

# AEM for Extended Standards

## **Shelby**

All right, well thanks everyone for joining. This is accessible educational material considerations for learners working toward Extended Standards. My name is Shelby Kappler; I work with the Wyoming Institute for Disabilities, under the Wyoming Accessible Educational Materials Clearinghouse program, and my co-presenter today is Michael.

## **Michael**

Hello, my name is Michael; I am an occupational therapy student, and I'm completing a fieldwork rotation at Wyoming Assistive Technology Resources.

## **Shelby**

So today we will be considering accessible educational materials for Extended Standards. We know that students working toward Extended Standards typically have multiple or very complex disabilities. And these disabilities can be challenging to accommodate. So what we wanted to do today was talk a little bit about how we can ensure that these students are getting the most effective learning media in order to fully support them. There is a lot of assistive technology out there, and for your students with complex or multiple disabilities there can be a lot of choices and considerations. So we're looking into different evaluation and assessment models in order to narrow down the most appropriate learning media as well as assistive technology. And once we have chosen that assistive technology, we want to help you to be able to see if that is effectively working. So, we have a few learning objectives today. The first is to be able to explain the SETT Framework, where SETT stands for student, environments, tasks, and tools. After that we'll talk a little bit about the Education Tech Points, of which there are seven. And so we'd like you to be able to describe those seven Education Tech Points. And finally, name at least two of the WATI resources or the Wisconsin Assistive Technology Initiative. So that's a really great resource that we'll get into and talk a little bit more about later.

## **Michael**

So you might be wondering: "What are the Wyoming Extended Standards?" The Wyoming Extended Standards provide the essential skills that allow students with the most significant cognitive disabilities to achieve high academic expectations, and to access the general academic curriculum. The basis of the Wyoming Extended Standards is to provide a kindergarten through 12th grade framework for instruction of students with the most significant cognitive disabilities, and to assist school districts, schools, and communities in developing and strengthening curriculum, rather than prescribing courses, material, or instructional methodology. I should note that it is anticipated that the Wyoming Extended Standards will apply to fewer than 1% of the students in Wyoming. Now we'll discuss Extended Standards for the various subjects. We'll start with language arts. In terms of the Extended Standards for reading, students are expected to demonstrate understanding of literary and informational texts; students understand that text has meaning; students are expected to understand literary texts, and students are expected to understand informational texts. So in other words, students are expected to

understand both nonfiction, as well as fiction texts. And in terms of writing, students pursuing the Extended Standards are expected to apply writing skills to communicate; students apply writing skills; students write expressive and expository pieces. So in other words, students are expected to write both fiction and nonfiction pieces. So when we're talking about the Extended Standards for language arts, we have to ask ourselves: "What is the definition of reading and writing?" So in terms of the Extended Standards, the definition of reading is making meaning of words, pictures symbols, and/or icons, as they are presented to a student or independently encountered by the student, and the definition of writing is expression of thoughts through words (verbal or written) pictures, symbols, and/or icons. According to these definitions, reading and writing does not strictly refer to words. It could be pictures, symbols, or icons. So as you see here on the right side of the slide are several icons representing transportation. And these icons could be used by the student. In terms of the Extended Standards for math, a student pursuing the extended standards is expected to master number operations and concepts; the student is expected to sequence, and use number operations and related concepts to solve problems; in geometry the student is expected to recognize, sort, compare, and contrast geometric shapes and objects and relationships. In terms of measurement, the student is expected to use tools to apply numbers and concepts to length, capacity, time, and weight. In terms of algebraic concepts and relationships, the student is expected to recognize and extend patterns and use numbers and symbols to solve problems. In terms of data analysis and probability, the student is expected to collect and organize data and make predictions based on given situations. And in terms of Extended Standards for science... In terms of concepts and processes, students pursuing the Extended Standards are expected to learn about scientific content through inquiry and in terms of science as inquiry students are expected to use inquiry to better understand their world. And finally, in terms of history and nature of science and personal and social decisions, students pursuing the extended standards are expected to use scientific knowledge to make personal decisions. For tips on making math and science accessible, please see our AEM for Math and Science webinar on the Wyoming AEM website. The Extended Standard specify four complexity levels. Level one is attends to, responds to or engages, indicates, recognizes. Slightly more complex is level two- interacts with, matches, identifies, chooses, or selects. And slightly more complicated is level three- labels or names, recognizes and labels. And level four is determines.

## **Shelby**

Thanks, Michael. And so with that overview of the Extended Standards in mind, we'll transition into talking about some of the various assessment and evaluation tools that you can use to support your students in determining the most appropriate learning material. So we'll start out by discussing the SETT Framework. So the SETT Framework stands for student, environment, tasks, and tools, and was developed by Joy Zabala originally in 1995, though she has continued to revise and improve this framework over these years, and I believe her most recent publication came out spring of this year (2020). So this is applicable in many different situations, and it's appropriate for all phases of service delivery. And what the SETT Framework does is it is intended to help focus conversations, as well as facilitate consensus-building for students, teachers, parents, and other service providers working with the students. Lastly, it is intended to help decrease the rate of device abandonment. So a quick note on device abandonment here. This is referring to assistive technology, which a student has, but for whatever reason is not using. And there could be a variety of different reasons that the student is not using that-anything from a lack of training to social issues surrounding using the device. So, we can

jump into the questions for student. So around the S of the SETT Framework, the student, will want to start by meeting in a team and discussing all of these questions until a consensus is reached. So thinking about: How does disability impact the student's function? How is the student currently managing his or her challenges? Are they coping, do they have a good strategy which allows them to be successful? What is it that they're doing? How does the student communicate in his or her environment, as well as how do they move in their environment? So again, thinking about the different mobility and communication techniques that a student may have, as well as what are the student's individual strengths, interests, and preferences? So really taking account the student, as a whole, as an individual. Next, looking at the E in the SETT Framework is environment questions. So I think it's important to mention here that environment thinks beyond just a physical environment, but also includes social environments, virtual environments as we're transitioning into this age of digital learning, as well as attitudinal environments. Remember that students are highly influenced by the adults and the opinions of adults in their lives. So, whether it's a parent or a teacher who maybe isn't comfortable with using assistive technology or doesn't really want the student using assistive technology- those kind of feelings can rub off on the student and may negatively impact their use of assistive technology. So in addition to thinking about different types of environments, think about all the different environments that a student would encounter. So for example in school, this may be a classroom, a resource room, a lunchroom, maybe the playground- anywhere that the student is and needs to be and does things in an environment. So think about everything that a student is doing on a daily basis. Looking a little bit narrower- so how is the classroom or the student's environment arranged? How many students are in the classroom? Is it crowded, is it noisy? Is it quiet? Are students sat in groups or are they sitting in individual desks? What materials and equipment are available in the classroom for student use? And is it accessible? And finally, what barriers and also what supports are present in the environments? So this could be a barrier to mobility, or it could be a support such as maybe a communication board that the student is able to access. Next is the first T in the SETT Framework- it stands for tasks. So, this we need to ask: What tasks are important for the student, both personally and academically? And then what specific task does a student need to be able to do in order to be personally and academically involved? Also, what specific tasks occur in the student's environment that enable progress towards their IEP goals? And lastly, what tasks are required for the student to complete (either a desired or required activity)? So once we have discussed the student, the environment, and the tasks- and those can be discussed in any order as long as they're all done before tools. So, next we can discuss tools. And this is where we can start to kind of generate some ideas about different technologies or strategies, various solutions that could help the student. In thinking about different types of assistive technology as I mentioned earlier, there are many different types of assistive technology, and even things that do the same thing will have different features and qualities. So it might be helpful to think about what the ideal tool could look like. and keep this hypothetical, which would also encourage staff and participants in this meeting- who aren't familiar with a lot of assistive technology- to participate. From there you can start to kind of narrow down the different assistive technologies and also think about how will the assistive technology, or the accessible educational materials, help the student to complete the tasks that are required in their standard environment.

## **Michael**

Now we will discuss Education Tech Points. Education Tech Points is an AT framework developed by Gayl Bowser and Penny Reed, originally in 1995 and updated in 2012. It was adapted from the tech

points model by Langston and Hughes in 1992. The Education Tech Points framework can provide a way to effectively organize and monitor AT utilization, while enabling programs to tailor activities to match the needs of each student. This framework is composed of seven Education Tech Points. And each of these Tech Points represents a place in the process where the team should thoughtfully address AT. So the seven Education Tech Points are: 1) consideration and referral, 2) evaluation, 3) trial period, 4) plan development, 5) implementation, 6) periodic review, and 7) transition. These phases are fluid and dynamic. So, typically a student or a team will progress from one to seven in a linear process. But as we know, things happen so when those things happen, the phases become fluid and dynamic. So for instance, a team may be in the implementation phase and realize that a particular device isn't working so they may jump back to phase three which is the trial period and the team may trial a new device. So now we'll discuss each of the Tech Points in further detail, starting with consideration and referral. So questions the team should ask itself include: Does the student's disability make it hard for him or her to learn information and demonstrate that knowledge? Would AT improve the student's access to the curriculum? If the student is already eligible for special education, the team should consider the need for AT during every IEP meeting. And if the student is new to special education, the team should consider whether AT should be included in the initial IEP. In terms of evaluation, the team should ask itself: With which tasks is the students struggling? What types of AT might help the student complete these tasks? Do we need to seek advice from a specialist? Would it be beneficial to trial several devices? And in this phase the team should ensure that AT assessments are completed within timelines prescribed by law. The third phase is the trial period. The team should identify the tasks for which AT will be used. And then identify the AT to be trialed. The team should develop a plan for collecting data to measure change in the student's performance after using a particular piece of AT or several AT devices. The team should formulate a hypothesis regarding the student's performance. The team should determine an appropriate timeline for the trial. And, in my opinion, this timeframe is very important because if the timeframe is too short, the student may not have enough time to learn how to use the device effectively. And this is an extreme example but think back about the first day when you learned how to drive a car. I'm imagining that you did not become an expert driver in one day. So imagine if your parents had said: "After this one day of learning to drive you're not an expert so you probably should never drive a car." That's a pretty ridiculous thing to say. So think about that same mindset applied to an assistive technology device. A student may not be doing well with an assistive technology device simply because that student has not had enough time to learn how to use it. So, giving a student too little time during a trial to learn how to use that device can be problematic. On the other hand, a timeframe that's too long can be problematic, because we don't want to have a student using an inappropriate device for too long because we otherwise would have an opportunity for that student to trial a new device, which might be significantly better for that particular student. So just to reiterate, think carefully about the appropriate timeframe for the trial, particularly in terms of the learning curve of a particular device. The team should gather feedback and data during the trial and upon conclusion of the trial and make recommendations based on the results of the trial. And throughout this phase as well as all of the seven phases, staff members need training regarding data collection and analysis. So that's a theme that will reemerge during all seven phases, is staff training. In terms of plan development, the team should ask: What did we learn from the trial period? What are the student's IEP goals? What AT devices and what AT services are anticipated to help the student achieve these goals? So you may be wondering: What are AT services? AT services can be a number of different things including everything from training a student on how to use his or her device to

troubleshooting that device when it malfunctions. The team should ask: What are the criteria for successful AT use by the student? The team should document AT devices and services in the IEP. The IEP might identify specific devices, or it might more generically identify the characteristics of a device. And documentation, of which staff members will provide the services is very important so that everyone is very clear on each staff member's roles and responsibilities. And again training is needed for all staff members. In terms of implementation, the team should ask: What training does the student need in order to use his or her AT? The team should ensure that support is available when and where the student is using the AT. So that support needs to be provided to the student in as many of the student's environments as possible, so that could even involve training the parents so that parents are able to support the student when the student is using AT home. Which staff members are responsible for implementing each part of the AT plan? What happens when the device malfunctions, and what staff member is responsible for helping the student when a malfunction occurs? Information should be disseminated widely. In other words, every teacher, special education teacher, therapist, parents, even extended family- aunts, uncles grandparents- should be educated about the AT as much as possible. And the team should develop systems for monitoring and reporting on progress. So in my opinion the implementation phase is extremely important because good implementation can prevent abandonment of devices. And as Shelby mentioned, a student could abandon his or her device for a number of reasons. And if a student abandons his or her device that is very costly. It's costly in financial terms because many AT devices are very expensive. And if this student abandons his or her device, those are dollars that the school or school district cannot spend on AT for another student. And even more profoundly, if the student abandons his or her at device, that means the student is not really reaping the benefits of assistive technology. In terms of periodic review, the team should ask itself: Is the AT being used as described in the IEP? Are the AT services being provided as described in the IEP? Are the AT devices and AT services functioning as expected? What do the data indicate about the student's performance? Is the student improving? Is the student regressing? We hope not, but that could be the case. And if the student is regressing the team needs to sit down and, perhaps, identify some new devices to trial. What needs to be changed? And again, this theme repeats itself, that training is needed at each phase. So professional development should include data analysis strategies that enable educators to adjust the student's program with AT use. Staff training is needed that describes the district's procedures for making changes to the IEP if AT does not work as expected. And as I mentioned a few moments ago, the team may need to trial new devices. The final phase is transition. Transition could mean several different things. A student might be transitioning from elementary school to middle school or middle school to high school. A student could be transitioning in terms of graduating from high school, and moving to the next phase of his or her life. The student could be aging out of special education services at age 21 and transitioning to the next stage of his or her life. So when we talk about transition, it could really mean several different things. But more broadly, it means transitioning to a new environment where new expectations and new demands will be placed on the student. So during this phase the team should ensure that AT is incorporated in the transition plan. The team should ask: What is the next transition the student will encounter (such as a new school, graduation, aging out of special education services)? What AT devices and what AT services, will the student need in the new setting? How will these devices and services be provided in the new setting? To the extent possible, the team should train the student to use AT independently. The team should promote self-determination in the use of AT. The definition of self determination is: freedom to live as one chooses or to act or decide without consulting others. So during some transitions we're realizing

the student may have fewer supports in his or her next phase. So we want to really foster the student's self advocacy skills so the student can advocate for the AT devices and AT services that she or he needs. And again, staff training is needed to support these students' transition.

## **Shelby**

So in this next section, I'd like to discuss just a few of the Wisconsin Assistive Technology Initiative resources. And the WATI is a really great resource. They've got more than what I'm going to show you, but I would encourage you to go out onto their website and check out some of their many different tools. So this first one that I wanted to present is called the WATI Decision Making Guide. And this is really useful because it can be used with both the SETT Framework and the Education Tech Points. In fact, it looks a lot like the SETT Framework that we just discussed. So, this is a series of three columns and two rows and the intention behind this is that it's completed in a group setting on a board or a large sheet of poster board or whiteboard, where everyone can see and participate in the discussion. So the first in the upper left hand column is student's abilities and difficulties, so much like we discussed with the SETT Framework, looking at any sort of challenges or strengths that the student has. The next column to the right is environmental considerations. So again, thinking about where the student is interacting and what's happening in each environment: How is it laid out?, the activities that are going on there- all those sorts of considerations. The third column to the right on the top is our tasks column. So thinking about what tasks need to be completed. And whether or not the student is able to do those. This third column is broken into two rows. So at the bottom of the second or third column- excuse me- is narrowing the focus. And this is where we should outline the specific task that's identified for solution generation. So moving down to the second row and the first column is our solution generation column for tasks and strategies. So using that one task that we had identified for solution generation. This is where we can start brainstorming and thinking about what different assistive technology might be available or might work for a student, and we're only brainstorming here in this section. The second row, second column is solution selection- tools and strategies. So this is moving from our brainstorming section to our solution selection, where we will discuss, and then select an idea from some of those brainstorming suggestions. In the third column here is an implementation plan, where we'll think about different AT tools and services needed. This is where training might be included, date that it begins, and the length of time outline for that trial, and who will be responsible for implementing this plan. And finally, the lower right hand corner is a follow-up plan. So like Michael suggested, having a timeline, and then choosing a specific person to follow up with that student. So this is a good tool to help you kind of guide your thoughts. And again, it works really well in conjunction with the SETT Framework. Another tool that's useful is the Classroom Observation Guide. And this can be used at just about any stage of your assessment process. So this is another chart with six columns. So for the first column is our task column. For example, maybe writing out a report or working on a smartboard and under this column, we'll want to include what the task is, how the directions are given (whether this is written or verbally), and finally the time given or allowed to complete the task. So, you'll fill out those three categories: task, directions, and time. And then the remaining five columns you will kind of observe how the class reacts. The second column is general students' reactions. And this is looking at: How does the rest of the class respond to the directions given and the time allowed? How do they do their work? The third column is looking at your specific target student: How does this student respond? How do they do their work? Are they acting confused or do they seem like they're on board with what's going on? The fourth column is any barriers to task completion. So what do you notice about the environment that might affect the

student's work? This could be how the directions were given or the time allowed to complete the task. Maybe the student has a different learning style and whatever the activity is is not the most appropriate for the student. The fifth column is potential adaptations, which would include what different options might assist the student. And finally, the sixth column includes questions. And so this is something that I don't think we've seen in the earlier models that we discussed. But what information do we still need? What questions do we have for the student, for the teacher, or for the parents that could aid in answering some of the other questions? You know, why was the student having difficulty completing the task or things like that. And this final tool that I wanted to discuss from the WATI- like I said there are many so please go out to their website and check them out. This is a Tool Identification Guide, also known as feature matching. So basically, it's another chart or grid layout, where you will list descriptions across the top columns. And so this would be different features of a device that you are looking for. It could be speech output, it could be tactile buttons, whatever features that you're looking for. And then list potential tools down the first column. And then you'll just go through each tool and check whether or not it meets all of the feature criteria. And you can make any notes in those boxes as well about the different features. So just one more way to help you kind of narrow down some of the various assistive technology and options that are available.

### **Michael**

Now we'll move into some additional considerations. We'll discuss the Quality Indicators for Assistive Technology. AT devices and services are considered for all students with disabilities regardless of type or severity of disability. And let me back up and say that the Quality Indicators for Assistive Technology are kind of a big picture way of looking at whether a school or a school district or even a state is using assistive technology in an appropriate manner. But these Quality Indicators for Assistive Technology can also be appropriate for thinking about an individual student who is pursuing the Extended Standards. So again just to reiterate this first bullet point: we want to ensure that for students pursuing Extended Standards, AT devices and services are considered for that student regardless of the type or severity of his or her disability. And during the development of an IEP for a student pursuing Extended Standards, every IEP team consistently uses a collaborative decision making process that supports systematic consideration of a student's possible need for AT devices and services. And the IEP team members for a student pursuing Extended Standards have the collective knowledge and skills needed to make informed AT decisions, and these teams will seek assistance when needed. So continuing with the Quality Indicators for Assistive Technology, decisions regarding the need for AT devices and services for a student pursuing Extended Standards are based on the student's IEP goals and objectives. The IEP team working with the student pursuing the Extended Standards gathers and analyzes data about the student, his or her customary environments, educational goals and tasks when considering the student's need for AT devices and services. When AT is needed, the IEP team explores a range of AT devices, services and other supports that address identified needs. The AT consideration process and results are documented in the IEP and include a rationale for the decision and supporting evidence. Another tool is called the Functional Evaluation of Assistive Technology, or FEAT. This is a booklet. It is \$169. It was published in 2002. Some of the advantages of the FEAT: It contains a wealth of resources. It has a tool to evaluate a spell checker. It has a tool to evaluate word prediction programs. It has tools to evaluate countless other assistive technology devices and tools. However, some of the cons, or the disadvantages of the FEAT are that it is expensive. It's time consuming to complete. And since it was published in 2002, it is somewhat outdated. So, we will give

you now some of the key questions that the FEAT answers. So instead of purchasing the FEAT for \$169, you can use some of these questions to help guide your work with the student who's pursuing the Wyoming Extended Standards. So some of the questions you should ask include: How reliable is the technology? Does the technology do what it is supposed to do? Can the student use the technology for multiple tasks? Can the technology be customized to the student? How compatible is the device with other technologies used in the classroom, and other environments? This is a really important question because we want the student's technologies and devices to be as mainstream as possible. And we want the student's device to be compatible with the devices that other students are using in order to minimize social stigma and ensure that the student is as incorporated as possible into what the other students are doing. Are the outputs appropriate? Are the input methods feasible? In other words, if the device requires a student to touch a touchscreen device in order to input, we have to ask whether the student has the fine motor skills, as well as the visual skills, as well as the cognitive skills in order to touch the screen appropriately. How socially appropriate is the device? How stigmatizing is the device? How intuitive, straightforward, and logical is the device? How easy is it to install the technology? How easy is it to learn to use the technology? And what is the quality of customer support? Now we'll discuss universal design for learning principles. If a teacher is adhering to universal design for learning principles, he or she should offer multiple means of engagement, action and expression, and representation. So in terms of representation, the teacher should be presenting the material in multiple formats such as a visual format, as well as an auditory format. In terms of action and expression, the student should be given multiple opportunities to express what he or she knows. And in terms of engagement, the teacher should consider multiple strategies to ensure that students are engaged in their learning. The teacher should offer alternate format materials such as large print, which is indicated in the image on the upper left, as well as Braille which is depicted in the image on the upper right, audio format which is depicted on the image on the lower left, as well as a digital format which is pictured on the lower right. A digital format could be very helpful for a student, so that he or she can take that digital information and adjust the font size to the font that is easiest for the student to read. The student could also adjust the font color and the background color. The image on the lower right corner of this screen contains black text on a white background. However, some students may find it easier to read text in other colors or to read when the background is a color other than white. So, in general, the team should consider the principles of UDL or Universal Design for Learning when evaluating students. You should ensure that students are given multiple ways to understand and interact with the material. The team should find alternate ways to allow students to show what they know and the team should consider strategies such as tactile materials and manipulatives. For instance, for a student studying science, a 3D model of DNA may be appropriate. In terms of allowing the student multiple means of expressing what he or she knows, the team should be creative and consider possibilities such as song, dance, and art. Now I'll discuss core vocabulary, which can also be called core words. This is 50 to 400 words that make up the majority of human communication. The core vocabulary or the core words are building blocks for communication. They're the backbone of augmentative and alternative communication or AAC systems. Students can create their own phrases from this set of words. And the teacher or adult working with the student should model one step ahead of the student's current skill level. So I'll explain in further detail what each of these things means. 50 words account for about 40 to 50% of our daily communication. 200 to 400 words account for about 80% of the words an average person uses in day to day conversation. So when a student is using a core vocabulary or core words, he or she is really able to communicate about 80% of the types of communication that an average person would be using.

Core word vocabularies are available in apps such as Proloquo2Go. The student doesn't have to rely on pre-programmed sentences or phrases. And in terms of modeling- modeling is required for non-nouns such as verbs and adjectives. It's easy to depict a noun, because you can simply place a picture of that noun next to the word. However, verbs and adjectives are a little bit trickier to depict in a picture in some instances. So in terms of the modeling- in this context, it can also be called Aided Language Stimulation. And as I mentioned, the adults should model one step above the AAC learner's current skill level. If the student is just beginning to use the AAC system, that student will be working on using basically one word at a time. So the adults should model using a single word such as go. So when it's time to go to the cafeteria, for instance, the adult should model by saying, "It is time to go to the cafeteria" and pressing the Go button when the adult says "go." And then once the student has mastered using one word at a time, the adult should model using two words at a time. Once the student has mastered using two words at a time, then the adult should model using three words at a time, and so on and so forth. The team should train and encourage everyone to model, such as teachers paraprofessionals, special education teachers, parents, extended family members, etc. I should note the Wyoming Department of Education instituted a literacy initiative focusing on students with significant intellectual disabilities emphasizing core vocabulary. This initiative kicked off during the 2019-2020 school year. You can contact Leslie Bechtel van Orman for more information. And we'll present her contact information in a few moments.

### **Shelby**

And lastly, we just want to discuss a few final thoughts and considerations as you think about your assessment and evaluation process. So the assessment and evaluation tools and frameworks that we've shared with you today can be used individually or can be combined to use together, or you can pick and choose and kind of create your own model. Also remember that there may be underlying problem areas with some students, such as vision or hearing, and these may not be immediately apparent. So, you might consider a vision test or a hearing test or definitely be considering all aspects of the student, based on what you have been able to observe in order to determine the right assistive technology or accessible educational materials. So when considering AEM think beyond just written materials- try to create accessible activities. So like Michael discussed with the Universal Design for Learning, maybe using physical manipulatives or changing how you judge a student's success with engaging with the material, you know how you determine whether or not they've learned the material. So definitely try and consider some of those UDL principles, as well. We just want to leave you with a few resources here. On the upper left hand side we have Leslie Bechtel van Orman's contact information. She works with the Vision Outreach Services at the Department of Education, and will have more information on the literacy initiative in Wyoming. We've also included the Project Core website if you were interested in looking more into that core vocabulary. Additionally, the Wyoming Assistive Technology Resources and the Accessible Educational Materials Clearinghouse are both great resources. We are here in Laramie available for you. We are happy to answer any questions that you may have. we can do assistive technology device demonstrations and trainings, as well as loan out assistive technology. And many of the resources that we've discussed here today- the SETT Framework, the Education Tech Points- are in book form as well, and you can borrow those from us as well. So we've got both of our contact information listed here, as well as the AT4ALL device database website. And this is where you can go and check out all of the equipment that we have available for loan, and you can request it through that website as well.

**Michael**

Here are some additional resources for you. Many of the resources and tools we discussed are available in both book format, which you can rent or borrow from us, and they're also available in a website format. So we have the websites listed on this slide for the Wyoming Department of Education Extended Standards, the SETT Framework, the Education Tech Points Framework, WATI, QIAT, and FEAT. So now I will hand it over to Shelby to make some concluding remarks.

**Shelby**

We do would just like to thank everyone for watching this webinar. Please remember that there are many resources out there available to support you in supporting your students. If you do have questions feel free to reach out to either the Wyoming Assistive Technology Resources or the Wyoming Accessible Educational Materials Clearinghouse. So good luck, and we hope to hear from you if you have any questions. Thanks.