Assistive Technology

What EVERYONE Should know about AT in Schools

Arizona Department of Education
Exceptional Student Services
Assistive Technology

School Days Graphics courtesy of Pete's PowerPoint Station
Assistive Technology

What School Transition Specialists & Teacher Coordinators Need to know about AT in Vocational Rehabilitation

Hi Ho, Hi Ho, It's Off To Work We Go!
Arizona Department of Education
Exceptional Student Services
Assistive Technology Team

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AAC
Braille Technologies
Computer Access AT
DME
ECU/EADL’s
FM Systems
Hearing Aids
Home Mods
Independent Living Aids
Safety Alerts
Telephones
Vehicle Mods
Wheelchairs & related AT

AT = Tools to help People access Everyday Tasks!

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Learner Outcomes:

Learners will identify:

• ADE Assistive Technology resources and services
• Legal aspects of Assistive Technology
• Low tech to high tech continuum of AT
• SETT Framework for Consideration
What is Assistive Technology?

Special Education Law defines **Assistive Technology** as both *devices* and *services*.
Assistive Technology Devices DOE

“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.”

IDEA ‘04

*except surgically implantable devices
Assistive Technology
Devices VR & SHIILS

“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 individuals with disabilities.”

Rehabilitation Act ’73 amended in ‘92 and ‘98
In other words...

• ANYTHING you can make, or buy, or change, that will help ANY kid, with ANY disability, do ANYTHING.
Assistive Technology Services

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

♦ Evaluation and selection of an assistive technology system

♦ Purchasing, leasing, or acquiring devices

♦ Training and technical assistance for the individual, family/caregiver and school staff
Assistive Technology Services

• “... any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.” includes:

(1) The evaluation of the needs of an individual with a disability, including a functional evaluation of the individual in the individual's customary environment;

(2) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by individuals with disabilities;

(3) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;

(4) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

(5) Training or technical assistance for an individual with disabilities, or, if appropriate, the family of an individual with disabilities; and

(6) Training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with disabilities.
AT in the IEP

• Assistive Technology must be considered at every IEP meeting, regardless of the type or severity of the student’s disability.
AT in the IPE

- Assistive Technology **must** be considered in **every** status from Intake through Planning to Closure.

**AT for Eligibility:**

- Programmatic Accessibility:
  - Alternative Format Docs
  - Use of FM system for intakes
  - Use of Video Magnification
  - Use of accessible computers
  - Low Vision and Eligibility

**AT VR and SHIIL Plans:**

- AT Assessments can be purchased in “Pre-Plan” or in “Plan” (status 13)
- AT Aids/Devices, Training & Supports may **only** be purchased in Plan and **only** as relates to VR or IL Goal
Acronyms used in VR and SHIILS:

- **AT-BVI**: Blind/Visual Impairments
- **AT-COGNITION/LD/TBI**: Learning Disabilities and Traumatic Brain Injury
- **AT-DB/CVHL**: Deaf-Blind/Combined Vision and Hearing Loss
- **AT-DHH**: Deaf/Hard of Hearing
- **AT-ERGO/PH**: Ergonomic/Physical Access
- **AT-SPEECH/AAC**: Augmentative Communication and Fluency Devices
Purchasing AT Devices in VR
*(actual service names for IPE)*

- AT-BVI AIDS/DEVICES
- AT-COGNITION/LD/TBI AIDS/DEVICES
- AT-DB/CVHL AIDS/DEVICES
- AT-DHH AIDS/DEVICES
- AT-ERGO/PH AIDS/DEVICES
- AT-HEARING AIDS, MOLDS
- AT-SPEECH/AAC AIDS/DEVICES
- AT-HOME MODIFICATION
- AT-VEHICLE MODIFICATION
Purchasing AT Services in VR

*(actual service names for IPE)*

- AT-ADAPTIVE DRIVING ASSESSMENT, FITTING/FOLLOW UP, TRAINING
- AT-AUGMENTATIVE COMMUNICATION ASSESSMENT
- AT-COMPUTER ACCESS ASSESSMENT
- AT-HEARING AID FITTING/FOLLOW UP, REPAIR
- AT-HOME MODIFICATION ASSESSMENT
- AT-INDEPENDENT LIVING ASSESSMENT
- AT-INSTRUCTIONS IN USE OF AT AIDS/DEVICES
- AT-JOB MODIFICATION
- AT-OTHER ASSESSMENT
- AT-SEATING/MOBILITY ASSESSMENT
- AT-SUPPORT SERVICES AND AT-ADVANCED SCRIPTING
- AT-WORKSTATION ASSESSMENT
In other words...

• Consider Assistive Technology for every student, every disability, every IEP, every time.
Section 504 of the Rehabilitation Act

Prohibits discrimination against individuals with disabilities

Applies to all programs that receive federal funds, including the public school system

Students with disabilities must be given the same opportunities to participate in educational programs and activities as their classmates, and the use of AT may be considered as an accommodation.

If a child does not qualify for special education services, they may be able to acquire AT through a 504 plan.
Arizona Department of Education
Exceptional Student Services
AT Loan Library
www.adeatloan.org
Why an AT Lending Library?

• Borrow the item or items
• Try it with students
• Take data
• Does it support the student?
• Use the information:
  – With IEP team members
  – School administrators
What if it doesn’t work the way I thought it would?

- There are no mistakes
- Simply return the item
- Try something else
- It is absolutely FREE
  - Qualified PEAs
  - Annual application
Please note: The equipment inventory via this program is only available for loan to personnel from public education agencies (i.e., districts, charters, and other public schools), as defined in Arizona state statute and recognized by the Arizona Department of Education. If you are not affiliated with a public education agency, please visit the Arizona Technology Access Program’s loan program, which is available to all residents of Arizona.

Welcome

Use the tabs above to find out more about the ADE Assistive Technology Short Term Loan Library, search our inventory of equipment, review our frequently asked questions, download forms, or contact the library program coordinator.

AzTech is the Assistive Technology Program of the Arizona Department of Education/Exceptional Student Services. Learn more about AzTech.
Arizona Department of Education / Exceptional Student Services. Learn more about AzTech.
“Our mission is to connect people with disabilities with the assistive technology they need to participate as fully as possible in activities that matter to them.”
• Info about the agency
• Info about AT Devices
• AT Recycling program
• Funding programs to obtain AT
• Other AT Resources
• Contact information
So, what AT do students with ______ need?
Categories for using AT

- Reading
- Learning/Studying
- Math
- Motor Aspects of Writing
- Computer Access
- Composing Written Materials
- Communication

- Positioning & Seating
- Vision
- Hearing
- Recreation
- Mobility
- Activities of Daily Living
- Control of the Environment

All ideas above quoted directly from the “Assistive Technology Consideration Quick Wheel” sold by TAM [www.tamcec.org](http://www.tamcec.org)
pictures used with permission from ATEN of FL [www.aten.scps.k12.fl.us](http://www.aten.scps.k12.fl.us)
The SETT Framework  (Zabala, 1995)

Step 1  
**Student:** everything that is currently known about the student

Step 2  
**Environment:** all environments in which the student is typically expected to live and learn

Step 3  
**Tasks:** activities in which the student is expected or desires to participate

Step 4  
**Tools:** a system of AT tools and devices that enable a student to successfully perform these tasks
SETT is an ongoing process
The Assistive Technology Continuum

No-low tech

Mid tech

High Tech
The SETT Framework in VR  (Zabala, 1995)

Student/Specific Individual: diagnosis, prognosis, functional limitations, strengths, priorities, concerns, abilities, goals, capabilities and interests

Environment: social environment, physical environment, technology environment, resources

Tasks: activities in which the individual is expected or desires to participate

Tools: a system of AT tools and devices that enables the individual to successfully perform these tasks
Is this AT?

- bendy straw
- clipboard
- curly shoelaces
- page-up
What is my role?
(In the SCHOOL...)

Read the IEP
Is there AT in the IEP?
Is that AT available to the student?
Is it working?
Does the student need training?
Do you?
Does the student need AT for transition after high school?
Advocate! ASK!
What is my role?
(In VR...) 

Read the IEP and IPE
Is there AT in the IEP?  The IPE?
Is that AT available to the student?  Big Picture?
Is it working?
Does the student need training?  Do you?
Does the student need AT for transition after high school?  Including medical DME and IL supports?
Assemble the specialists on the AT Team including VR Advocate! ASK!

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Top 10 Myths About Assistive Technology in Special Education
# 5
# 7
"Let this cure all your uncertainties!"

AT
# 10
Bonus Myth:
If you have UDL, you don’t need AT.
VR Policy Points:

Order of Selection-
See
Comparable Benefits
Economic Need
Resources and Handouts
Hey!

Can I Try That?

A Student Handbook for Choosing and Using Assistive Technology

by Gayl Bowser
Oregon Technology Access Program • OTAP

Penny Reed
Wisconsin Assistive Technology Initiative • WATI

Hey! Can I Try That? (Bowser and Reed • 2007)
My-AT Summary [DRAFT]
Currently Used Assistive Technology
(Not to be considered an evaluation)

Name: ____________________________
Phone: ____________________________
Age: ____________________________
email: ____________________________

Diagnosis: ____________________________
Functional Limitations: ____________________________
Primary Interests/Activities: ____________________________
VR or IL Goal or Area of Interest: ____________________________

Current Focus:

☐ HS Transition  ☐ Post-Secondary  ☐ Career Exploration  ☐ Job Ready  ☐ Employed

Environment/s: ____________________________

DESCRIBE ASSISTIVE TECHNOLOGY BELOW or use N/A:

Communication: ____________________________
Seating/Mobility: ____________________________
Vision: ____________________________
Hearing: ____________________________
Cognition: ____________________________
Reading Supports: ____________________________
Writing Supports: ____________________________
Mobile Technologies: ____________________________
Notetaking: ____________________________
Computer Access: ____________________________
Telephone: ____________________________
Community Access: ____________________________
Transportation: ____________________________
Other: ____________________________
Disclaimer

- The Arizona Department of Education/Exceptional Student Services (ADE/ESS) does not prescribe, endorse, or provide advertising space for textbooks, software, devices, or curriculum materials. The ADE/ESS does not evaluate textbooks, software, devices, or curriculum materials for compliance with meeting the state minimum curriculum standards and does not recommend any specific textbooks, software, devices, or curriculum materials. Each public education agency (PEA) is responsible to select curriculum materials that will meet the minimum state curriculum standards. PEAs may also establish their own policies for textbook, software, and curriculum materials’ selection and adoption.

- The ESS–Assistive Technology (AT) team does frequently review software, devices, and curriculum support items to determine if they may be used to assist students with disabilities in accessing and benefiting from the general education curriculum. These supports may be considered assistive technology, as defined in the Individuals with Disabilities Education Act (IDEA). The ESS–AT team may procure, demonstrate, and provide training on a wide range of assistive technology items and may compare and contrast the features of these items, but the team is precluded from making any recommendations for one product over another.
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For more information or assistance with Assistive Technology

Email us at: atinfo@azed.gov

Thank you!

For more information about Assistive Technology in VR

Email us at:
slehew@azdes.gov

Department of Economic Security Rehabilitation Services Administration
Vocational Rehabilitation

https://des.az.gov/services/employment/arizona-rehabilitation-services
(www.des.az.gov/rsa)