

Ready... SETT... Go...

Considering Assistive Technology

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Adapted from Sara Menzel, ATP, – QIAT Resources <http://indicators.knowbility.org/resource-bank.html>

Session Objectives

- ❖ AT Consideration for IEP teams - SETT
- ❖ Resources to assist in the consideration process including library lending, online, and instructional strategies
- ❖ Tools to assist IEP teams with AT implementation and data collection

Part 1:

The Law & AT

Laws Affecting IEP Teams

The Individuals with Disabilities Act (IDEA) requires that AT be provided for all students with disabilities who require this support.

The law states:

- Each public agency shall ensure that **AT devices, AT services, or both**, are made available to a child with a disability if required as a part of the child's
 - ✦ (1) Special education
 - ✦ (2) Related services
 - ✦ (3) Supplementary aids and services



AT Device

Definition:

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 children with disabilities.



AT Services

Definition:

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



AT Services

AT Services include:

Evaluation

Acquisition

Customizing

Coordination

Training

Technical Assistance

Common Barriers

What are some common barriers teams encounter with Assistive Technology?



Common Barriers

Reasons given for lack of AT

- *Don't know what is available
- *Not enough AT
- *Nobody knows what AT we need
- *It's too expensive
- *They don't know what to do with the AT
- *It's too hard to manage
- *They can't use it on school networks
- *We don't know if they can use it on tests...

Part 2:

Consideration

What does it mean to check this box?

Special Factors

* The IEP Team must consider the following for the student (check boxes to indicate consideration):



The communications needs of the student.



The need for assistive technology devices and services for the student.

Where do we get Guidance?

- **QIAT** Quality Indicators for Assistive Technology
<http://www.qiat.org/>
- **MITS** Michigan's Integrated Technology Supports
<http://mits.cenmi.org/>
- **ISD Level**



Qiat.org



Quality Indicators for Assistive Technology
Guiding the Provision of Quality AT Services

Contact Us Site Map Text Size **Normal** ▾

Home

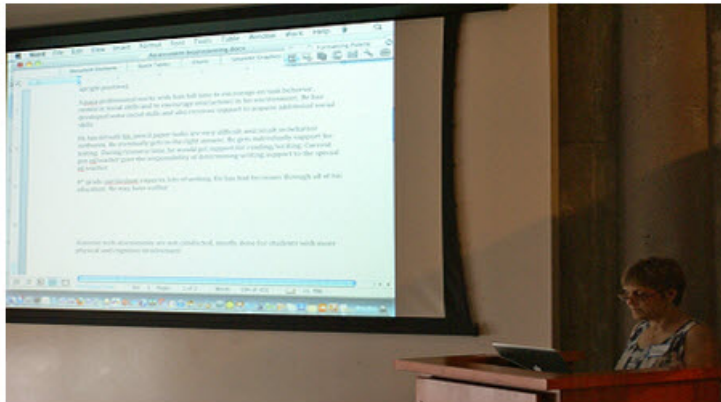
Indicators

QIAT List

Resources

Announcements

About Us



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Welcome to the QIAT Website

A resource for educators and families interested in learning more about Assistive Technology

Welcome... to the QIAT website, the official site of the QIAT Community

The QIAT Community is a nationwide grassroots group that includes hundreds of individuals who provide input into the ongoing process of identifying, disseminating, and implementing a set of widely-applicable Quality Indicators for Assistive Technology Services in school settings that can be used as a tool to support:

- assistive technology service providers as they evaluate and constantly

What's New

QIAT Webinars Series

If you need resources to support effective implementation, or if you are not sure about your role in a child's team process of AT implementation, this session will be of value. The QIAT Leadership Team will share the Quality Indicators for Implementation of Assistive Technology in the IEP. We will provide strategies for implementation, options to support effective practice, and principles to guide improvement at the building or district or level.

Series 6 - Evaluation of the Effectiveness of AT

Wed, Mar. 19th at 11:30 AM CST

[Sign up with AbleNet University](#)

Quality Indicators for **CONSIDERATION**

1. AT devices and services are considered for *all* students with disabilities regardless of type or severity of disability.

Quality Indicators for **CONSIDERATION**

2. During the development of the IEP, every IEP team consistently uses a *collaborative* decision making process that supports systematic consideration of each student's possible need for AT devices and services.

Quality Indicators for **CONSIDERATION**

3. IEP team members have the collective knowledge and skills needed to make informed AT decisions and seek assistance when needed.

Quality Indicators for **CONSIDERATION**

4. Decisions regarding the need for AT devices and services are based on the student's IEP goals and objectives, access to the curricular activities, and progress in the general education curriculum.

Quality Indicators for **CONSIDERATION**

5. The IEP team gathers and analyzes data about the student, customary environments, educational goals and tasks when considering a student's need for AT devices and services.

Quality Indicators for **CONSIDERATION**

6. When AT is needed, the IEP team explores a range of AT devices, services, and other supports that address identified needs.

Consideration Guide

ASSISTIVE TECHNOLOGY CONSIDERATION GUIDE

Student: _____ School: _____ Date: _____
 Participants: _____

IEP teams may use this form to guide discussion when considering whether Assistive Technology devices and services may be necessary for the student to make progress in IEP goals and curricular tasks.

A. Instructional Area	B. Completes Tasks with Accommodations/Modifications and/or Assistive Technology (AT)		C. Consideration Outcomes (Document outcome in the IEP)
<input type="checkbox"/> Initial IEP <input type="checkbox"/> Annual IEP Based on the student's previous performance or IEP goals and objectives, check the curricular area(s) or tasks in which the student is not making adequate progress. <input type="checkbox"/> Reading <input type="checkbox"/> Written Expression <input type="checkbox"/> Handwriting <input type="checkbox"/> Computer Access <input type="checkbox"/> Oral Communication <input type="checkbox"/> Organization and Planning <input type="checkbox"/> Math <input type="checkbox"/> ADL <input type="checkbox"/> Behavior <input type="checkbox"/> Transition <input type="checkbox"/> Other _____ Move to column B1 →	B1. Have Accommodations/Modifications been tried for specified area/task? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, list Accommodations/Modifications below: 1) 2) 3) <input type="checkbox"/> Student is <u>not</u> making adequate progress with current Accommodations/Modifications . List other Accommodations and Modifications to explore: 1) 2)	B2. Has Assistive Technology been tried? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, complete back of form. <input type="checkbox"/> Student is <u>not</u> making adequate progress with current Assistive Technology . List other AT to explore: 1) 2) 3) 4) 5)	<input type="checkbox"/> AT is <u>not</u> needed to support attainment of student's IEP goals and objectives. <input type="checkbox"/> AT is currently being used and is supporting the student's progress toward IEP goals and objectives and therefore should be continued and documented in the IEP. <input type="checkbox"/> AT is being used but is not sufficiently supporting the student's progress toward IEP goals and objectives. <input type="checkbox"/> The student is <u>not</u> using AT and may benefit from its use.



IEP AT Considerations Outcomes

- **There are four possible outcomes:**
 - * AT is not needed to support attainment of the students IEP goals and objectives.
 - * AT currently being used is supporting the student's progress toward IEP goals and objectives and therefore should be continued and documented in the IEP.
 - * AT is being used but is not sufficiently supporting the student's progress toward IEP goals and objectives.
 - * The student is not using AT and may benefit from its use.

Common Errors with Consideration

- * AT is considered for students with severe disabilities only.
- * No one on the IEP team is knowledgeable about AT.
- * Teams don't use a consistent process based on student data.
- * Consideration is limited to items the team members are familiar with or are available in the district.
- * Team members fail to consider access to the curriculum and IEP goals in determining if AT is required for FAPE.

Part 3:

After Consideration: The AT Process

Flow Chart

Consideration: At any time, the IEP Team considers whether a student needs AT (Assistive Technology) to meet IEP objectives.

AT is not needed to support IEP goals.

Assistive Technology is needed to support attainment of IEP goals and objectives.

AT is currently being used and is supporting progress toward IEP goals.

AT is being used but is not sufficiently supporting progress toward IEP goals.

The student is not using AT and may benefit from it.

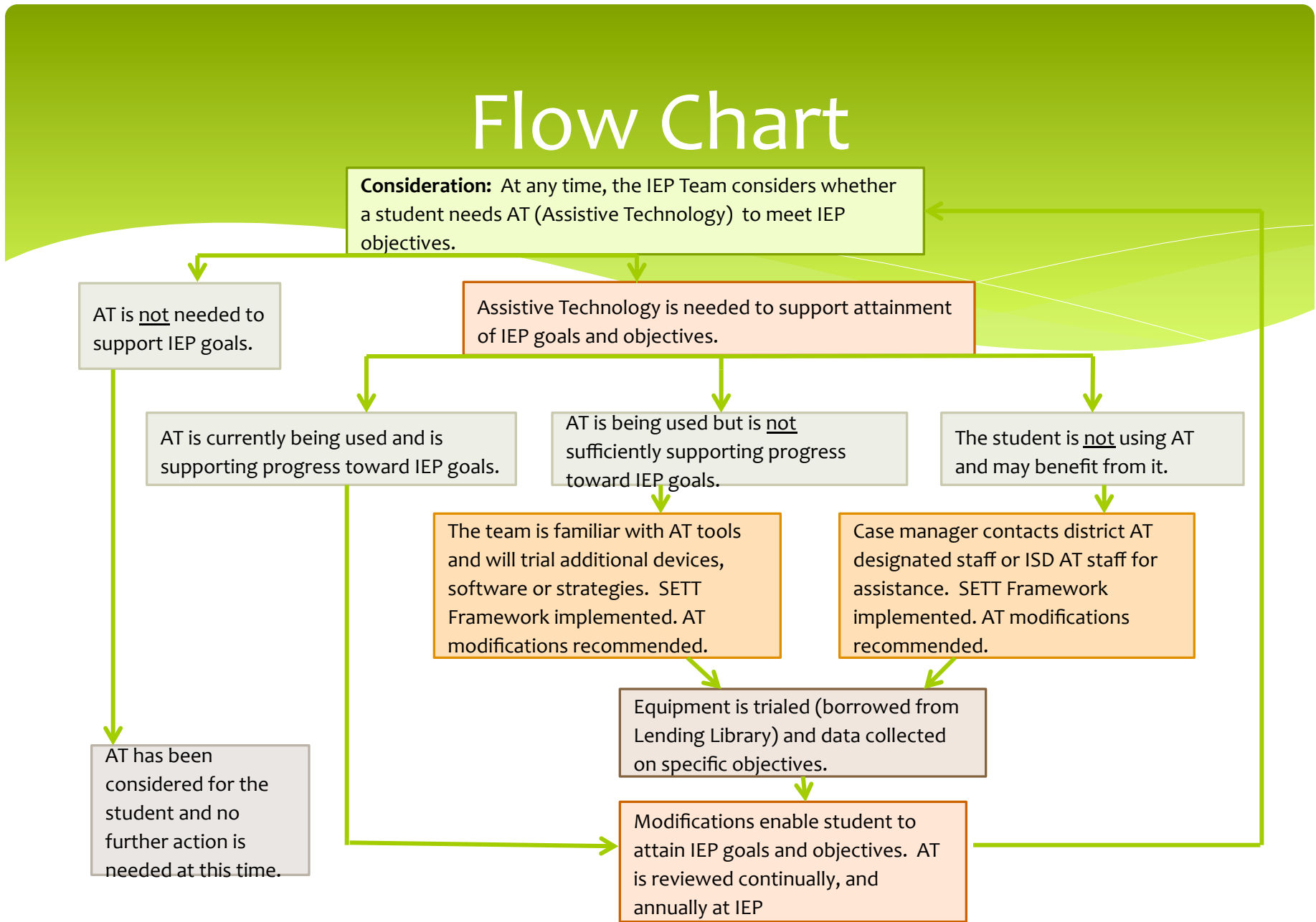
The team is familiar with AT tools and will trial additional devices, software or strategies. SETT Framework implemented. AT modifications recommended.

Case manager contacts district AT designated staff or ISD AT staff for assistance. SETT Framework implemented. AT modifications recommended.

Equipment is trialed (borrowed from Lending Library) and data collected on specific objectives.

AT has been considered for the student and no further action is needed at this time.

Modifications enable student to attain IEP goals and objectives. AT is reviewed continually, and annually at IEP

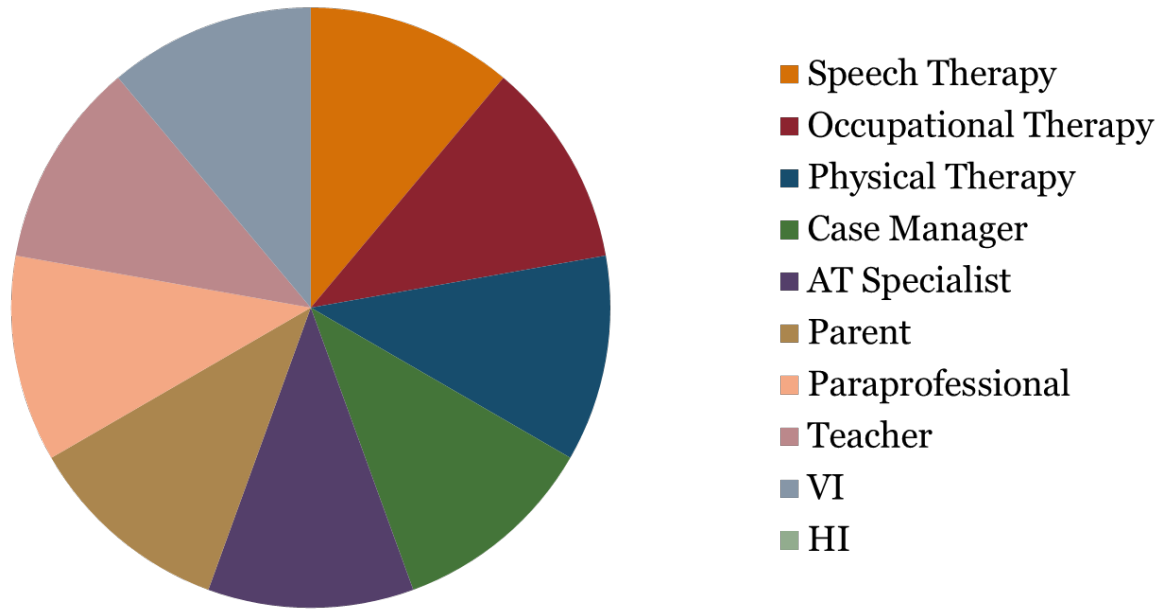


Part 4.

The AT Evaluation and Teams

Assistive Technology Team

AT Team



SETT Framework

- The SETT (Student, Environment, Task, Tools) framework was developed to guide IEP teams through the process of considering AT:

S for the STUDENT

E for the ENVIRONMENT

T for the TASKS

T for the TOOLS needed to address the tasks

Critical Elements of SETT

- * Student centered
- * Shared knowledge and collaboration
- * Multiple perspectives
- * Communication
- * Pertinent information and resources
- * Flexibility
- * Ongoing processes
- * Collaboration

The Student / Self

- * The person who is the central focus of the process
- * The person for whom everyone involved in any part of the program is an advocate.

Environments

- * The customary environments in which the person is (or can be) expected to live, learn and grow.

Tasks

- * The specific things that the person needs or wants to be able to do to reach expectations.

Tools

- * Everything that is needed by the person and others for the person to accomplish the tasks in the places where they need to be done so that progress is achieved.

SETT is ...

- * The goal of the SETT framework is to help collaborative teams create:
 - * Student Centered
 - * Environmentally usefull and
 - * Task – focused
 - * Tool systems
- that foster participation and achievement

How do I get AT equipment to try?

The team may borrow equipment for evaluation and trial purposes from:

- * ISD
- * MITS Michigan Integrated Technology Supports (MITS – statewide). <http://mits.cenmi.org/>

MITS

Welcome to the MITS Lending Library

The MITS Lending Library contains assistive technology equipment and software that is available to Michigan's PK-12 Public Schools for short-term (8 weeks) use.

It affords districts the opportunity to try assistive technology with students to assess effectiveness prior to purchase.

It is important to remember that the first step toward effective implementation of assistive technology is a thorough assessment comprised of a multidisciplinary team including the student and parents that focus first on student's needs and the tasks they are required to achieve vs. the tools that are available.



Recent Additions to our Library



Chin Switch



ProSlate 8



Dragon Naturally Speaking Premium 12

Need Help

Please consult the User Guide:

Library User Guide

If unable to resolve, please contact the Lending Library coordinator.

Search Lending Library

All Categories

enter search terms here

Reset

Go

If you are a Pre-K-12 educator in a Michigan school and would like access to the lending library please complete the registration and application process. If questions, please contact the MITS Lending Library (Info below)

Part 5.

Data Collection & AT Plan

Data Analysis

The team will utilize data to determine what features of the AT are educationally necessary to meet IEP goals/objectives.

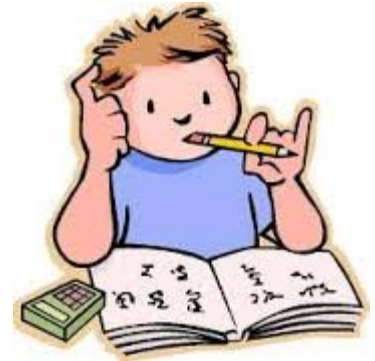


PAR (Protocol for Accommodations in Reading
Don Johnston

http://donjohnston.com/par/#.VMFV_KZ4jaY

Define criteria for performance of identified task

- **Select a functional, frequently-occurring activity from identified tasks.**
- **Identify present level of performance (baseline) for the task and what change is expected with tool/strategy use.**
- **Define what success will look like for this student.**
- **Specify when and how the student will use the device(s) in the activity and supports needed.**



Specify the variable to be measured

What aspect of student performance are you trying to measure?

- ✓ **Accuracy/Quality**
- ✓ **Rate - speed/frequency/amount**
- ✓ **Spontaneity**
- ✓ **Duration**
- ✓ **Latency**
- ✓ **Level of assistance**



Identify schedule for data collection

- **Identify times, places, and duration of the trial.**
- **Collect data when it is most appropriate and reflects actual performance.**
- **Specify how and who will collect data.**
- **Identify when and what team members will reconvene to discuss data.**



After Device Trials and Data Collection

**Acquisition of AT determined
educationally necessary will be done in a
timely manner.**



Analyze & discuss data collected

Teams should reconvene to review and discuss data, then make decisions regarding appropriate tools/strategies.

Plan for further intervention or data collection.

Keep AT up to date



An Ongoing Process

The team will continually re-assess the appropriateness of technology and modify the plan as necessary.



SCENARIOS

Scenario 2

- Anna is a fourteen-year-old girl who suffered vision loss as a result of a traffic accident. Prior to this accident her vision was normal. Her injuries left her legally blind and limited to reading enlarged print.
- What assistive technology can you suggest to support a fourteen-year-old student with reduced vision?
- What should be taken into account because of her age?

Scenario 3

- Moneasha is a ten-year-old girl who had difficulty writing. Her writing is not easily read and she has trouble keeping up with the other students. She can use the keyboard, but frequently hits two keys at a time.
- What assistive technology can you suggest to help her with writing?
- How will her age impact your decision?

Scenario 4

- Marcus is an eleven-year-old male with a seizure disorder. He has been able to learn his multiplication tables. He is falling behind in school and has repeated a grade.
- What assistive technology do you recommend?
- What factors may influence Marcus' acceptance of technology? Will he want to be different?

Scenario 5

- Audrey is a sixteen-year-old student with a learning disability. When reading she has difficulty with decoding and fluency. She also has trouble with spelling. Audrey has large volumes of reading to complete in her literature and history classes. Sometimes she is able to get a classmate to read orally to her. However, this is not always feasible.
- What assistive technology can you suggest to help her with reading and spelling?
- How will her age influence your decision?

Scenario 6

- Sammie is a ten-year-old who is in the fifth grade. He has a reading disability and currently reads at a first grade level. He is unable to read his science and social studies texts, but comprehends the work concepts.
- What assistive technology would you suggest to assist him with his curriculum?
- What low tech suggestions would keep him focused during class?

Scenario 7

- LaTonya is a seventh grade girl with a hearing impairment who is having difficulty with the writing process. She is able to relate her ideas and work orally, but sentence structure and spelling errors make her written work illegible.
- What assistive technology can you recommend?
- What features should the technology contain that would be most beneficial to her?

Scenario 9

- Rosa is moderately mentally impaired and is mainstreamed in a third grade classroom. She has difficulty printing and drawing. The teacher believes that Rosa can learn to write.
- What assistive technology can you suggest to help with writing?
- How will her cognitive impairment impact her eligibility to access technology?

Ready, SETT, ... Go

“We measure progress not only by the questions we have answered, but also, by the questions we are still asking or have just begun to ask... for knowledge alters what we seek as well as what we find.”

Freda Adler