



Support Programs & Services- Assistive Technology (AT)

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Prince George's County Board of Education

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Purpose

Discuss how **IEP teams** work together to meet the needs of students who need Assistive Technology (AT) devices and/or AT services

Identify how the **PGCPS AT Consultation Team** works with IEP teams on behalf of students who may need AT devices and/or AT services



Process & Payoff

Presentation and discussion

Understand how IEP teams meet a student's need for assistive technology

Identify resources that support including AT in an IEP



Who are we?

Your child's IEP team must consider AT needs during the IEP process

The PGCPS AT Consultation Team is an interdisciplinary team that includes:

- **Special education teachers,**
- **A speech language pathologist, and**
- **An occupational therapist**



What are AT Devices?

“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.”

Exception: “The term does not include a medical device that is surgically implanted, or the replacement of such device.



AT in the classroom





AT and Universal Design

The term `universal design' means a concept or philosophy for **designing and delivering products and services that are usable by people with the widest possible range of functional capabilities**, which include products and services that are directly usable (without requiring assistive technologies) and products and services that are made usable with assistive technologies.



What are AT Services?

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





AT Services

Include:

- “A functional evaluation of the child in the ... customary environment...”
- “Providing for the acquisition of AT devices...”
- “Selecting, designing, fitting, customizing, adapting, maintaining, repairing, or replacing AT devices.”
- “Coordinating and using other therapies.”
- “Training and technical assistance” for the child family, and professionals.



How does your child get AT devices and AT services?

Made available to the child as a part of:

- **Special education,**
- **Related services,**
- **Supplementary aids and services.**

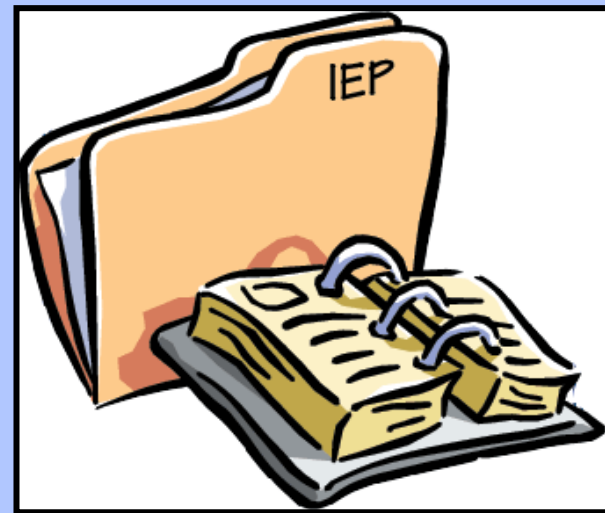


Assistive Technology (AT) Cycle

- **Consider student AT needs in IEP >**
- **Choose and try out AT device >**
- **Implement AT device and services >**
- **Monitor progress with AT >**



Assistive Technology in the IEP Process





Maryland Online IEP

CASES | ACTIVE CASE | REPORTS | ADMIN IEP 4.0

Active Case: **Reuben Sandwich** (Work on Next IEP, Service Plan, or Eligibility 3 Status Report)
IEP Case ID#: 107279 | Age: 13 | Grade: 7

Student Assistive Technology Wizard

ASSISTIVE TECHNOLOGY (AT) (required)

Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.

The student needs an AT device(s):
 Yes No

If yes, AT device(s) will be addressed through:
 Supplementary Aids, Services, Program Modifications, and Supports
 Instructional and Testing Accommodations

The student needs an AT service(s):
 Yes No

If yes, AT service(s) will be addressed through:
 Supplementary Aids, Services, Program Modifications, and Supports

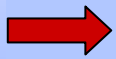
IEP Meeting

GENERAL INFO

- Identifying Information
- Eligibility
- Participation Data

IEP PROCESS

- 1. Present Level of Academic Achievement and Functional Performance
- 2. Special Considerations and Accommodations**
- Special Contributions
- Instructional and Testing Accommodations
- Supplementary Aids, Services, Program Modifications and Supports
- Extended School Year
- Transition
- 3. Goals
- 4. Services
- 5. Least Restrictive Environment (LRE) Decision





Steps in AT Wizard

- 1. Identify Tasks (and environments)**
- 2. Functional capability (Student needs and strengths)**
- 3. Identify supports (accommodations, modifications, and AT tools)**
- 4. Document AT decisions in MD Online IEP**



Step 1: Identify Tasks

Identify the academic tasks the student is expected to do

Discuss the tasks and skills required across learning environments

The screenshot shows the 'Student Compass' web application. At the top, there is a navigation bar with 'Step 1: Identity Tasks' selected. Below this, there are tabs for 'Considerations', 'Present Levels', and 'IEP Goals'. The 'Considerations' tab is active, displaying instructions for identifying tasks and a list of considerations. A text area on the right is titled 'Identify Tasks' and contains the text '1. Identify Tasks', 'asdf ggggg', 'asdfsf', 'fgdf', and 'gdf'. There are 'Next' and 'Check Spelling' buttons below the text area. At the bottom of the page, there are 'Back' and 'Next' buttons.

Student Compass
Grade: School
View IEP Process Video
Close Wizard
View the VSC

Getting Started Step 1 Identity Tasks Step 2 Functional Capability Step 3 Identity Support Step 4 Document Decisions MATH Online Understanding Types of AT

Considerations Present Levels IEP Goals

Considerations

Identify Tasks Considerations
Review the environments in which the student will be expected to work and participate to develop a shared understanding of student's learning opportunities.

- To identify location/arrangement/configuration
- To identify special concerns (e.g. student with hearing impairment - noise level, student with mobility issues - physical access)
- To identify resources available such as personnel, materials, and equipment

[See the Case Study for a review of Brandon's difficult tasks.](#)

Identify Tasks

Identify tasks required in order to accomplish goals across environments.

1. Identify Tasks
asdf ggggg
asdfsf
fgdf
gdf

Next Check Spelling

Back Next



Step 2: Functional Capability

Discuss critical elements of the tasks and student's functional capability to perform them

The screenshot shows the 'Student Compass' software interface. At the top, there's a navigation bar with 'Step 1: Identity Tasks', 'Step 2: Functional Capability' (highlighted in green), 'Step 3: Identity Support', 'Step 4: Document Decisions', and 'MATH Online: Understanding Types of AT'. Below this, there are tabs for 'Considerations', 'Present Levels', and 'IEP Goals'. The 'Considerations' tab is active, displaying a list of bullet points: 'Discuss CRITICAL ELEMENTS of the tasks across environments and student's functional capability to perform them to:', 'Identify tasks that the student cannot currently accomplish without supplementary aids, services, and supports', and 'Increase ways the task(s) can be modified or the student accommodated to increase participation'. To the right, a text area titled 'Functional Capability' contains the text: 'Of the tasks identified in the step, 'Identify Tasks', which will be difficult or impossible for the student to accomplish independently?'. Below this is a text input field containing '2. Functional Capability' followed by several lines of placeholder text. There are 'Next' and 'Check Spelling' buttons below the input field. At the bottom of the interface, there are 'Back' and 'Next' buttons.



Step 3: Identify Support

Identify appropriate supports and services, including accommodations and AT

The screenshot shows the Student Compass software interface. At the top, it says "Student Compass" with a logo and "Grade: School". There are buttons for "View IEP Process Video", "Close Wizard", and "View the VSC". A progress bar shows five steps: "Getting Started", "Step 1: Identify Tasks", "Step 2: Functional Capability", "Step 3: Identify Support", and "Step 4: Document Decisions". The "Step 3: Identify Support" tab is active. Below the progress bar, there are three tabs: "Considerations", "Present Levels", and "IEP Goals". The "Considerations" tab is selected. The main content area is titled "Functional Capability" and contains the following text: "Of the tasks identified in the step, 'Identify Tasks', which will be difficult or impossible for the student to accomplish independently?". Below this text is a list box containing the following items: "2. Functional Capability", "gfgdfgdfkjdffh gkjhf kjdfh", "gkjxch kjxch kjcvhb kvjhb", "kvjhb cvkjhb cvkjhb cvoisdfh", and "fgoirhg piucvh kcjhvfuih". There are "Next" and "Check Spelling" buttons below the list box. At the bottom of the screen, there are "Back" and "Next" buttons.



Step 4: Document Decisions

Decide if the student needs an AT device

Decide if the student needs AT service:

Document AT decisions that any educator that interacting with the student would be able to implement the plan and proposed AT

The screenshot shows the 'Student Compass' software interface. At the top, there is a navigation bar with tabs for 'Step 1: Identity Tasks', 'Step 2: Functional Capability' (which is highlighted), 'Step 3: Identity Support', and 'Step 4: Document Decisions'. There are also buttons for 'View IEP Process Video', 'Close Wizard', and 'View the VSC'. Below the navigation bar, there are three tabs: 'Considerations', 'Present Levels', and 'IEP Goals'. The 'Considerations' tab is active, showing a list of bullet points: 'Discuss CRITICAL ELEMENTS of the tasks across environments and student's functional capability to perform them to:', 'Identify tasks that the student cannot currently accomplish without supplementary aids, services, and supports', and 'Increase ways the task(s) can be modified or the student accommodated to increase participation'. To the right of the 'Considerations' tab, there is a 'Functional Capability' section with a text area containing a list of tasks: '2. Functional Capability', 'gfgdfgdfkjdjh gkjhf kjdfh', 'gkjxch kjxch kjcvhb kvjhb', 'kvjhb cvkjhb cvkjh cvoisdhf', and 'fgoirhg piucvh kcjhvfuih'. Below the text area are 'Next' and 'Check Spelling' buttons. At the bottom of the interface, there are 'Back' and 'Next' buttons.



Special Consideration of AT in IEP

If student benefits from AT device, document as:

- Supplementary Aids, Services, Program Modifications, and Supports
- Instructional and Testing Accommodations

If student needs AT services, document as:

- Supplementary Aids, Services, Program Modifications, and Supports
- Related Services
- Instructional and Testing Accommodations

Basis for Decision to justify reason for selection of AT device, AT service, or both



TeST =>

Tasks

What tasks does the student need to accomplish to meet IEP goals?

environment

In what classes and situations does the student need help?

Student

What are his or her functional capabilities for performing the task based on the student's strengths and needs?

Tools

Identify supports

What AT devices/ services will support the student to perform expected tasks?



AT in the IEP

- ✓ **Present Levels of Academic Achievement and Functional Performance** > Identify **Sudent strengths and needs**
- ✓ **Special Considerations** > document whether **Sudent needs an AT device and AT service**
- ✓ **Goals** > describe how **Sudent will perform Tasks using appropriate Tools across learning **Environments****
- ✓ **Services** > document whether AT is a part of instruction and assessment, related services, and/ or supplementary aids and services



How does the IEP team get AT devices?

Schools have

- Curriculum resources with technology supports
- Flexible computer technology
- AT devices purchased by school

PGCPS AT Consultation Team

- Require written referral form to provide services
- Provide short term AT device loans for trials
- Provide long term loans for continued use



Support Programs

**Adapted Physical
Education**

Vision

Related Services

Audiology

**Assistive Technology
Consultation Team**

**Dual Language
Assessment Team**

Occupational Therapy

Orientation and Mobility

Physical Therapy

**Speech-Language
Pathology**



Who provides AT services?

- 1. Members of the school-based IEP team:**
 - **General educators, special educators, and paraprofessionals**
 - **Related service providers**
- 2. PGCPS AT Consultation Team when the IEP team sends a written request for services**



AT Is a Shared Responsibility

IEP Team

- **Completes and written referral form**

PGCPS AT Consultation Team

- **Receives referral form, assigns case, and completes a written report**
- **Meets with IEP team to gather information, observe, assess, and participate in IEP team meetings Coordinates AT training of student, staff, and family**
- **Manages short term loans for AT device trials and long term loans for continued use**
- **Documents provision of services**



IEP Team Implements AT in Classroom

- **Conducts a trial of AT device and gathers data to determine its effectiveness - whether the device helps or hinders performance**
- **Reviews data from AT device trial at next school team meeting**
- **Documents AT Special Consideration decisions in IEP**
- **Uses AT as documented in IEP**



“Best Practice” in Assistive Technology

Enables students with disabilities to participate and progress in the curriculum given

- **Appropriate assessment**
- **“Individualized” instruction**
- **Consideration of student AT needs**
- **Collaboration with PGCPs AT Consultation Team when support needed**
- **Documentation of AT decision based on evidence from student trials of AT devices**
- **Implementation of AT during instruction and assessment**



Questions?





AT Consultation Team

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