

Assessment of Assistive Technology Needs

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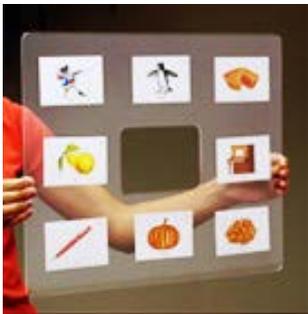
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Assistive Technology

- AT is any **device** or piece of equipment used to increase, maintain, or improve functional capabilities of children with disabilities (Excluding a medical device that is surgically implanted).
- AT is also a **service** that directly assists children with a disability in the selection, acquisition, or use of an AT device.



Note:

AT Assessment \approx AT Evaluation

The QIAT

- Quality Indicators for Assistive Technology
- qiat.org

AT Consideration vs Assessment

- **Consideration** is a **short discussion** that may take place during an IEP meeting **using information the team already knows** about the student resulting in the decision to continue using AT or to try or not try AT.
- The **Assessment** process can be a **much more lengthy process** and is used when the team is **looking for new information**.

Get Help with the AT Consideration Process

- View additional training videos
 - ABLE Tech's YouTube channel
- Visit the QIAT website
 - qiat.org

Goals

- Understand the AT assessment process
- Learn what promising practice is for AT assessment

Promising Practice



- For districts to have clearly defined procedures that are used by everyone involved in the assessment process.

Quality Indicator	Variations				
	UNACCEPTABLE PROMISING PRACTICES				
1. Procedures for all aspects of AT assessment are clearly defined and consistently applied.	1	2	3	4	5
	No procedures are defined.	Some assessment procedures are defined, but not generally used.	Procedures are defined and used only by specialized personnel.	Procedures are clearly defined and generally used in both special and general education.	Clearly defined procedures are used by everyone involved in the assessment process.

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Note

1. AT Assessments are not completed with the administration of one test during a singular event; instead, they are **ongoing** and should be a continual part of the student's educational planning.
2. AT assessments are conducted in the student's **customary educational setting** by a **multidisciplinary** team with at least one member being **knowledgeable about AT**.

AT Assessment Overview

- Forming a Team
- Gathering & Reviewing Information
- Trialing Devices
- Collecting Data
- Making a Decision
- Providing AT
- Documenting AT in the IEP
- Implementing AT

Forming a Team

- May not be the same members as the IEP team
- May not be the same members that assess every student within a district
- Each member shares information about the:
 - Student
 - Educational Environments
 - Tasks

Gathering Information

- Observe the student in his/her natural settings
- Observe during various activities
- Interact with the student
- Create opportunities for the student to try AT
- Interview the
 - Student
 - Family
 - School personnel
- Review records
- Any other activity that results in gained information

Note

- Joy Zabala's SETT Framework may be used to explore and record information on the Student, Environments, and Tasks.
- joyzabala.com

Promising Practice



- For flexible teams to be formed based on the knowledge of the individual student's needs, environments, and their tasks who with an expertise in AT, consistently conduct assessments.

Quality Indicator	Variations				
	UNACCEPTABLE PROMISING PRACTICES				
2. AT assessments are conducted by a <u>team with the collective knowledge and skills needed</u> to determine possible AT solutions that address the needs and abilities of the student, demands of the student, demands of the customary environments, educational goals, and related activities.	1	2	3	4	5
	A designated individual with no prior knowledge of the student's needs or technology conducts assessments.	A designated person or group of individuals who have knowledge of technology, but not of the student's needs, environments, or tasks conducts assessments.	A designated team with knowledge of AT conducts assessments with limited input from individuals who have knowledge of the student's needs, environments, and tasks.	A team whose members have direct knowledge of the student's needs, environments, tasks, and knowledge of AT generally conducts assessments.	Flexible teams formed on the basis of knowledge of of the individual student's needs, environments, tasks, and expertise in AT consistently conduct assessments.

Reviewing Information

- Team creates a list of AT features
- Brainstorm specific AT Tools or devices with these features

Promising Practice



- For functional components of AT assessments to be consistently conducted in the student's customary environment

Quality Indicator	Variations				
	UNACCEPTABLE				PROMISING PRACTICES
3. All AT assessments include a functional assessment in the student's <u>customary environments</u> , such as the classroom, lunchroom, playground, home, community setting, or work place.	1	2	3	4	5
	No component of the AT assessment is conducted in any of the student's customary environments.	No component of the AT assessment is conducted in any of the customary environments, however, data about the customary environments are sought.	Functional components of AT assessments are sometimes conducted in the student's customary environments.	Functional components of AT assessments are generally conducted in the student's customary environments.	Functional components of AT assessments are consistently conducted in the student's customary environments.

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Trialing Devices

- Identify who is to coordinate the AT trial
- Identify who is to train the student and team member(s)
- Identify a start and finish date for the trial
- Identify criteria for determining if the trial was successful
- Have a process for collecting and reviewing trial data

Where to Borrow Devices

- Local Education Agency (LEA)
- Vendors
- AIM Center at the Oklahoma Library for the Blind
 - www.library.state.ok.us/aim/
- Oklahoma ABLE Tech
 - ok.gov/abletech

Promising Practice



- For AT assessments to be conducted in a timely manner and include a plan for ongoing assessment and trials in customary environments

Quality Indicator	Variations				
	UNACCEPTABLE				PROMISING PRACTICES
4. AT assessments, including needed trials, are completed within <u>reasonable timelines</u> .	1	2	3	4	5
	AT assessments are not completed within agency timelines.	AT assessments are frequently out of compliance with timelines.	AT assessments are completed within a reasonable timeline and may or may not include initial trials.	AT assessments are completed within a reasonable timeline and include at least initial trials.	AT assessments are conducted in a timely manner and include a plan for ongoing assessment and trials in customary environments.

Collecting Data & Making a Decision

- Guiding forms
 - joyzabala.com – Guiding forms
 - www.wati.org – Wisconsin Assistive Technology Initiative (WATI) Technology Trial Use Guide

Promising Practice



- For recommendations to be consistently based on data about student performance on typical tasks in customary environments

Quality Indicator	Variations				
	UNACCEPTABLE PROMISING PRACTICES				
5. Recommendations from AT assessments are <u>based on data</u> about the student, environments and tasks.	1	2	3	4	5
	Recommendations are not data based.	Recommendations are based on incomplete data from limited sources.	Recommendations are sometimes based on data about student performance on typical tasks in customary environments.	Recommendations are generally based on data about student performance on typical tasks in customary environments.	Recommendations are consistently based on data about student performance on typical tasks in customary environments.

Providing AT

- Should be provided at no cost to the student and family
- Many funding sources are available
 - Medicaid – SoonerCare
 - Oklahoma Durable Medical Equipment Reuse Program
 - Private Insurance
 - Additional Private Sources
 - Family may purchase if they so choose
- Funding for AT manual
 - <http://www.ok.gov/abletech/Resources/index.html>

Obtaining a Device

- Identify the source of equipment
- Identify the costs
- Identify possible funding sources
- Order the equipment
- Plan for training on use of the equipment
- Set up equipment on arrival
- Establish a technical support team

Documenting in the IEP

- May be done in three areas:
 1. Special Education
 2. Related Services
 3. Supplementary Aids and Services
- View the AT Technical Assistance Document for the state of Oklahoma
 - www.ok.gov/sde/assistive-technology

Promising Practice



- For documented recommendations to consistently include sufficient information about devices and services to guide decision-making and program development

Quality Indicator	Variations				
	UNACCEPTABLE PROMISING PRACTICES				
6. The assessment provides the IEP team with clearly <u>documented recommendations</u> that guide decisions about the selection, acquisition, and use of AT devices and services.	1	2	3	4	5
	Recommendations are not documented.	Documented recommendations include only devices. Recommendations about services are not documented.	Documented recommendations may or may not include sufficient information about devices and services to guide decision-making and program development.	Documented recommendations generally include sufficient information about devices and services to guide decision-making and program development.	Documented recommendations consistently include sufficient information about devices and services to guide decision-making and program development.

Implementing AT

- Schools plan where technology will be located, used, and maintained.
- Those using the technology should be properly trained on using it.
- Contingency plans should be in place
- Team should continue to monitor student performance and use of AT while it is being implemented

Promising Practice



- When AT use is frequently monitored and AT needs are generally reassessed if current tools and strategies are ineffective. Reassessment generally includes ongoing assessment strategies and includes formal assessment, if indicated

Quality Indicator	Variations				
	UNACCEPTABLE				PROMISING PRACTICES
7. AT needs are <u>reassessed</u> any time changes in the student, the environments and/or the tasks result in the student's needs not being met with current devices and/or services.	1	2	3	4	5
	AT needs are not reassessed.	AT needs are only reassessed when requested. Reassessment is done formally and no ongoing AT assessment takes place.	AT needs are reassessed on an annual basis or upon request. Reassessment may include some ongoing and formal assessment strategies.	AT use is frequently monitored. AT needs are generally reassessed if current tools and strategies are ineffective. Reassessment generally includes ongoing assessment strategies and includes formal assessment, if indicated.	AT use is frequently monitored. AT needs are generally reassessed if current tools and strategies are ineffective. Reassessment generally includes ongoing assessment strategies and includes formal assessment, if indicated.

Contact Oklahoma ABLE Tech

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