

Assistive Technology Assessment



FDLRS Tech November Institute
November, 2006

Presented by

The FDLRS ATEN REGIONAL MANAGERS



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1. Competencies

Assessment Competencies

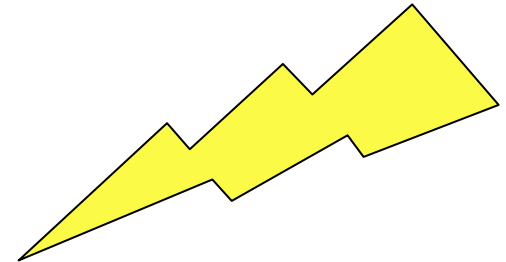
October 15, 2004

MEMORANDUM #04-63

TO: Exceptional Student Education
Directors

FROM: Bambi J. Lockman

SUBJECT: Competencies for
Technology Specialists



Competencies for AT Assessment

DOE Memorandum #04-63

1. Be knowledgeable about, and implement the school district's assistive technology assessment procedures...
2. Understand federal and state regulations and policies....
3. Select and use appropriate measurement tools, strategies, and activities....

Competencies for AT Assessment

DOE Memorandum #04-63

4. Consider a continuum of assistive technology devices, services, and resources...
5. Provide leadership and support to professionals, students, and family members....
6. Lead the assessment teams in understanding what the student needs relative to his/her AT needs.....

Competencies for AT Assessment

DOE Memorandum #04-63

7. Interpret and present the results of the AT assessment to the IEP team...
8. Explain the strengths and challenges of specific AT devices and services....
9. Collaborate with those in charge of implementing the IEP to formulate and initiate a plan using AT.....

2. The Law

Laws governing assistive technology

- Tech Act (PL 100-407)- Technology Related Assistance for Individuals with Disabilities Act
- ADA (PL 101-336)- Americans with Disabilities Act
- IDEA -Individuals with Disabilities Education Act
- 2004 IDEA Reauthorization

Laws governing assistive technology

Technology Related Assistance for Individuals with Disabilities Act of 1988 (Tech Act) (P.L. 100-407)

The "Tech Act" provided federal funds to states to develop training and delivery systems for assistive technology devices and services. It required states and territories to develop statewide, consumer-responsive programs of technology-related services for individuals with disabilities of all ages. This act first defined Assistive Technology Devices and Services and promoted the availability and quality of AT devices and services to all individuals, including children.

Laws governing assistive technology

Americans with Disabilities Act

Employment Title I of the Americans with Disabilities Act of 1990, effective 1992, prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions and privileges of employment... Reasonable accommodation may include, but is not limited to:

- Making existing facilities used by employees readily accessible to and usable by persons with disabilities.
- Job restructuring, modifying work schedules, reassignment to a vacant position;
- Acquiring or modifying equipment or devices, adjusting modifying examinations, training materials, or policies, and providing qualified readers or interpreters.**

Laws governing assistive technology

Individuals with Disabilities Education Act (IDEA)

- Originated in 1975 as a civil rights law.
- Reauthorized by President Bush in Dec. 2004.
- Involves general educ. community to greater extent.
- Alignment to NCLB.
- Eliminates coverage of surgically implanted medical devices or their replacement.

3. More on IDEA

More on IDEA 2004

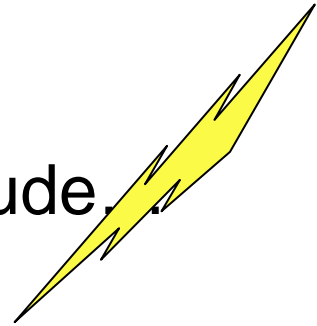
Assistive Technology device as . . . any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities, not including surgically implanted or replacement of such device. [20 U.S.C. Chapter 33, Section 1401 (25)].

More on IDEA 2004

Assistive Technology service is: . . . any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device [20 U.S.C. Chapter 33, Section 1401 (25)].

More on IDEA 2004

Assistive Technology service terms include,

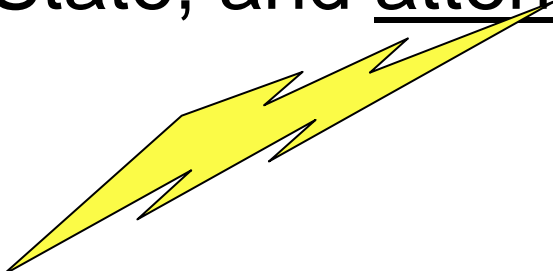


- Evaluation of need in customary environment.
- Purchase, lease or otherwise providing for acquisition of AT device.
- Selecting, designing, fitting, customizing....
- Coordinating and using other therapies.....
- Training and technical assistance.

More on IDEA 2004

FAPE is available to all children with disabilities between the ages of 3 & 21, including children who are suspended or expelled, but they must also have an IEP.

Also children who are homeless, wards of the State, and attending private schools

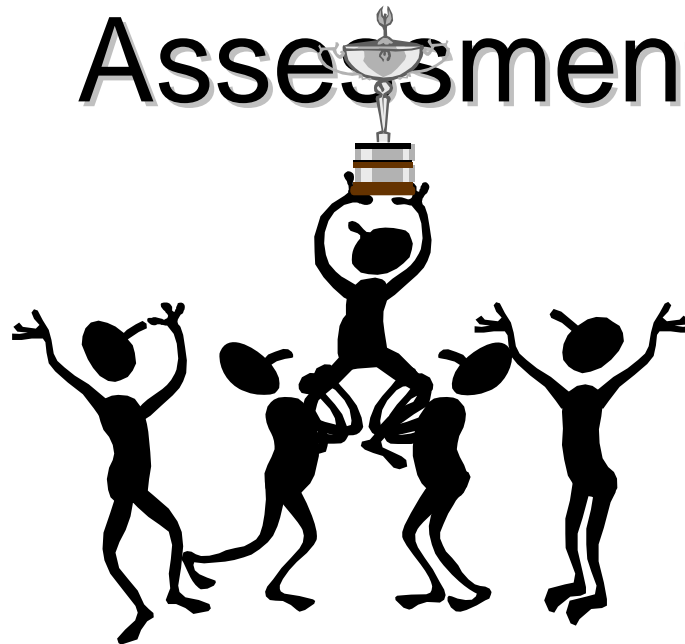


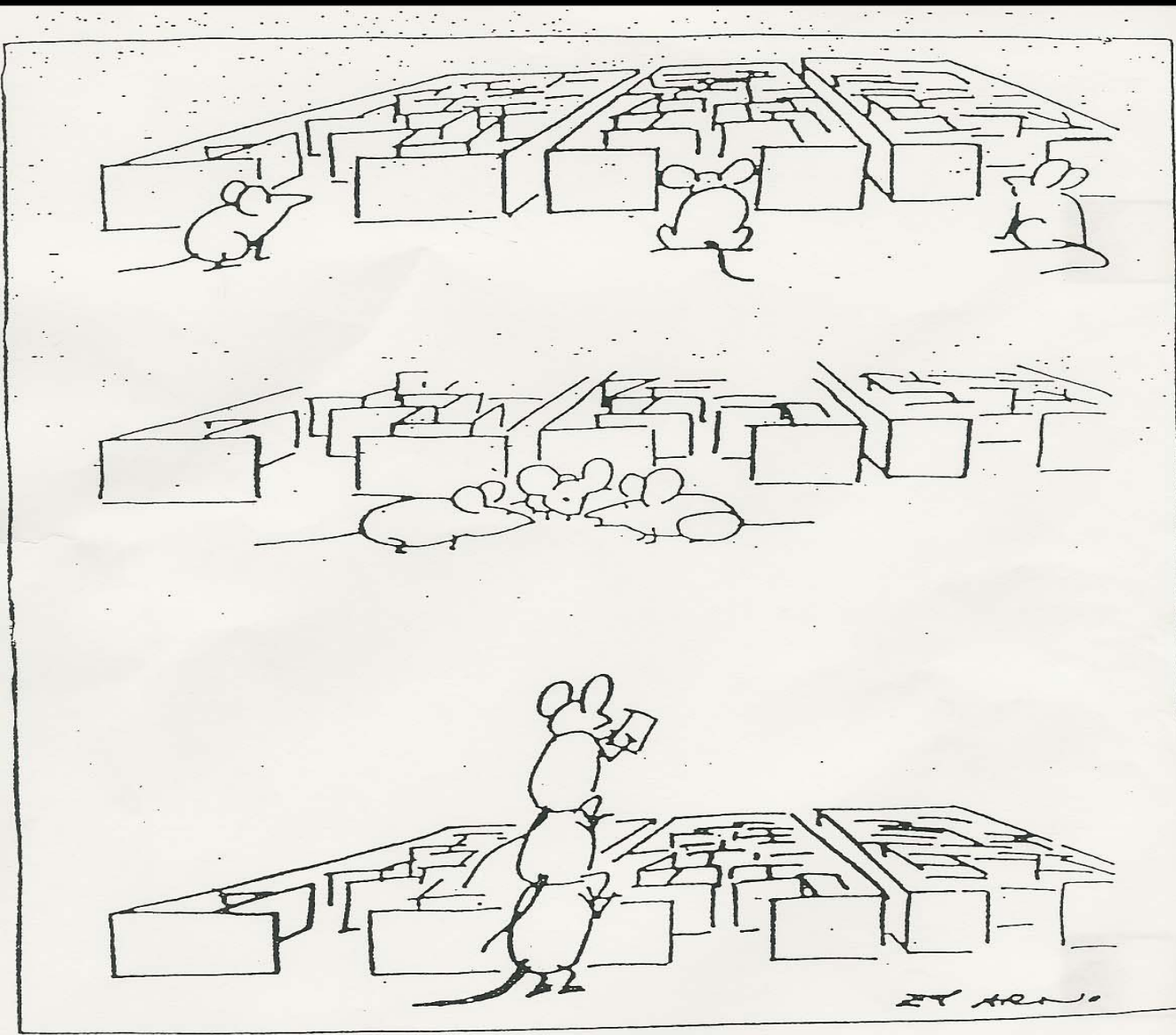
4. What you should consider

What you should consider

- Teams
- Process
- Assessment for Acquisition and for Use
- Features
- 3 Phases of Assessment

Team Decision Making for Assistive Technology Assessment





To team or not to team?
Is it really a question?

The Process

- Identify the problem
- Analyze the problem
- Explore Intervention Strategies
- Select an Intervention Plan
- Implement intervention plan
- Monitor effectiveness



Reference:
**Assessment for the Diverse
Classroom**

What is assessment?

***Assessment involves anything you
do to gather information
to make decisions about a
students' learning.***

Assessment

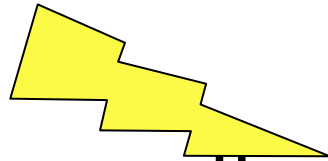


- Assessment for the acquisition at Assistive Technology (AT) devices and services
- Student assessment using AT tools



Focus on Features

- Litigation history has shown that attention to individual needs is the best protection against claims that FAPE has been denied
- Processes that focus on the features of AT/AAC systems that best suit a student's needs are the most effective and efficient processes for assessment and implementation

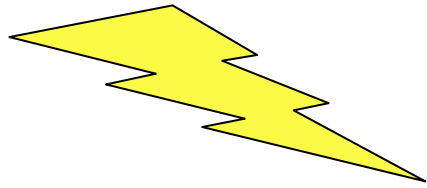




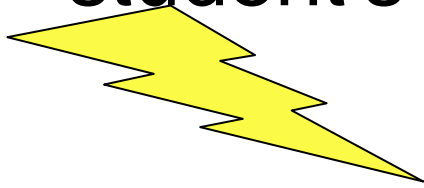
Three Phases of Assessment Timelines!

- 1. Pre-Assessment**
- 2. Ongoing Assessment**
- 3. Final Assessment**

Defintions



- Assessment - an ongoing process for determining a student's specific need for assistive technology takings place in the student's customary environments.



- Evaluation – a group of activities conducted to determine a student's eligibility for special education.

New

Timelines – Initial Evaluation

- 60 **calendar** days to complete evaluation or within a state's established timeframe
 - Relief from timeline if child transfers or if child not present for evaluation
- Ongoing concerns about the amount of time to complete an AT/AAC evaluation

1. Pre-Assessment

- Discussions about what tasks the student struggles with most
- Observations of the student in the environments where he/she spends time
- Trials with different types of assistive technology (starting with low tech) to see what works and what appeals to the student

2. Ongoing Assessment

- What is it we expect the student to be able to do now that he/she has assistive technology
- How soon will he/she be able to do that?
 - Will it happen right away, or is there a need for training?
- How much time will training take?
- After training, can the student use the device effectively, or do we need to look at other Options to obtain the desired outcome?

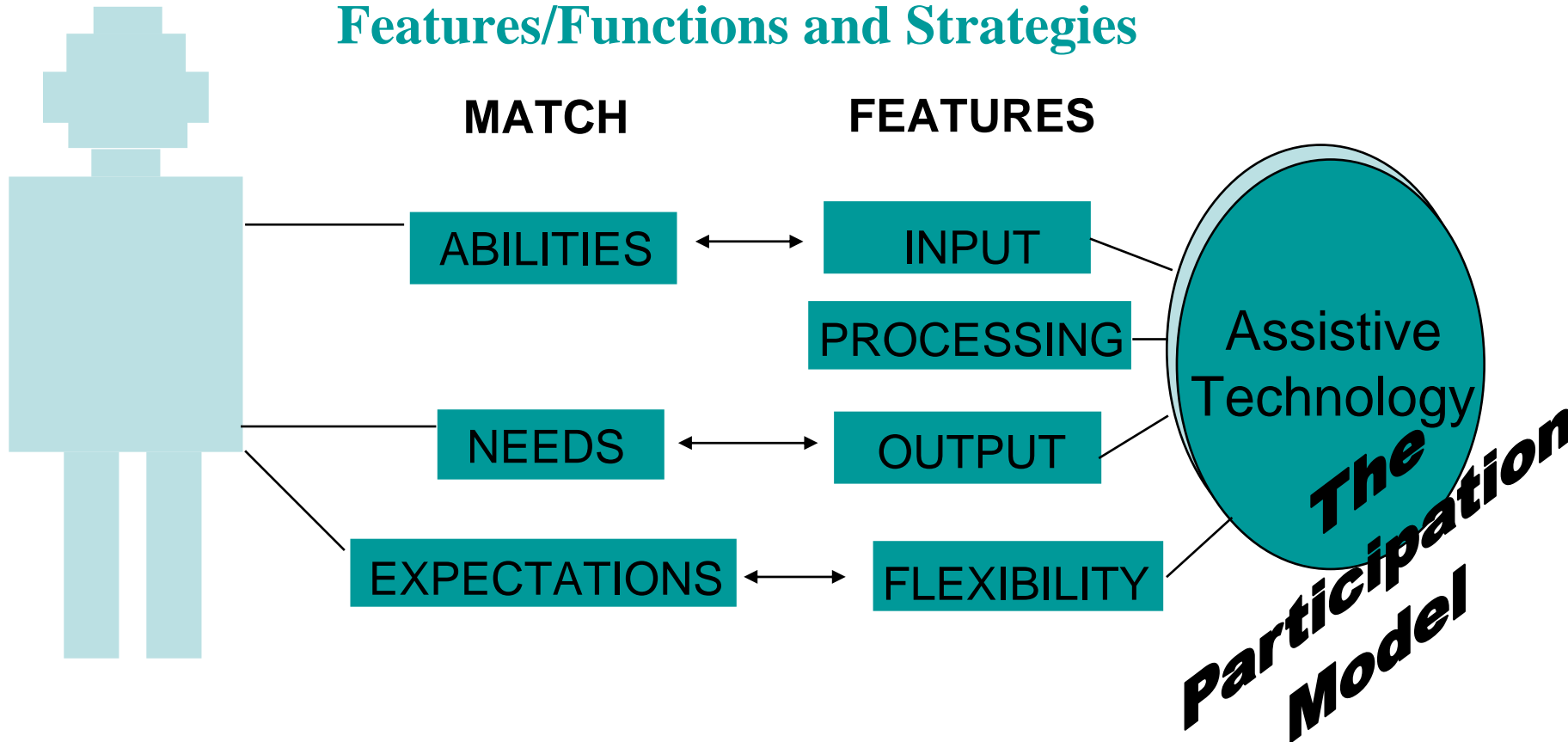
3. Final assessment

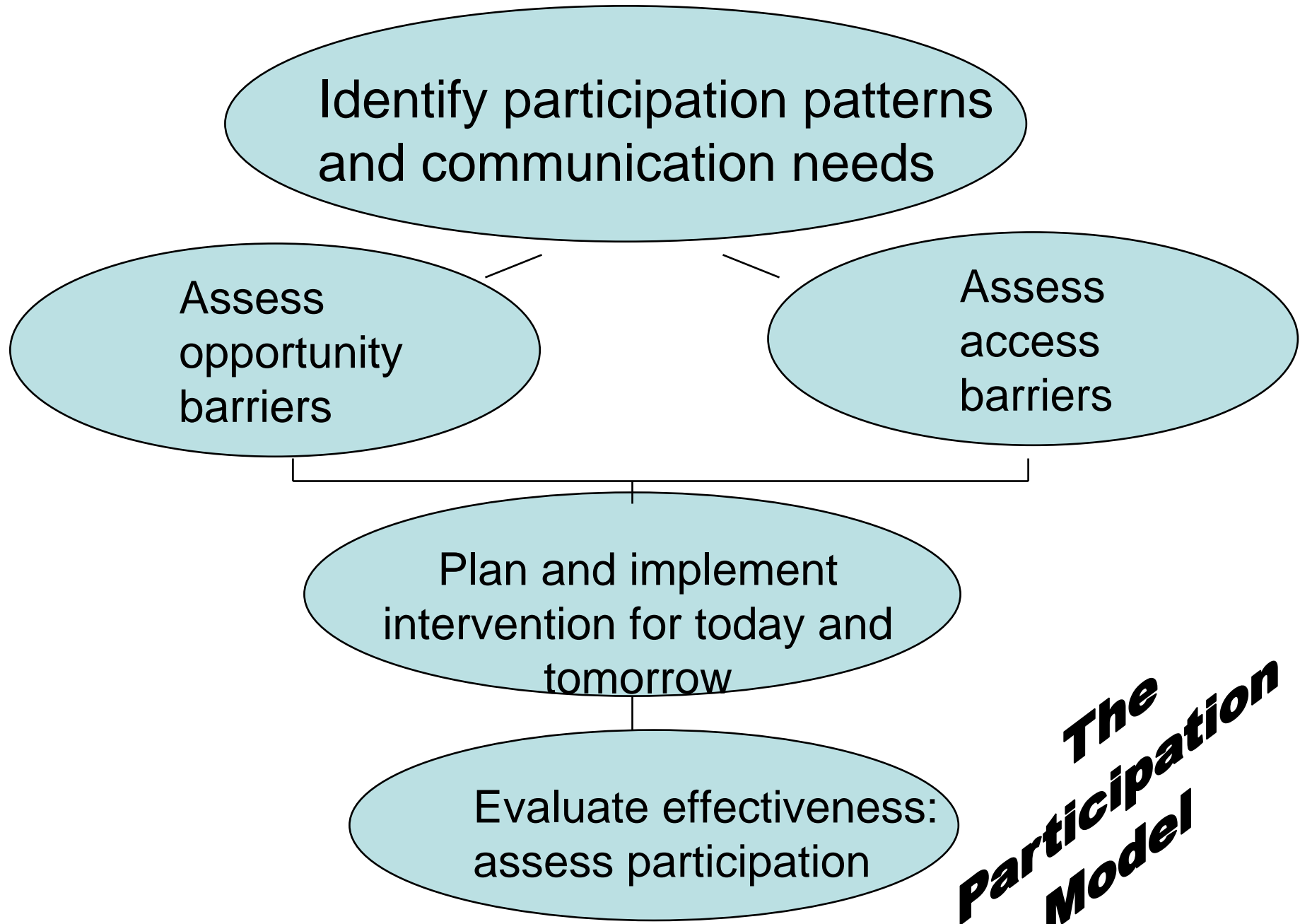
- Focus on a clear outcome
- Brainstorm about what modifications, accommodations and/or devices, might help achieve that outcome - start with low tech solutions
 - Narrow the list of possibilities until there is agreement and possibly two or more devices for trial
- Try those devices and determine which ones work
 - Obtain funding to purchase device

5. Explore: Assessment Framework and Tools

Assistive Technology Assessment Model

Match Individual's Abilities, Needs, and Expectations
to Specific Assistive Technology
Features/Functions and Strategies





***The
Participation
Model***

Opportunity Barriers

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graph TD; OB([Opportunity Barriers]) --- H[ ]; H --- Policy[Policy]; H --- Practice[Practice]; H --- Attitude[Attitude]; H --- Knowledge[Knowledge]; H --- Skill[Skill];
```

Practice

Knowledge

Policy

Attitude

Skill

***The
Participation
Model***

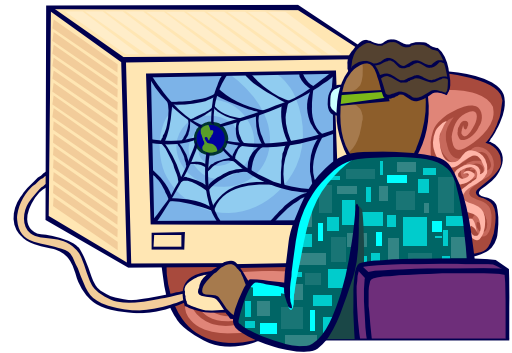
Explore

- G.P.A.T.

- T.A.T.N.

- W.A.T.I.

- S.E.T.T.





Georgia Project for Assistive Technology

<http://www.gpat.org>

Texas Assistive Technology Network

<http://www.texasat.net>



Wisconsin Assistive Technology Initiative

<http://www.wati.org>

Assessment Frameworks

➤ SETT Framework

– www.joyzabala.com

➤ Participation Model

– Beukelman, D., & Mirenda, P. (1992).

Augmentative and Alternative

Communication: Management of Children and
Adults with Severe Communication Disorders.

Baltimore: Paul H. Brooks Publishing.

Assessment Framework

- Student/Individual
- Environment
- Tasks
- Tools

SETT

S.E.T.T.

www.joyzabala.com

<http://atto.buffalo.edu/registered/ATBasics/Foundation/Assessment/stepone.php>



SETT

ASSISTIVE TECHNOLOGY SETT FRAMEWORK*

Student: _____

Date: _____

Completed by: _____

Student	Environment	Tasks-what does the student have to do?	Tools-strategies, accomodations & tools	
			Already Have	Need to Obtain

* Joy Zabala -- **SETT Framework** -- Modified

6. Data

The Data Dilemma

“Not everything that counts
can be counted, and not
everything that can be
counted counts.”

-----Albert Einstein

FDLRS Tech Data Management



Region 1 Data Collection

Welcome to the FDLRS Data Collection System. Please fill out this form and click on "Done" at the bottom. It should take about 1 minute to complete.

1. Select Your District

2. Type in Your School Name

3. Your Last Name

Assessment Data

- It is important to collect assessment data in a reliable and valid manner

Resource: How Do You Know It, How Do You Show It? Making Assistive Technology Decisions. (2002) Reed, Bowser, Korsten;
WATI

Data Collection

What is data?

- the recording of observable and measurable performance

What is data collection?

- framing or defining a problem or question that needs to be addressed or answered and then structuring opportunities to try to answer that question

Resource: How Do You Know It, How Do You Show It? Making Assistive Technology Decisions. (2002) Reed, Bowser, Korsten; WATI

Data Variables

➤ Frequency or Speed

- ❖ Does the student access the switch as quickly when music is played as when it is not (purposeful activations?)
- ❖ Does a device with icon prediction allow a student to locate the next symbol faster

➤ Accuracy

- ❖ Does the student appear satisfied with requests made using a voice output device?

Data Variables

➤ Spontaneity or Initiations

- ❖ Does the student initiate communications in structured settings in targeted activities?
- ❖ Does the adult utilize a prompt hierarchy effectively to allow for student initiated communications?

Data Variables

➤ Duration

- ❖ Does a student continue participation in a group activity using his/her voice output device over a specific period of time?

➤ Latency

- ❖ How long does it take for a student to make a choice of preferred items in a choice-making situation?

7. Assessment Toolkit

Thanks for your participation

