



What is Assistive Technology?


Includes a wide array of technology meant to help children and adults with disabilities in their daily lives.

- ❖ Education
- ❖ Communication
- ❖ Socialization
- ❖ Mobility
- ❖ Leisure & Recreation
- ❖ Employment



What's Out There...


- ❖ Smartboards
- ❖ Netbooks
- ❖ iPads
- ❖ iPods
- ❖ Alpha Smart Neos
- ❖ Text to Speech Systems
- ❖ AAC Communication Devices
 - Vantage
 - Vanguard
 - Spring Board
 - DynaVox
 - Eyemax
 - Touchpads
 - General Switches
- ❖ ...and endless other possibilities!



How Do We Decide Who Needs It and What to Use?

Who must be considered?
ALL STUDENTS ON AN IEP!

Why must we consider all students on IEPs?
In order to provide FAPE an IEP team must determine if AT is required for students to meet IEP goals.
A student with a disability may require multiple forms of AT such as Augmentative Communication Systems, Adaptive Seating, and a Text to Speech System.




What Do We Consider?

What is an Assistive Technology Consideration?

It is the process that IEP teams use to gather and analyze information to determine a student's need for Assistive Technology.

An IEP Team is not able to appropriately consider Assistive Technology without understanding the full range of options available.



What Information Do We Need to Make Good Decisions?

- ❖ SETT
- ❖ Information about the Student
- ❖ The Environment(s)
- ❖ General Education
- ❖ Access Needs
- ❖ IEP Goals
- ❖ Information about AT Options

Consider these questions before SETT...

Pre-SETT Meeting Questionnaire

Student Name: _____ School: _____
 Special Education Teacher: _____ Educational Identification: _____

If possible, please include a video clip of the student when returning the questionnaire to: _____
 a) What is the primary area of concern?

b) Identify the IEP goal that AT/AC may address:

c) Is this a parent request? ... Yes ___ No ___
 d) Are there other concerns? ... Yes ___ No ___
 e) Are there hearing concerns? ... Yes ___ No ___
 f) Does the student have motor concerns? ... Yes ___ No ___
 g) If yes, how significant are the student's motor needs? ... Mild ___ Moderate ___ Significant ___
 h) Does the student understand cause and effect? ... Yes ___ No ___
 i) Has the student had access to assistive technology either at home or school for leisure purposes (e.g., iPad, computer)? ... Yes ___ No ___
 j) If yes, indicate which type: ... interactive touchscreen device (e.g., iPad/iTouch/iPhone) ... computer software ...

k) Which of the following reasons are you interested in assistive technology for your student?
 i) ... (check appropriate boxes, e.g., hearing, speech, cognitive activities, etc.)
 ii) ... (check appropriate boxes, e.g., hearing, speech, cognitive activities, etc.)
 iii) ... (check appropriate boxes, e.g., hearing, speech, cognitive activities, etc.)
 iv) ... (check appropriate boxes, e.g., hearing, speech, cognitive activities, etc.)

A. Environmental	B. Communication
1. The student able to access his/her environment? ... Yes ___ No ___	1. What is the student's current primary mode of communication? ... Gestures ___ Signs ___ Picture Exchange ___ Augmentative Devices ___ Vocational Exchange
2. The student ambulatory? ... Yes ___ No ___	

Consider these questions before SETT...

Pre-SETT Meeting Questionnaire

1. Is the student able to type on a keyboard? ... Yes ___ No ___
 2. Is it possible for the student to make programs with the technology already present in the classroom? ... Yes ___ No ___

Other: _____
 Comments: _____

Explain the reasons for considering an alternative augmentative communication system. Why is AUC necessary?

Does the student engage in learning/academic behavior including staying and orienting towards an instructor? ... Yes ___ No ___
 Does the student engage in a solid social exchange when responding/interacting towards a communication partner and/or when challenged to continue to interact/respond?
 ... Yes ___ No ___

Check the following with the student consistently engaged in:
 ... Follows simple directions ... Identifying object to pictures
 ... Follows multi-step directions ... Discriminating matching pictures
 ... Identifies location of object ... Copies words to dictation
 ... Identifies words in text ... Identifies words in text
 ... Identifies matching objects ... Identifies matching pictures
 ... Identifies matching pictures ... Discrimination in large text

Can the student easily generalize skills across different people and environments? ... Yes ___ No ___
 Does the student have understanding of a symbol with? ... Yes ___ No ___
 Have any augmentative communication devices been used with the student in the past? ... Yes ___ No ___
 How the student successful in communicating with this device?
 ... Yes ___ No ___
 Give a brief explanation of why or why not.

Consider these questions before SETT...

Pre-SETT Meeting Questionnaire

Other Information:

Who Do We Need On The Team To Make These Decisions?


- ❖ Anyone who has the information
 - Parents
 - Student
 - Classroom Teacher
 - Special Education Teacher
 - Speech Language Pathologist
 - Occupational Therapist
 - Physical Therapist
 - Teacher of the Hearing Impaired
 - Teacher of the Visually Impaired
 - AT Facilitator/Coordinator
 - LEA

What Data Do We Collect?

- ❖ Physical Skills
 - ❖ Gross Motor
 - ❖ Fine Motor
 - ❖ Vision
 - ❖ Hearing
- ❖ Cognitive Skills
- ❖ Communication Skills
 - ❖ Communicative Intent
 - ❖ Verbal vs. Non-Verbal
 - ❖ Established Communication System?
- ❖ Academic Areas of Strength
- ❖ Academic Areas of Weakness
 - ❖ Learning Disabled in the Area of Reading Comprehension?

How do we choose what to track?

- Discrete skills targeted to support IEP goal achievement.
- [AT Data Collection Tools](#)



Communication - Where Do You Take Your Data?


- ❖ A true team approach
- ❖ Setting the team norm that communication is the expectation of every adult in every environment when working with students.
- ❖ Communication is a basic life skill that should be integrated into EVERYTHING students do.



How Do We Do It?


1. Understand the communication requirements of activities
2. Understand how partners can facilitate, rather than inhibit, the student's communication skills
3. Understand how communication is developed from within the context of activities, not as a separate entity

(adapted from ECT: Environmental Communication Teaching Fonner, adapted from Karlan et. Al, 2006)



Identify


- ❖ Natural Environments
- ❖ Routines within those environments
- ❖ Specific skills required throughout the activity



Spoken Prompt Hierarchy

1. Set the environment (Pause)
2. Ask Open Question (Pause)
3. Give Partial Prompt (Pause)
4. Request for Communication (Pause)
5. Provide a Full Model


(adapted from ECT: Environmental Communication Teaching Fonner, adapted from Karlan et. Al, 2006)



Non-Spoken Prompt Hierarchy

1. Set the Environment (Pause)
2. Gesture towards or Light Area (Pause)
3. Point or Light to 2 choices (Pause)
4. Point or Light the expected response (Pause)
5. Provide Full Model (Pause)

(adapted from ECT: Environmental Communication Teaching)



Decisions.... Decisions... Which AAC is Right???

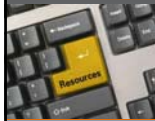
- How many choices?
- Which symbols?
- What kind of voices?
- Easy to program?
- How portable?
- How durable?
- Dynamic or static?
- Access method?
- Used for things other than AAC



Device Demos


Boardmaker Plus
 Online communication resources
<http://www.pqobboards.com/>
<http://www.silver-kite.com/touchChat>
<http://mrsriley.com/introduction>
<http://www.symbolworld.org/>
<http://tinsnips.org/index.html>
<http://www.boardmakershare.com/>
<http://www.lburkhart.com/index.html>

Low tech devices: Big Mack, Step by Step, Brix
 High tech devices: iPad, iPod Touch, Dynavox



Other Resources

- <http://www.givinggreetings.com/learn.html>
- <http://www.aacandautism.com/?=email01>
- <http://www.aaclanguagelab.com/>



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