Hands-on Assistive Technology (AT) for Administrators

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Burning Questions

What does a school leader need to know about assistive technology?

What is AT?

IDEA 2004 defines assistive technology as,

OAR 581-015-2000 (2) Assistive Technology Device

“...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 children with disabilities. The term does not include a medical device that is surgically implanted, or the replacement of such a device.”
An assistive technology device is:

• an item or piece of equipment
• which when used, increases functional capabilities

Almost anything can be considered assistive technology if a person with a disability needs it to increase, maintain or improve the way he or she functions.

It’s a Thing....

• Intel Reader- Mid Tech
• Aug Com Systems  Low Tech-Tech High
  - Board Maker Board
  - Cheap Talk, Step by Step, Go Talk
  - Dynavox, Chat PC
• eReaders Mid-Tech
  - Ipad, Sony, Kindle, Kobo....
• Computers
  - Phones, tablets|blackberry, iPad,
Assistive Technology Service

OAR 581-015-2000 (3)
Any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.... (cont’d)

Assistive Technology Services, cont’d

Such term includes:
(A) Evaluation
(B) Providing Devices
(C) Selecting, Repairing
(D) Coordinating
(E) Training and Technical Assistance – Child and Family
(F) Training/Technical Assistance - Professionals

What is an administrator’s role in assistive technology service delivery?
What is an administrator’s role in assistive technology service delivery?

It’s usually not....

- Expert about AT devices
- Provider of direct services
- Independent decision maker

Kinds of Support Provided by School Administrators

- Leadership
- Management
- Supervision
- Program Development
Management and AT Services

- Ensure accountability
- Allocate resources
- Ensure equity of access to AT
- Develop processes and systems to manage AT services

When asked to approve an AT purchase...

OTAP AT Teams Training Project
http://www.otap-oregon.org/Pages/ATTeamsProject.aspx
Questions to ask:

1. What task(s) do you want the student to be able to do better, more, or more independently?
2. What else have you tried?
3. How do we know that this AT will help the student to do the task(s)?
4. What evidence shows that it’s effective?
5. Has the student’s team reviewed the data and agreed to a decision?
6. Is there a plan in place for implementation?

#1 What task(s) do you want the student to be able to do better, more, or more independently?

- Writing/use of hands
- Communication
- Reading/Academics
- Mobility
- Vision
- Hearing
- Behavior
- Other

Resources for AT Consideration

- WATI AT Decision Making Guide [link]
- SETT Process [link]
#2 What else have you tried?
- What worked?
- In what environments?
- What didn’t work?
- Why not?

#3 How do we know that this device will help the student to do the task(s) better, more, more independently?
- How do we know that it’s the best match for the student’s need?
- What features are needed?
- In what environment(s)?

#4 What evidence shows that the AT is effective?
- What type of data was taken? (independence, rate, accuracy, quantity, frequency, spontaneity, duration, etc.)
- For how long? (minutes, days, weeks)
- Was it conclusive? How do you know? What is the minimum performance criteria for success?
#5 Has the student’s team reviewed the evidence and agreed to a decision?

- How is the team’s decision documented?

#6 Is there a plan in place for implementation?

Does the plan address *Who* and *When*?

- Who will order/purchase/build the AT? When?
- Who will learn the AT and train others? When?
- Who will teach the student to use the AT? When?
- Who will keep progress data? When? In what environments?
- How will the team follow up to insure the plan is happening? When?
- How will the team review the plan to insure that the AT continues to be effective? When?

- If change in the plan is indicated, is it in the tool(s), strategies, cues, skills, tasks, or other dimension?
AT Resources for Administrators

AT Quick Sheets
http://www.educationtechpoints.org/

QIAT Indicator Areas
- Consideration
- Assessment
- Inclusion in the IEP
- Implementation
- Evaluation of Effectiveness
- Administrative support
- Transition
- Professional Development

www.qiat.org
Resources:

*The School Administrator’s Desktop Guide to Assistive Technology*

TAM CEC
Bowser & Reed
2004

www.tamcec.org

References

- Zabala, J.S., & Korsten, J.E. (Rev. 2005). Activity-based implementation and evaluation plan