers. While these items are most commonly needed by students with physical disabilities, they may also be helpful for students with visual impairments, cognitive disabilities, or other challenges.

What assistive technology can help with writing?

Writing involves the physical ability to produce written language (motor aspects) and the cognitive ability to put words together to create written expression (composing). Assistive technology devices that may help student with the motor aspects of writing mechanics are the following:

When is it appropriate? If a student is having difficulty either with the motor aspects of writing or with composing written material, the above assistive technology may prove helpful.

What assistive technology is used for augmenting communication?

Augmentative and alternative communication is a term used to describe items that are used to help a person communicate when their spoken communication is not effective. There are many items and devices that can be used to help increase or "augment" a person's ability to communicate. These include pictures, symbols, and printed words. They may simply be printed on pieces of paper or cardboard or used on a computer or special dedicated device.

When is it appropriate? A student should be considered for an augmentative communication device when:

1. There is a substantial, documented difference between the child's comprehension of language and his or her ability to expressively communicate;
2. There is significantly delayed expressive language that substantially interferes with the student's overall functional communication skills; or
3. The student's speech is unintelligible to those around him or her.

What assistive technology is used for reading, studying and learning, or math?

Students with disabilities often have difficulty with reading, math, and organization. This may involve having difficulty understanding printed text, remembering assignments, completing math operations, etc. There are many assistive technology tools for these tasks including both hardware and software.

When is it appropriate? Students who struggle with any of these tasks may benefit from assistive technology as an accommodation to access and progress in the regular education curriculum. The use of assistive technology should not replace instruction in the basic skills, but should be used in addition to continued instruction, unless that instruction is determined by the IEP team no longer appropriate.

What assistive technology is used for recreation and leisure?

Assistive technology for recreation and leisure can be a variety of things from adapted toys to computer games. Every child should have a way to relax and play.

When is it appropriate? Whenever other students are enjoying recreation or leisure, such as recess, physical education, or free time for a job well done, a student with a disability should also have the opportunity to participate. If the student needs specialized products to do so, they should have them available. Just sitting on the sidelines every time watching his or her classmates play a game or a sport is not recreation and leisure.

What assistive technology is used for daily living and control of the environment?

Aids for Activities of Daily Living are the many devices that help us with routine daily activities such as eating, cooking, and dressing. Most of these are “low tech” devices that are very inexpensive. But they can make a big difference in a student’s independence.

Items to help with Control of the Environment are devices that allow a person to turn on and off electronic devices with a special switch or tool. These items are sometimes called “Electronic Aids for Daily Living” or EADLs. They are, in general, more “high tech” than the items mentioned above.

When are they appropriate? If a student is not able to complete important tasks like dressing or eating independently or to turn on and off various electric appliances, these types of tools should be tried.

What assistive technology is used for positioning and seating or mobility?

Assistive technology for positioning and seating can be as simple as having the correct size chair and correct height table. It can also be more complex, custom made items that address a child’s very unique needs. The most important thing to remember is that no one can use their arms and hands effectively if they are not well positioned. Proper positioning minimizes the effect of abnormal muscle tone, accommodates for deformities, and provides sufficient postural support to allow the student to use his or her arms and hands. So positioning and seating are very important. Mobility relates to tools that can help a student to move within the school environment.

When is it appropriate? Any time a student has difficulties with mobility or stability when seated these tools need to be considered. They are critical for access to the educational program.

What assistive technology is used for vision or hearing problems?

Assistive technology for vision and hearing may either increase the signal or substitute for it. For example for a student with vision impairment who can still use his vision, we may need to magnify print or change the contrast between background and text. If the student is blind and cannot use print materials at all, we will need to provide auditory or Braille translations of printed materials. For the student with a hearing loss, the considerations are the same. If the student can still use his hearing, we may need to intensify sound in some way or cut down on background sound. If the student is deaf, we may need to provide closed captioning, a sign language interpreter, or other visual input.

When is it appropriate? Whenever a student is not able to access the curriculum due to a sensory loss, we need to provide the assistive technology that makes that curriculum accessible. This might include access to textbooks and other printed work, board work, projected presentations, group activities, and demonstrations. Assistive technology may also be needed to help the student complete written work and other assignments.

What assistive technology is used for vocational applications? The assistive technology for specific vocational applications includes a broad range of items and devices. Virtually everything listed in any of the previous sections may be needed in the vocational setting. For example, a person with cerebral palsy may utilize a wheelchair for mobility, have a custom designed wheelchair insert for positioning, and use computer access for writing. In addition there may be a need for specifically designed items for the work space such as a shelf, a slant top desk, a special mount for a phone or any number of other items. In most cases the procedure is to identify the tasks the individual will be doing, then analyze the work site or work station to determine what adaptations including assistive technology may be needed.

When is it appropriate? Experience shows that the majority of problems can be taken care of by considering the following steps if a person with a disability is experiencing difficulty with a vocational task:

1. modify or change the task;
2. use commercially available products to make the task possible;
3. creatively adapt commercial products; or
4. combine existing technologies.

To help IEP teams determine needs, the Georgia Project for Assistive Technology (GPAT) Assistive Technology Consideration Resource Guide is included herein as Appendix 1. 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>

The Riverside County SELPA has adapted the Wisconsin Assistive Technology Initiative (WATI) Assistive Technology Consideration Guide into a worksheet format (see Appendix 2) 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, 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 tasks.
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.

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.

NOTE: Acquiring assistive technology does not necessarily happen once in a lifetime. The type of devices the student needs may change depending on the child's age, abilities, physical status, and features of the immediate environment including demands of the curriculum. Changes in the student's life may require reassessment of AT needs.

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.

AT Assessment Considerations for Non-severe Disabilities

It is possible that a student with a non-severe disability (e.g., speech or language impaired, specific learning disability, mild mental retardation) will need to go through the consideration, assessment, and IEP planning and implementation phases to determine if he/she is in need of assistive technology devices and/or services. Sample questions for consideration adapted from those provided by Temecula Valley Unified School District are noted below.

1. What is the student's overall diagnosed deficit area(s)? (i.e., Visual Processing, Auditory Processing, Visual & Auditory Processing, Dysgraphia, Memory Deficits, Expressive Language, Other)
2. What academic issues are immediately obvious to the teacher? (i.e., memory problems, note taking difficulty (*ability to write, speed of writing*), spelling unintelligible, reading level far below grade level, problems copying assignments off board, organizational difficulties, other)
3. How does the student describe his/her areas of deficit? (i.e. "*I can make up great stories but I cannot write them down*")
4. Is the student able to make effective progress in the general education curriculum now? (i.e., *is he/she passing all classes?*)
5. What is the student's State Test Scores? (*Did he/she receive any accommodations or modifications taking the tests?*)

6. Does the student now use any assistive technology?
7. How does the student do homework? (i.e., parent reads assignments, student dictates work, books on tape)
8. How does the student remember critical information? (i.e., writes it down and can read it later, draws pictures to help remember, keeps detailed log, uses only memory, depends upon others to remember & remind him/her)
9. How does the student study for tests? (*remember reading assignments?*)
10. How does the student keep him/herself organized? (i.e., notebooks with dividers, spiral notebooks, folder for assignments, other). Ask to see his/her backpack.
11. How responsible is the student? Can you count on him/her to keep items in his/her backpack? (i.e., Yes, usually comes to class prepared; No, often forgets to bring necessary items to class)
12. How are the student's mechanical skills? (i.e., can use a calculator, can turn a computer off and on, can locate a program on the computer, can use computer game, some typing skills, only "hunt & peck", can print out finished work, can use tape machine, can locate a chapter within a book on tape without help)

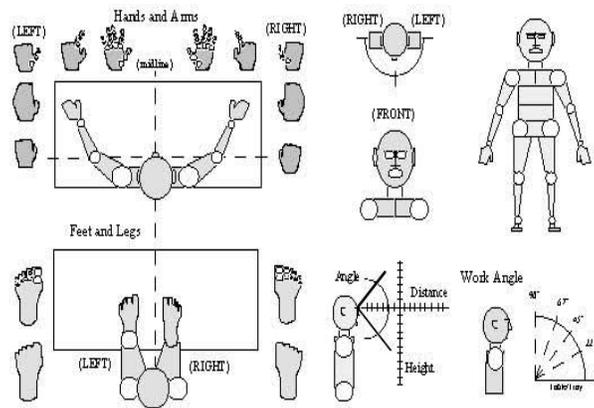
Quality Indicators in Assistive Technology: *Indicators in Action Matrix**

Quality Indicator	UNACCEPTABLE		Variations		PROMISING PRACTICE	
1. Assistive technology assessment <u>procedures</u> are clearly defined and consistently used.	(1) No procedures are defined.	(2) Some assessment procedures are defined, but not generally used.	(3) Procedures are defined and used only by specialized personnel.	(4) Procedures are clearly defined and generally used in both special and general education.	(5) Clearly defined procedures are used by everyone involved in the assessment process.	
2. Assistive technology assessments are conducted by a <u>multidisciplinary team</u> which actively involves the student and family or caregivers.	(1) A designated individual with no prior knowledge of the student's needs or technology conducts assessments.	(2) A designated person or group of individuals who have knowledge of technology, but not the student's needs, environments, or tasks conducts assessments.	(3) A designated team conducts assessments with limited input from individuals who have knowledge of the student's needs, environments, tasks, and knowledge of assistive technology.	(4) A team whose members have direct knowledge of the student's needs, environments, tasks, and knowledge of assistive technology generally conducts assessments.	A flexible team formed on the basis of knowledge or expertise in the areas of the individual student's needs, environments, tasks, and assistive technology conducts assessments.	
3. Assistive technology assessments are conducted in the student's <u>customary environments</u> .	(1) No component of the AT assessment is conducted in any of the student's customary environments.	(2) No component of the AT assessment is conducted in any of the customary environments, however, data about the customary environments are sought.	(3) Functional components of AT assessments are sometimes conducted in the student's customary environments.	(4) Functional components of AT assessments are generally conducted in the student's customary environments.	(5) Functional components of AT assessments are consistently conducted in the student's customary environments.	
4. Assistive technology assessments, including needed trials, are completed within <u>reasonable time lines</u> .	(1) AT assessments are not completed within agency timelines.	(2) AT assessments are frequently out of compliance with timelines.	(3) AT assessments are completed within a reasonable timeline and may or may not include initial trials.	(4) AT assessments are completed within a reasonable timeline and include at least initial trials.	(5) AT assessments are conducted in a timely manner and include a plan for ongoing assessment and trials in customary environments.	
5. Recommendations from assistive technology assessments are <u>based on data</u> about the student environments, and tasks.	(1) Recommendations are not data based.	(2) Recommendations are based on incomplete data from limited sources.	(3) Recommendations are sometimes based on data about student performance on typical tasks in customary environments.	(4) Recommendations are generally based on data about student performance on typical tasks in customary environments.	(5) Recommendations are consistently based on data about student performance on typical tasks in customary environments.	
6. The assessment provides the IEP team with <u>documented recommendations</u> about assistive technology devices and services.	(1) Recommendations are not documented.	(2) Documented recommendations include only devices. Recommendations about services are not documented.	(3) Documented recommendations may or may not include sufficient information about devices and services to guide decision-making and program development.	(4) Documented recommendations generally include sufficient information about devices and services to guide decision-making and program development.	(5) Documented recommendations consistently include sufficient information about devices and services to guide decision-making and program development.	
7. Assistive technology <u>needs are reassessed</u> by request or as needed based on changes in the student, environments, and/or tasks.	(1) AT needs are not reassessed.	(2) AT needs are only reassessed when requested. Reassessment is done formally and no on-going AT assessment takes place.	(3) AT needs are reassessed on an annual basis or upon request. Reassessment may include some on-going and formal assessment strategies.	(4) AT use is frequently monitored. AT needs are generally reassessed if current tools and strategies are ineffective. Reassessment generally includes on going assessment strategies and includes formal assessment, if indicated.	(5) AT use is continually monitored. AT needs are consistently reassessed if current tools and strategies are ineffective. Reassessment consistently includes on going assessment strategies and includes formal assessment, if indicated.	

AT Assessment Considerations for Severe and Multiple Disabilities

The Lifespace Access Profile is an internationally recognized assistive technology assessment. It has been adopted by schools, rehabilitation centers and developmental services programs as a standard, collaborative process for assessing the technology needs of individuals with cognitive and physical challenges. The assessment is a team based client-centered collection of observations made by parents and professionals. The Profile assesses a person's physical, cognitive, emotional, and support resources, as well as, the person's environments.

Lifespace Access Profile



The Lifespace Access Profiles turn the overwhelming task of determining appropriate assistive technology into a systematic, cooperative search for solutions that work. The profile is a client centered, team-based tool to address the physical, cognitive, emotional, and support issues of individuals utilizing assistive technology. The Profile is a written record of observations made and shared by a team of family, care and service providers. It encourages cooperation, discussion and problem solving. Not a standardized test, the Profile asks team members to rate the individual on 59 scales considered critical to any technology assessment. A graph is provided at the end of the rating scales.

Physical resources include hearing, vision, tactile sensation, general health, postural control, equipment use, coordination, mobility support, range of motion, and body sites for switch and computer access.

Cognitive resources include the person's understanding of what a switch can do, ability to discriminate among switches, receptive and expressive communication, and academic and computer literacy skills.

Emotional resources include reinforcers (what a person may want to access with technology), attention span, distractibility, tolerance for change, and the person's willingness to initiate activities and interaction with others.

Technology support resources include family, care providers, and professionals and the degree to which they have adequate equipment support, training, and time to implement assistive technology.

Finally, the Profile asks how fully the person participates at school, home, community, and places of work and recreation and how well technology is integrated into that participation.

AT Assessment Considerations for School to Work Transition

The Lifespace Access Vocational Transition Profile represents the next step in the Lifespace Access Profile series. Developed by William B. Williams, an original author of the Lifespace

Access Profile, the Vocational Transition Profile is designed to provide a systematic process for a Transition Team to gather the information needed to plan for the transition of an individual who is a user of assistive technology from a school program into an adult vocational program. The Lifespace Access Vocational Transition Profile is based upon the same Learner/Individual Resources Model as the widely used Lifespace Access Profile Assistive Technology Assessment and Planning approach.

In addition to providing the Transition Team a process to develop individual profiles, the Lifespace Access Vocational Transition Profile includes a process to develop program profiles for adult vocational programs.

The items included on the Lifespace Access Vocational Transition Profile are specifically designed to allow the Transition Team to compare the vocationally related abilities and needs of the individual to the services and support that are provided in possible adult vocational programs. These comparisons provide the Transition Team with valuable information regarding the fit between the opportunities, services, and support resources of an agency and the needs, interests and capabilities of the individual. These comparisons can be used by the Transition Team to identify areas that need to be emphasized in the individual's educational or training program to prepare them for various adult vocational programs.

To order any Lifespace Access Profile materials, please contact:

Lifespace Access

Assistive Technology Systems

Post Office Box 52724

Irvine, CA 92619-2727

Tel: 949.733.2746

Fax: 949.552.1348

Email: lifespace@pacbell.net

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

Using the Riverside County SELPA **Assistive Technology Report Summary and Implementation Plan** (Appendix 3) and the **Assistive Technology Implementation Tracking Form (Optional)** (Appendix 4) to help explain assessment results and plans for implementation is recommended.

IEP Team Meeting and 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 “Assistive Technology Report Summary and Implementation Plan” form developed for Riverside County SELPA members.

IEP Team Meeting

The following tips for writing IEPs that “hit the target – every time” should be followed.

- ⇒ Provide parents with a copy of the Notice of Procedural Safeguards and Parents’ Rights.
- ⇒ Provide the SELPA NOTICE OF MEETING to the parents early enough to ensure opportunity to participate.
- ⇒ Document all attempts to notify the parents of the IEP meeting. If the parent does not participate in the IEP meeting after the third attempt to invite, the IEP meeting may be held and the SELPA MEETING HELD WITHOUT PARENT form sent home with the completed IEP. You must follow up to ensure parental response is received.
- ⇒ Convene the IEP team meeting within legal timelines to allow for timely development of the IEP. Better yet, convene the meeting early to avoid missing the timeline if a team member is unable to attend at the time you schedule:
 - within 60 days of the receipt of the parent’s consent to an Assessment Plan
 - within 30 days of an interim placement
 - within 365 days of last annual IEP
- ⇒ Include **ALL** appropriate staff and other personnel in the IEP Team meeting.
- ⇒ Develop the IEP based on a proper evaluation.
- ⇒ Utilize an IEP agenda to ensure **ALL** elements of the IEP are discussed during the IEP meeting.
- ⇒ State how the student’s identified disability affects involvement and progress in general curriculum or, for preschoolers, how the disability affects the student’s participation in appropriate activities.
- ⇒ Document the student’s present levels of academic achievement and functional performance.
- ⇒ Include transition services for students age 16 and older, focusing on the course of study and interagency responsibilities.

- ⇒ Explain to the student and parents that rights transfer to the student at the age of majority (18 years of age) at least one year prior to age 18.
- ⇒ Write measurable annual goals based on state standards for students using the core curriculum.
- ⇒ Write measurable annual goals and short-term objectives/benchmarks for students using an alternative curriculum.
- ⇒ Consider and document special factors such as behaviors which impede the learning of the student or others; English proficiency; low incidence disabilities (visual impairment, deafness, severe orthopedic impairment, deaf/blindness, hard of hearing); and **assistive technology devices and services**, including any intervention, accommodation, or other program modification required for the student to receive FAPE.
- ⇒ Notify the parents how the student's progress toward annual goals will be measured and how the parents will be regularly informed of such progress. The reports on progress should be at least as often as parents of non-disabled students receive progress reports. This is especially important to help keep parents informed on how their child is doing in regards to meeting the graduation requirements (e.g. CAHSEE, Algebra, etc.).
- ⇒ Describe how the student will be involved in district or statewide assessments, including any modification in the administration of the tests.
- ⇒ Explanation why the student cannot participate in the general education classroom with non-disabled peers if removal from the general education setting is recommended.
- ⇒ Determine the supplementary services, aids, program accommodations/modifications and/or supports for the student or school personnel needed; include the start/end date, anticipated frequency, location, and duration.
- ⇒ Include in the IEP all services required to provide FAPE, as determined by the IEP Team, even if not currently available at the school within the district. The services should include the start/end date, provider, anticipated frequency, location and duration. Services during extended school year (ESY) must be addressed separately.
- ⇒ Provide a clear offer of FAPE **only after** developing the IEP present levels and goals.
- ⇒ Address EVERY space or blank on the IEP forms that fully enumerate all of the required components of a compliant IEP.
- ⇒ Implement all services included in the IEP in accordance with timelines.
- ⇒ Communicate the agreed upon IEP to everyone involved in its implementation.

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** (Appendix 3) and **Assistive Technology Implementation Tracking Form (Optional)** (Appendix 4) 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).

Writing IEP Goals: The use of assistive technology is not a goal in itself. Assistive technology can be included in IEP goals, Specially Designed Instruction (including as an accommodation for testing), Supports to School Personnel, and as a related service.

- A condition of goal or objective (e.g. "Using a voice output communication device, child will name....")
- Included in Specially Designed Instruction, (e.g. "Access to a computer for word processing writing tasks longer than one paragraph"); as an accommodation for testing
- Related Services: "Student and parents will be trained by A.T. consultant in use of A.T."
- Supports for School Personnel (e.g. "Teacher of child with hearing impairment will be trained in use and maintenance of FM system.")

The general goal format is: *Using (AT solution), student will (curriculum standard) with ___ % accuracy ___ / ___ times as determined by ___.* Following are some IEP Goal Samples:

- Using a word processor program with a spell checker, S will compose a 3 paragraph paper using at least 15 sentences with 80% accuracy in the use of punctuation, capitalization and grammar for 5 assignments in a grading period by (date).
- Using a book holder and page turner, S will read selected text in order to provide an oral response demonstrating an ability to summarize essential details and to provide a conclusion with ___ % accuracy ___ / ___ times.
- Using the computer and pre-programmed word banks in a picture based word processor, S will complete 3 paragraphs of writing over 10 consecutive English periods by (specify date)

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 device 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.

Provision of AT Services: Per California Code of Regulations Title 5 § 3065, assistive technology services can only be provided by personnel who possess at least one of the following:

- A. License in Physical Therapy issued by a licensing agency within the Department of Consumer Affairs, where the utilization of assistive technology services falls within the scope of practice of physical therapy as defined in Business and Professions Code section 2620 and implementing regulations; or
- B. License in Occupational Therapy issued by a licensing agency within the Department of Consumer Affairs; or
- C. License in Speech-Language Pathology issued by a licensing agency within the Department of Consumer Affairs or a valid document, issued by the California

Commission on Teacher Credentialing, where the function of the assistive technology service is augmentative communication; or

- D. Baccalaureate degree in engineering, with emphasis in assistive technology; or
- E. Baccalaureate degree in a related field of engineering with a graduate certificate in rehabilitation technology or assistive technology; or
- F. Certification from the Rehabilitation Engineering and Assistive Technology Society of North America and Assistive Technology Provider (RESNA/ATP); or
- G. A certificate in assistive technology applications issued by a regionally accredited post-secondary institution; or
- H. A credential that authorizes special education of physically handicapped, orthopedically handicapped, or severely handicapped pupils.

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.

Approved by Coordinating Council on March 28, 2008

Revised August 16, 2013; November 14, 2014; August 21, 2020

Appendices

1. Assistive Technology Consideration Resource Guide (Appendix 1)
2. Riverside County SELPA Assistive Technology Consideration Worksheet (Appendix 2)
3. Assistive Technology Report Summary and Implementation Plan (Appendix 3)
4. Assistive Technology Implementation Tracking Form (Optional) (Appendix 4)
5. Assistive Technology Websites (Appendix 5)

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
<p>Writing: Sample Tasks:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
<p>Writing Sample Tasks (continued):</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • See previous page 	<ul style="list-style-type: none"> • See previous page 	<ul style="list-style-type: none"> • See previous page <p>*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</p>
<p>Spelling:</p> <p>Sample Tasks:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Reading: Sample Tasks:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Textbooks • Worksheets • Printed information on board/overhead • Printed test materials • Instructional software to remediate basic reading and/or reading comprehension skills 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Math:</p> <p>Sample Tasks:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Manipulatives (beads, etc.) • Abacus • Number line • Math fact sheet (e.g. multiplication facts) • Calculator • Instructional software to remediate and enhance specific math skills 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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)
<p>Study Organizational Skills:</p> <p>Sample Tasks:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Instructional materials, including software to remediate deficit areas, to teach compensation strategies, and focus on strengths 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Listening : Sample Tasks:</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Oral Communication: Sample Tasks:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Organizing diagram for presentations 	<ul style="list-style-type: none"> • Interpreter • Verbal prompts • Modeling appropriate skills • Repetition of spoken answers • Additional response time • Provide questions before time • Accepting shortened responses 	<ul style="list-style-type: none"> • 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
<p>Aids to Daily Living: Sample Tasks:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Verbal prompts • Modeling appropriate skills • Picture cues and prompts • Additional time to complete tasks • Modification of task length and complexity 	<ul style="list-style-type: none"> • 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
<p>Recreation and Leisure: Sample Tasks:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Puzzles • Games • Toys • Music (e.g. tape player, CDROM, etc.) 	<ul style="list-style-type: none"> • Verbal prompts • Adult peer assistance • Modeling appropriate skills • Cooperative participation with • Game modification 	<ul style="list-style-type: none"> • 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
<p>Pre-vocational and Vocational: Sample Tasks:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Sorting and assembling materials • Office equipment • Computer with standard office applications • Timers and watches 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Seating, Positioning, and Mobility: Sample Tasks:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Classroom chairs, desks and tables 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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 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, describe.	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.
<input type="checkbox"/> Mechanics of Writing			
<input type="checkbox"/> Computer Access			
<input type="checkbox"/> Composing Written Material			
<input type="checkbox"/> Communication			
<input type="checkbox"/> Reading			
<input type="checkbox"/> Learning/ Studying			

Tasks:	A. If currently completes task with special strategies/accommodations, describe.	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.
<input type="checkbox"/> Math			
<input type="checkbox"/> Recreation & Leisure			
<input type="checkbox"/> Activities of Daily Living (ADLs)			
<input type="checkbox"/> Mobility			
<input type="checkbox"/> Environmental Control			
<input type="checkbox"/> Positioning & Seating			
<input type="checkbox"/> Vision			
<input type="checkbox"/> Hearing			

5. Transfer necessary data to the IEP Special Factors and/or Services pages. If appropriate, initiate Prior Written Notice and Assessment Plan.

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

Riverside County Special Education Local Plan Area

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 _____

Riverside County Special Education Local Plan Area

Assistive Technology Implementation Tracking Form* (Optional)

Name: _____ DOB: _____ Grade: _____

School: _____ District: _____

Assistive Technology to be tried: _____

Goal for AT use: _____

ACQUISITION

Source(s)	Person Responsible	Date(s) Available	Date Received	Date Returned

Person primarily responsible to learn to operate this AT: _____

TRAINING

Person(s) to be trained	Training Required	Date Begun	Date Completed

MANAGEMENT/SUPPORT

Location(s)	Support to be provided (e.g. set up, trouble shoot, recharge, program, etc.)	Person Responsible

STUDENT USE

Date	Time Used	Location	Task(s)	Outcome(s)

*Adapted from *WATI Assistive Technology Trial Use Guide*

Assistive Technology Websites

Augmentative/Alternative Communication (AAC)

<http://aac.unl.edu>

Site provides excellent background information on AAC.

www.aacintervention.com

The AAC Intervention website offers many practical and useful suggestions for augmentative and alternative communication

ABLEDATA

<https://abledata.acl.gov/>

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

<https://learning.knowbility.org/local/staticpage/view.php?page=atstar>

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 Training Online (ATTO)

<https://www.aahd.us/best-practice/assistive-technology-training-online-project-atto/>

The Assistive Technology Training Online Project provides internet-based training in both general and specific areas of adapted computer use.

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/doi/>

DO-IT spotlights programs and resources that promote the use of technology to maximize independence, productivity and participation of people with disabilities.

<https://do2learn.com>

This website offers many symbols and layouts for communication boards and visual schedules that can be downloaded.

www.ebooks.com

This is an electronic library that one can browse for free.

The Family Center on Technology and Disability (CTD)

<https://www.ctdinstitute.org/area/families>

FCTD offers a wide range of assistive technology resources for disability organizations, AT providers, educators and families of children with disabilities. Visit the website, which includes an assistive technology glossary, to learn more about assistive technology.

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.com>

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.

Linda Burkhart's website

www.lburkhart.com.

Site offers many suggestions for integrating AAC into many activities and environments. It also has information on making switches and other simple assistive technology devices.

National Assistive Technology Research Institute (NATRI)

<http://natri.uky.edu/natmenu.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.douglasesd.k12.or.us/otap>

OTAP provides training, information, technical assistance and resources regarding the uses of technology for children with disabilities.

Pennsylvania Training and Technical Assistance Network (PaTTAN)

<http://www.pattan.net/>

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.

Project Gutenberg

<http://www.gutenberg.org/>

This website is a public domain for books, stories, and articles that can be downloaded and then “read” by a computer. This site has a wealth of materials divided into light literature, heavy literature, and references.

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.

Schwab Foundation

www.schwablearning.org.

The Schwab Foundation publishes a free guide to assistive technology.

Switch in Time

www.switchintime.com

This website has several games that can be downloaded at no charge. The Scan ‘n Read program allows one to create their own e-book.

www.techconnections.org

Resources for vocational assistive technology needs

Innovations in Special Education Technology (ISET) Division of CEC –

<https://www.isetcec.org>

ISET 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 Education Agency (TEA)

<http://www.tea.state.tx.us/>

The TEA website provides information about TEA roles and responsibilities such as accountability, assessment, curriculum and educational programs, and education law and rules.

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.

Trace Center at UW Madison

<https://www.trace.umd.edu/>

This website offers links to numerous sites which feature adaptive computer access in the form of freeware and shareware that can be downloaded.

University of Calgary

<http://www.ucalgary.ca>

Maintains an excellent site for children's literature.

University of Texas, Department of Special Education, College of Education

<https://education.utexas.edu/departments/special-education>

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. The WATI website also has two fact sheets on AT for Hearing Impairment.