Nettie's Nickel 4 FATE
Functional AT Evaluations in the K-12 Setting

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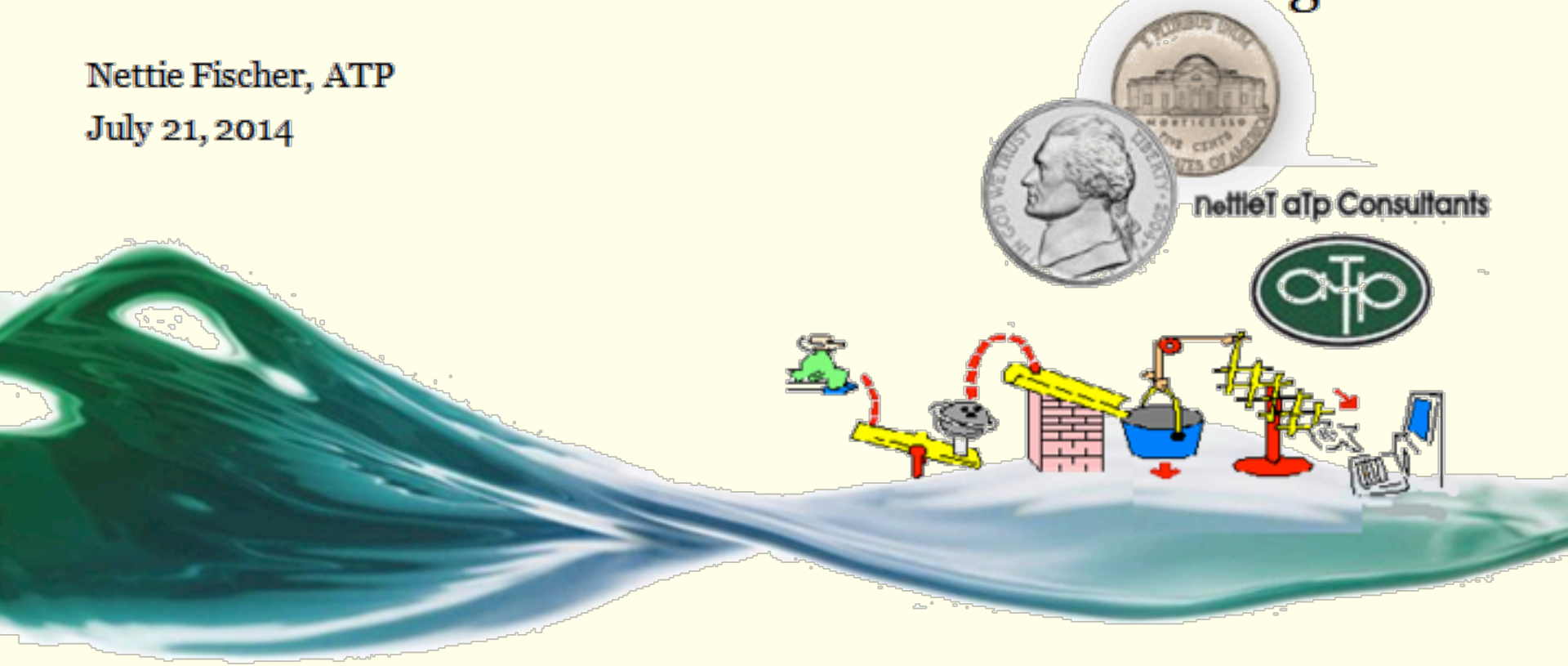
July 21, 2014



Consideration of Assistive Technology

Assistive Technology Criteria – related to FAPE

Is it REQUIRED to support access to the core curriculum?

- What does the student need to do?
  - Identify Tasks
- How can we change the way the student completes a designated task?
  - Speed
  - Accuracy
  - Spontaneity
  - Frequency
  - Duration

Consideration of Assistive Technology

- What aspects of the student's performance will change?
  - Quantity – "do more"
  - Quality – "do better"

- How do we collect date to show that change?
  - Focus on how expected changes will be demonstrated
  - Collect in simplistic and effective manner

- Does Assistive Technology . . . ?
  - Increase Productivity
  - Maintain a prior skill (TBI)
  - Improve functional capabilities

Session Overview

The efficiency of the AT Assessment is influenced by the information gathered at the start of the process, incorporating observations, consultations and data with the conclusion of a comprehensive report that contains a summary, AT Recommendations and, if appropriate, an Implementation Plan.

Participants will be introduced and learn about the following:

- Gathering information relative to the IEP designated disability and medical diagnosis –
- Determining the Transdisciplinary Team members
- Requesting information needs prior to the assessment
- What basic AT tools will support assessments and trainings
- Determining appropriate tools relative to the area of need
- Assessment session strategies relative to area of need
- How to conduct a functional AT Assessment that will result in a comprehensive AT Report

Who is on the Transdisciplinary Team?

With consideration to assistive technology, all aspects of the students emotional, physical and cognitive development needs to be considered in the AT assessment process. AT options that contradict noted and/or relative concerns may negatively impact the assessment findings. All service delivery providers working with the student are important members of the team. Team members may include but not be limited to the following:

Speech Therapist

Occupational Therapist

Physical Therapist

Teacher/s & Case Manger

Health/nurse

Behaviorist

Adapted Physical Ed.

Teacher for Visually Impaired

Parents

Student

Something to Think About

- Always have a copy of the signed Assessment Plan in hand *before* you begin!
- Research the student's disability and if applicable medical diagnosis
  - Anomalies may impact the educational process and result in a lack of understanding by team members.
  - Unfamiliar – Get informed
- Gather information from school and home
  - Design or use available "open source" forms sped.dpi.wi.gov/sped_at-**wati**-resources
  - Organize assessment process to coincide with questionnaire format
- Review DIS reports and IEP
  - Data may influence assessment process
  - IEP Goals may support additional AT need considerations
  - AT recommendations may be incorporated in current goals

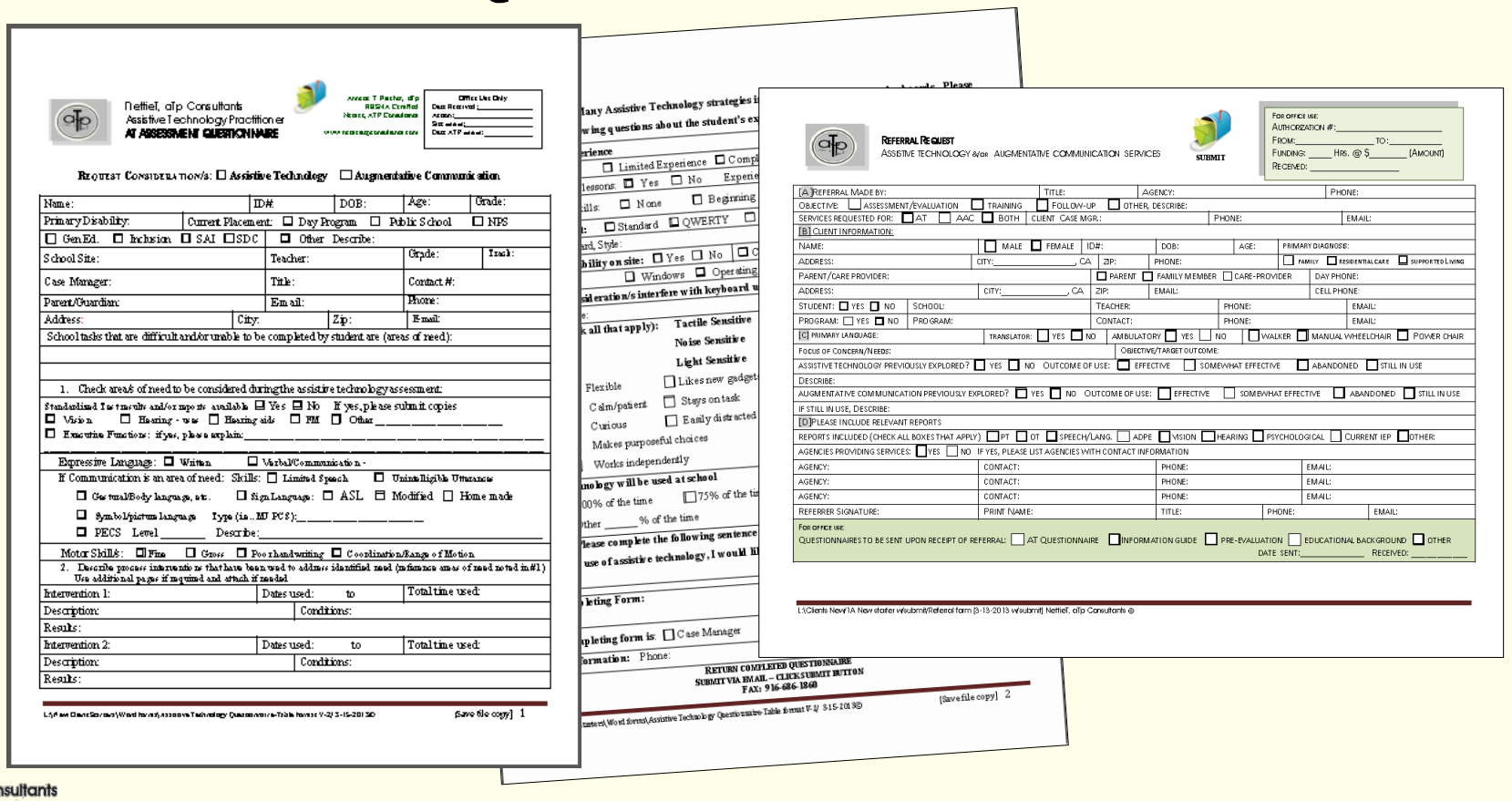
Getting Ready to Begin the Assessment

- Signed Assessment Plan –
  - No signed plan, validity of assessment
  - Address the area/s noted

- Research – Unfamiliar medical diagnosis
  - Be familiar with medical situations
  - Provide an understanding of your student
  - Awareness of possible implications
- Research – Information relative to IEP qualifying disability

Gather Information from Team Members

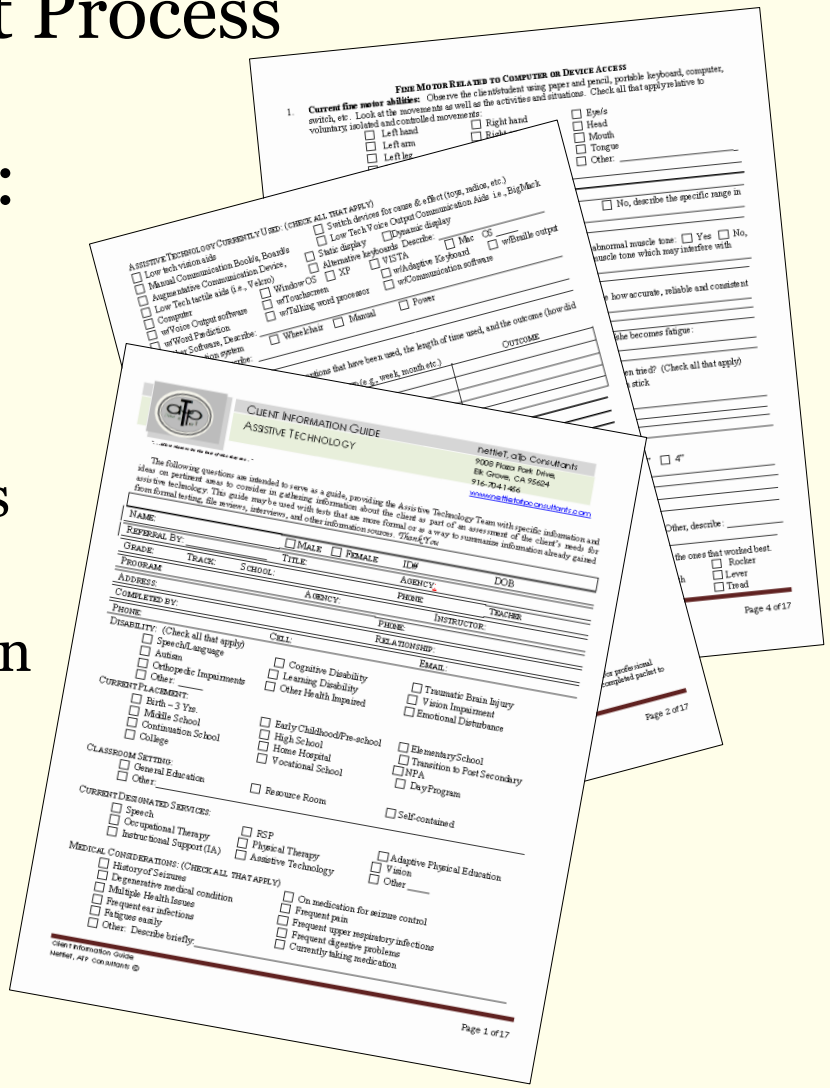
- Pre-evaluation Questionnaires



Organize Your Assessment Process

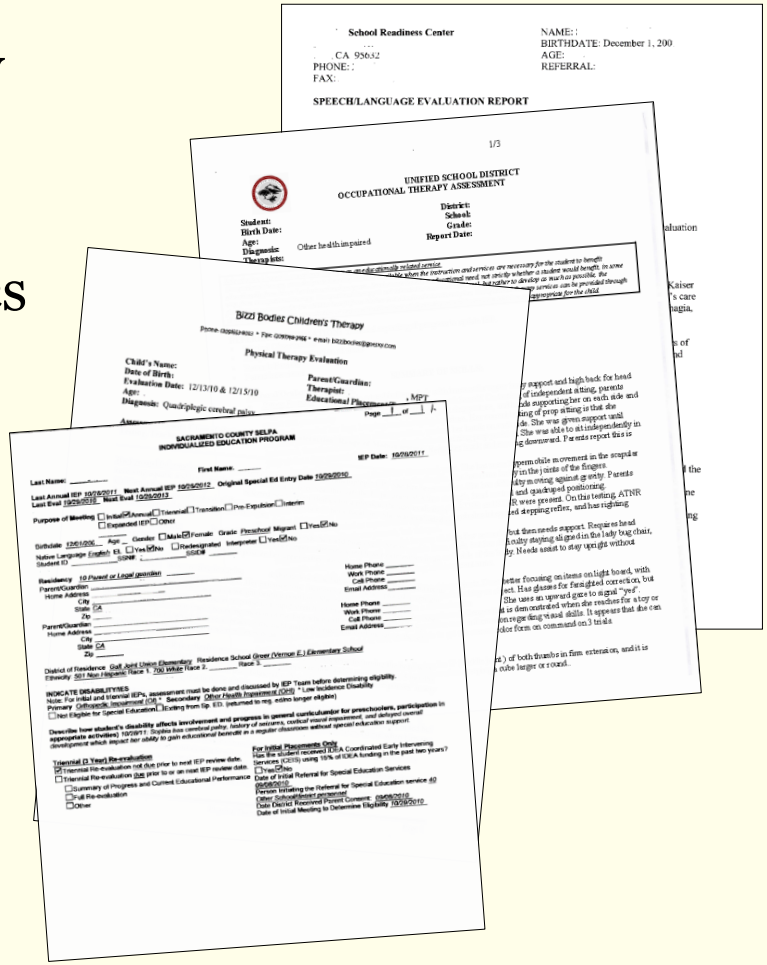
Assessment Questionnaires:

- Provides Functional Assessment information
- Provides an outline for the assessment process & sessions
- Addresses various features related to the area/s of concern
- Provides a fluid transition to the report writing process



Review Current IEP and DIS Reports

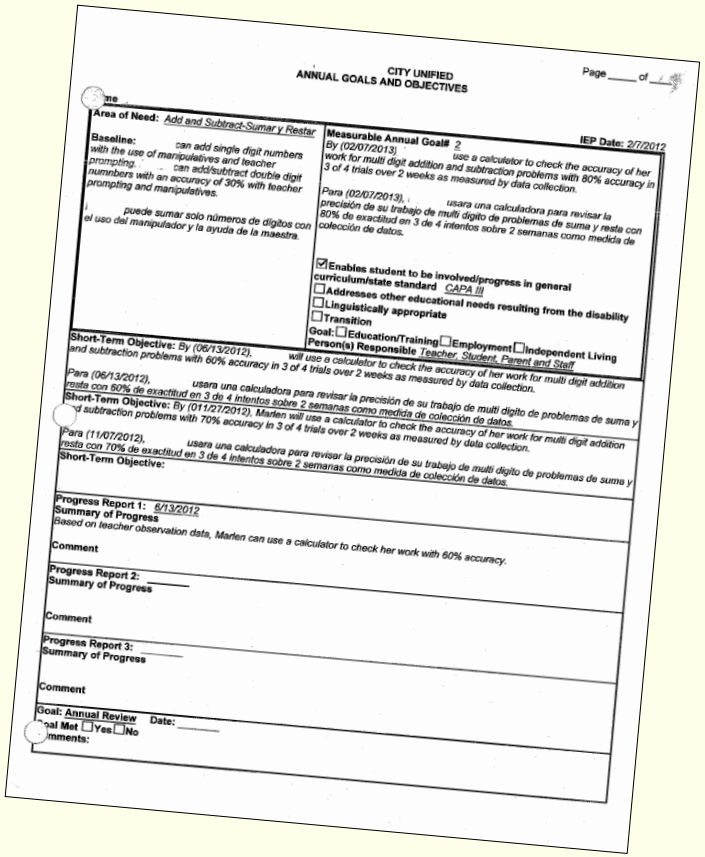
- Introduces the Transdisciplinary approach to the AT assessment
- Input on multiple aspects of the students skills and characteristics
- Indicates potential strategies
- Supports varying perspectives for possible AT considerations
- Presents safety considerations
- Supports a Functional AT Evaluation



Review Current IEP Goals

Why?

- Additional AT needs may not be noted in the referral packet
- Supports inclusion of AT in a Transdisciplinary delivery model
- AT Recommendations may be incorporated in current IEP Goals



CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES

Page ____ of ____

Area of Need: Add and Subtract-Sumar y Restar

Baseline: can add single digit numbers with the use of manipulatives and teacher prompting. can add/subtract double digit numnbers with an accuracy of 30% with teacher prompting and manipulatives.

puede sumar solo números de dígitos con el uso del manipulador y la ayuda de la maestra.

Measurable Annual Goal# 2 IEP Date: 2/7/2012

By (02/07/2013) use a calculetor to check the accuracy of her work for multi digit addition and subtraction problems with 80% accuracy in 3 of 4 trials over 2 weeks as measured by data collection.

Para (02/07/2013), usara una calculadora para revisar la precisión de su trabajo de multi digito de problemas de suma y resta con 80% de exactitud en 3 de 4 intentos sobre 2 semanas como medida de colección de datos.

☑Enables student to be involved/progress in general curriculum/state standard CAPA III
☐Addresses other educational needs resulting from the disability
☐Linguistically appropriate
☐Transition
Goal: ☐Education/Training ☐Employment ☐Independent Living
Person(s) Responsible Teacher, Student, Parent and Staff

Short-Term Objective: By (06/13/2012), will use a calculetor to check the accuracy of her work for multi digit addition and subtraction problems with 60% accuracy in 3 of 4 trials over 2 weeks as measured by data collection.

Para (06/13/2012), usara una calculadora para revisar la precisión de su trabajo de multi digito de problemas de suma y resta con 60% de exactitud en 3 de 4 intentos sobre 2 semanas como medida de colección de datos.

Short-Term Objective: By (01/07/2012), Marlen will use a calculator to check the accuracy of her work for multi digit addition and subtraction problems with 70% accuracy in 3 of 4 trials over 2 weeks as measured by data collection.

Para (11/07/2012), usara una calculadora para revisar la precisión de su trabajo de multi digito de problemas de suma y resta con 70% de exactitud en 3 de 4 intentos sobre 2 semanas como medida de colección de datos.

Short-Term Objective:

Progress Report 1: 6/13/2012
Summary of Progress
Based on teacher observation data, Marlen can use a calculator to check her work with 60% accuracy.

Comment

Progress Report 2:
Summary of Progress

Comment

Progress Report 3:
Summary of Progress

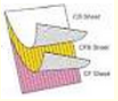
Comment

Goal: Annual Review Date: _____
Goal Met ☐Yes ☐No
Comments:

Determine the Appropriate Tools

- Select assessment tools to address the noted area of need
  - Establish a functional cache of equipment that if needed, can simulate a variety of AT options
    - Organize
    - Label with your ID information
  - Maintain equipment and double check that all batteries are charged, keyboards and switches, etc., work, before you begin an assessment
  - Include Low-tech options in your cache
  - Review your AT referral paperwork
    - Address assessment session/s needs
    - Organize and sequence sessions –> supports data collection ->Report writing

Tool Suggestions & Ideas

- Starter Basics:
  - Timer
  - Paper stand
  - Laptop computer If possible, convertible laptop with touchscreen – mock devices
  - Digital tablet (e.g., iPad
  - Note taking forms – NCR (2 – 3 part sets) 
  - Roll away carry case/s Organize and transport
  - Switch interface
  - Miscellaneous switch styles
  - Mounting system
  - Software & Apps - Lots!!

Determine the Appropriate Tools

- Consider the area of need to be assessed
  - Handwriting, Keyboarding, Voice Recognition & Reading Comprehension
    - Copy Text – Suggestion: Ekwall/Shanker Reading Inventory –provides 4 samples of reading text per grade level
      - Print hard copy (18 – 24 Pt. font)
    - Voice Recognition software with USB headset
      - Criteria & Evaluation for potential use of speech recognition –> Initially available at customtyping.com
    - Text to Speech software – (Natural Reader-Free version)
    - Stylized writing paper relative to information provided in reviewed information/forms
    - Digital device with touchscreen keyboard
      - Print hard copy with 18 – 24 Pt Font

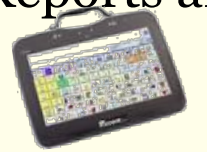
Determine the Appropriate Tools

- Computer Access
  - Hardware:
    - Computer – with AC adapter/charger
    - Switch interface
    - Mounting system
    - Switches
    - Headmouse system
    - Mouth stylus
    - Joystick
    - Paper stand
  - Software
    - Scanning software
    - Mouse emulating software
    - Switch software options
    - Dynamic keyboard (on-screen - Windows OS accessibility)
    - Screen reader (Window OS accessibility)

nettleT aTp Consultants

Determine the Appropriate Tools, Cont.

- AAC
  - Hardware: Please note your tools should be relative to information gathered from an IEP, DIS Reports and questionnaires



    - If available Speech Generating Devices
      - Explore loaners
    - Computer – with AC adapter/charger
      - Emulate SGD – communication software options
    - Digital device (iPad)
      - Communication applications
    - Hard copy manipulatives: category cards, s… cards, alphabet board, word board, etc.

    - Low Tech AAC devices
      - Communication overlays, Communication book
      - Static display systems, e.g., BigMack, GoTalk, etc.

Determine the Appropriate Tools, Cont.

- AAC Hardware, cont.
  - Mounting system –
  - Switch options
  - Headmouse system
  - Mouth stylus
  - Joystick

Determination of options will be presented in reports and IEP reviews

- Software/Applications
  - Communication software, i.e., SDPro, iCommunicate
  - Miscellaneous communication apps

Assessment Process

- Location
  - Select a quiet area, with ample lighting
  - As needed, include a familiar support person to provide strategies and/or facilitate the task under your direction

- Talk to the student to establish a rapport
  - Be aware of positioning yourself to provide the best communicative situation
  - Explain the who and why of the assessment
  - Answer the student's questions
- Pre-teach and/or model each task as needed
- Have student pre-read hard copy text
  - Past records dictate grade level appropriate text
  - Remember the target of the session - Important

Assessment Process

Sessions as determined by the Assessment Plan

- Notations: Maintain hardcopy notes throughout the sessions
  - Equipment
  - Environment
- Collect quantitative data during each session if software does not record data

Session relative to AT needs: -Nettie's suggested format

- Handwriting – 3 Sessions - Consistent time frame for all sessions
  - Student pre-reads copy text
  - Task: copy text, dictated text and free composition text
- Keyboarding– 3 Sessions -Consistent time frame for all sessions
  - Student pre-reads copy text
  - As relative, use standard keyboard and/or on-screen keyboard
  - Task: copy text, dictated text and free composition text

Assessment Process, cont.

Session relative to AT needs, cont. -Nettie's suggested format

- Voice Recognition – 3 Sessions – Consistent time frame for all sessions
  - Student pre-reads copy text
  - Task: copy text, dictated text and free composition text
  - As determined, explore with software and digital device options
- Computer Access–
  - Explore access options:
    - Headmouse
    - Joystick
    - Switch
  - Explore scanning options
  - Explore hardware accessories required to address access
  - Explore software options to address access
  - Consider physical, visual and cognitive issues

Assessment Process, Cont.

Session relative to AT needs, cont. -Nettie's suggested format

- Reading Comprehension– 2 Sessions – Review comprehension level with manual reading and text-to-speech output with highlighting that supports visual tracking
  [Suggested Reading text: Ekwall/Shanker, Reading Inventory]

Session 1:

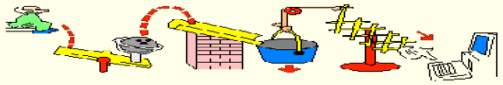
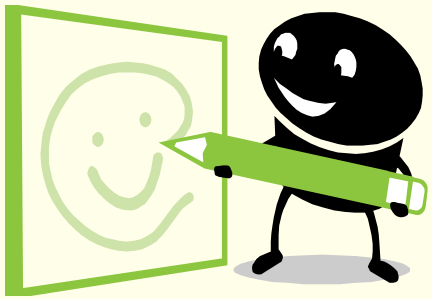
- Student manually reads copy text – Timed
  - Task: Answer Comprehension questions (Evaluator reads ?'s)

Session 2:

- Student visually tracks text-to-speech software reading program
  - Task: Answer Comprehension questions (Evaluator reads ?'s)

Assessment Process, The Wrap-up

- Review Assessment Plan - ✓
- Review IEP Goals - ✓
- Review session notations ✓
- Calculate Data ✓

- You are ready to begin your report

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