

**Local School System
Assistive Technology
Guidelines and Procedures**

Purpose

The purpose of this manual is to assist teachers, related service providers, and administrators in providing assistive technology devices and services to students with disabilities as required by the Individuals with Disabilities Education Act. The manual contains operating guidelines that address all components of the assistive technology service delivery process. It also contains procedures that IEP teams will use when providing assistive technology services. Resources that will be beneficial to IEP teams in developing and implementing assistive technology intervention programs are also included.

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Definition of Assistive Technology Devices and Services

Part I:

Definition of Assistive Technology Devices and Services

The Individuals with Disabilities Education Act (Public Law 105-17) offers clear definitions of assistive technology devices and services.

Assistive Technology Device:

Assistive technology devices are identified in the IDEA 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 the functional capabilities of children with disabilities. (Section 300.5)

The definition of an assistive technology device as provided in the IDEA is very broad and gives IEP teams the flexibility that they need to make decisions about appropriate assistive technology devices for individual students. Although the IDEA uses the term “device”, IEP teams should remember that assistive technology also includes assistive technology hardware and software. Assistive technology may also include technology solutions that are generally considered instructional technology tools, if they have been identified as educationally necessary and documented in the student’s IEP. For example, a classroom computer with a word processing program can be considered assistive technology for a student who demonstrates difficulty in writing and spelling if the IEP team has determined that it is educationally necessary.

As used in this document, assistive technology device includes devices, hardware, and software that are required by a student with a disability. Assistive technology devices can be purchased from a local store or a vendor that specializes in the production and sale of assistive technology devices. Assistive technology devices often need to be modified or customized to meet the individual needs of a student with a disability. For example, a computer keyboard may need to be adapted through the addition of tactile locator dots for a student with a visual impairment. When determining assistive technology needs, IEP teams should consider commercially available solutions that may be used “as is” or that can be modified to meet the student’s needs. However, in some situations it may be necessary to construct a device to meet the student’s unique needs.

A range of assistive technology devices is available. Some are relatively “low technology” and inexpensive. For example, a pencil grip is an assistive technology device that may be used by a student with a physical disability to improve handwritten communication through increasing their grasp of and control over their pencil. An adapted cup with enlarged handles may be used by a student who has difficulty holding a standard cup. Other devices are more “high technology” tools and are often more expensive. An example of a “high technology” tool is an augmentative communication device in which students type in messages on a communication display and they are spoken aloud.

Assistive technology devices are available in a variety of categories to address functional capabilities of students with disabilities. These categories include but are not limited to:

Academic and Learning Aids: Electronic and non-electronic aids such as calculators, spell checkers, portable word processors, and computer-based software solutions that are used by a student who has difficulty achieving in his or her educational curriculum

Aids for Daily Living: Self-help aids for use in activities such as eating, bathing, cooking,

dressing, toileting, and home maintenance

Assistive Listening Devices and Environmental Aids: Electronic and non-electronic aids such as amplification devices, closed captioning systems, and environmental alert systems that assist a student who is hard of hearing or deaf with accessing information that is typically presented through an auditory modality.

Augmentative Communication: Electronic and non-electronic devices and software solutions that provide a means for expressive and receptive communication for students with limited speech

Computer Access and Instruction: Input and output devices, alternative access aids, modified or alternative keyboards, switches, special software, and other devices and software solutions that enable a student with a disability to use the classroom computer

Environmental Control: Electronic and non-electronic aids such as switches, environmental control units, and adapted appliances that are used by a student with a physical disability to increase his or her independence across all areas of the curriculum

Mobility Aids: Electronic and non-electronic aids such as wheelchairs (manual and electronic), walkers, scooters that are used to increase personal mobility

Pre-vocational and Vocational Aids: Electronic and non-electronic aids such as picture-based task analysis sheets, adapted knobs, and adapted timers and watches that are used to assist a student in completing pre-vocational and vocational tasks

Recreation and Leisure Aids: Electronic and non-electronic aids such as adapted books, switch adapted toys, and leisure computer-based software applications that are used by a student with a disability to increase his or participation and independence in recreation and leisure activities

Seating and Positioning: Adaptive seating systems and positioning devices that provide students with optimal positioning to enhance participation and access to the curriculum

Visual Aids: Electronic and non-electronic aids such as magnifiers, talking calculators, Braille writers, adapted tape players, screen reading software applications for the computer, and Braille note-taking devices that assist a student with a visual impairment or blindness to access and produce information that is typically present in a visual (print) modality

(Adapted from the Assistive Technology Guidelines for Kentucky Schools,
Department of Education)

A particular student with a disability may require assistive technology solutions from one or more of the above categories. For example, a student with a severe intellectual disability may use an augmentative communication device to supplement his or her communication skills, adaptive switch toys to participate in leisure activities, and an adapted keyboard for accessing the software applications on the classroom computer.

The above listed categories of assistive technology devices are not disability specific. For example, a student with a learning disability who has difficulty focusing on the teacher's lecture in class due to processing difficulties may require an assistive listening device to amplify the teacher's voice in a classroom. Students with various types of disabilities use adapted tape recorders originally developed for visually impaired and blind children to access audio-taped reading materials.

The need for assistive technology devices is determined by the student's IEP committee. Typically, assistive technology solutions are identified through consideration of assistive technology or through an assistive technology assessment. Once an assistive technology device has been determined educationally necessary, the student's IEP team should document the required device(s) in the IEP. Information on considering and assessing the need for assistive technology devices and documenting assistive technology devices is included in subsequent sections of this manual.

Assistive Technology Service:

As defined in IDEA, an assistive technology service is

any service that directly assists a child with a disability in the selection, acquisition, and use of an assistive technology device. The term includes-

- (a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
- (b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- (c) Selecting, designing, fitting, customizing, adapting, applying, retaining, repairing, or replacing assistive technology devices;
- (d) Coordinating and use other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- (e) Training or technical assistance for a child with a disability or, if appropriate, that child's family, and
- (f) Training or technical assistance for professionals (including individuals or rehabilitation services), employers, or other individuals who provide services to employ, or are otherwise substantially involved in the major life functions of children with disabilities.

(Section 300.6)

As stated in the IDEA, assistive technology services are provided to assist in the selection, acquisition, and use of an assistive technology device. Often IEP teams focus their energies on the device itself and forget that the assistive technology services, as described in this document, are critical to the student's use of the device. For some students, appropriate assistive technology devices are identified through an assessment that the IDEA specifies must assessment should be conducted in the student's customary environment. After, a device has been selected to meet the student's needs, the next step or "service" is to actually provide the assistive technology device for the student's use. After the device has been obtained, and if appropriate, modified, all appropriate individuals should be trained in the use of the device and the device should be made available for the student's use across instructional settings as needed.

Required assistive technology services should be addressed in the student's IEP. Information on addressing assistive technology services in the IEP is included in subsequent sections of this manual.

Procedures for Providing and Accessing Assistive Technology

Part II:

Considering Assistive Technology Needs

Requirement:

Each IEP team in the school system will consider assistive technology as a part of the development, review, and revision of the student's IEP.

Procedures:

The IEP team will utilize the Assistive Technology Consideration Checklist (Appendix A) as a framework for considering the need for assistive technology devices and services. When completing the Assistive Technology Checklist, the IEP team should:

- Review the instructional and access areas that are relevant for the student and determine the required tasks within each of the areas.
- Determine whether or not the student can accomplish the required tasks within each of the standard classroom tools.
- If the student cannot accomplish the required tasks using available standard classroom tools, the IEP team should determine whether or not the student can accomplish the required tasks with modifications, accommodations, and assistive technology solutions that are currently in place.
- If the student cannot accomplish the tasks independently with standard classroom tools or with modifications, accommodations, and assistive technology solutions that are currently in place, then the IEP team must determine what additional solutions (including assistive technology) are required.

The IEP team may use the Assistive Technology Consideration Checklist as a framework for discussing assistive technology during the consideration of special factors or they may choose to record all information on the checklist and place it in the student's special education file.

The consideration process may include an opportunity for the student to use assistive technology on a trial basis in order to obtain information on the potential effectiveness of the assistive technology device. Assistive technology for trial use may be available within the classroom or school. Contact the school system assistive technology specialist/assistive technology team to obtain additional technology for trial use if needed.

Possible conclusions of the consideration process include:

- The student independently accomplishes required tasks within the relevant instructional or access areas using standard classroom tools. Assistive technology is not required.
- The student accomplishes the required tasks within the instructional or access areas using standard classroom and modifications and accommodations that are currently in place. Assistive technology is not required.

- The student accomplishes the required tasks within the relevant instructional or access areas with assistive technology that is currently in place. Assistive technology is required. Document required assistive technology devices and services in the IEP. Monitor the use of the assistive technology and make changes as needed.
- The student cannot accomplish the required tasks within the relevant instructional or access areas with modifications, accommodations, and/or assistive technology that is currently in place.
 - If potential assistive technology solutions are known to the IEP team, trial use of the identified assistive technology solution may be documented in the IEP and implemented. Following the trial use period, the assistive technology should be documented in the student's IEP if the team determines that it is required.
 - If potential solutions are not known to the IEP team, a referral should be made to the school system assistive technology specialist/assistive technology team for a student consultation.

The outcomes of the consideration process will be documented in the consideration of special factors component of the IEP. Minimal compliance with effective consideration of assistive technology will include checking yes or no to the question "Does the student require assistive technology devices and services?". If the IEP team determines that the student requires assistive technology devices and/or services, they will include a description of the required assistive technology in this section as well.

Requesting Assistance:

The IEP team will request assistance in completing the consideration process when they are unable to determine whether or not the student requires assistive technology or when they are unable to identify assistive technology solutions that would be appropriate to meet the student's needs.

The following procedure will be used for requesting additional assistance:

- Refer the student for an assistive technology consultation to the school system assistive technology specialist/assistive technology team using the referral form found in Appendix C. Submit a copy of the Student Background Information Guide and a copy of the Assistive Technology Consideration Checklist with all possible sections completed. Send the completed referral packet to:

If the IEP team, in consultation with the school system assistive technology specialist/assistive technology team, cannot identify appropriate assistive technology solutions through assistive technology consideration, the student will be referred for an assistive technology evaluation.

Part III:

Evaluating Assistive Technology Needs

Requirement:

An assistive technology evaluation will be completed when the IEP team determines that the student's assistive technology needs cannot be effectively addressed through assistive technology consideration. Students may also be referred for an evaluation upon parent request.

Requesting an AT Evaluation:

IEP teams may request a assistive technology evaluation for a student from the school system assistive technology specialist/assistive technology team when needed.

The following procedures will be followed when requesting assistance from the school system assistive technology team/assistive technology specialist:

- Refer the student to the school system assistive technology specialist/assistive technology team using the referral form found in Appendix C.
- The following supporting documents are required:
 - Student Background Information Guide
 - Completed Assistive Technology Consideration Checklist
 - Signed Parental Consent for Evaluation form listing assistive technology as an area to be evaluated.

Following receipt of a completed referral packet, the school system assistive technology specialist/ assistive technology team will schedule the evaluation.

Assistive technology evaluations for assistive listening devices will be conducted by an audiologist in consultation with the student's IEP team.

Assistive technology evaluations for seating, positioning, and mobility aids will be conducted by a physical therapist and/or occupational therapist in consultation with the student's IEP team.

Assistive technology evaluations for daily living aids will be conducted by an occupational and/or physical therapist in consultation with the student's IEP team.

The evaluation team in collaboration with the student's IEP team may determine that an extended trial use period of a particular assistive technology device (or devices) is required prior to finalization of the evaluation process.

When the assistive technology evaluation has been completed, the results of the evaluation, including recommendations for assistive technology devices, will be recorded in a written report. The written report may be in the form of a narrative or the completed Assistive Technology Evaluation Protocols may serve as documentation of the evaluation.

The assistive technology evaluation report will be made available to the student's IEP team for their review.

Assistive technology devices and services determined to be educationally necessary based on the assistive technology evaluation will be documented in the student's IEP.

Part IV:

Documenting Assistive Technology in the IEP

Requirement:

Assistive technology devices and services that have been determined educationally necessary by the IEP team will be documented in the student's IEP.

Procedures:

The IEP team will document required assistive technology devices and services in the component or components of the IEP that are most relevant to the student.

Assistive technology devices and services may be documented in one or more of the following components of the IEP:

- **Present levels of performance:** This component of the IEP includes statements regarding the student's current level of functioning across curricular areas. This is an appropriate place to discuss how assistive technology will be used to remediate deficits and to provide compensatory technology for enhancing access to the classroom curriculum.

Example:

John demonstrates difficulty completing all writing assignments using standard classroom tools such as pencil and paper. His writing samples are characterized by spelling, grammar, and punctuation errors. He uses a hand-held spell checker to aid him in editing his hand written communication. John also uses a computer-based word processing program with built-in spell check, grammar, and punctuation check.

- **Consideration of special factors:** The need for assistive technology devices and services will be documented for each student in the consideration of special factors component of the IEP. If through consideration, the IEP team determines that assistive technology devices and/or services are required, a description of the devices and services will be provided.

Example:

Does the student require assistive technology devices and services? Yes
 No If yes, describe: Susie uses an auditory trainer to amplifying the teacher's or speaker's voice in all classroom activities (example: lecture and class discussion) other than one on one instruction with the teacher or a paraprofessional.

- **Special Education and Related Services:** This component of the IEP includes documentation of the special education and related services that the IEP team has determined educationally necessary. Assistive technology provided as a part of the student's special education and related services is typically addressed in the present performance levels and the goals, objectives, and benchmarks sections of the IEP. Assistive technology may be addressed in the portion of the IEP which lists special education and related services.

Examples:

Moderately Intellectually Disabled	25 HPW	8-15-00 through 6-01-01*
Speech Language Impaired	1 HPW	8-15-00 through 6-01-01*
Occupational Therapy	1 HPW	8-15-00 through 6-01-01*

- * Susan requires access to her augmentative communication device across all special education and related services. The classroom teacher as well as the speech-language pathologist and occupational therapist will be responsible for providing training in the programming and use of the augmentative communication device.

Moderately Intellectually Disabled (including assistive technology)	25 HPW	8-15-00 through 6-01-01
Speech Language Impaired (including assistive technology)	1 HPW	8-15-00 through 6-01-01
Occupational Therapy (including assistive technology)	1 HPW	8-15-00 through 6-01-01

- Supplementary Aids and Services: Assistive technology should be documented in this section of the IEP if the student is using the technology in the general education setting.

Example: Shaunda will have access to a portable word processor in all of her general education classes.

- Modifications Needed for Participation in Statewide and District-wide Assessments: Assistive technology that the student requires to participate in statewide and district-wide assessments should be documented in this component of the IEP. The type of technology that is used by the student will determine whether or not the test is considered a standard or non-standard administration.

Example:

Due to her severe visual impairment, Shantae requires that all testing materials including directions and, if appropriate, answer sheets should be provided for her use in Braille.

- Instructional Modifications or Supports for School Personnel: This component of the IEP provides the place to document the instructional modifications and supports that are required by the school personnel in order to implement the student's IEP. When completing this component of the IEP, the team should determine what modifications and supports, if any, are required by the school personnel. This is an appropriate place to document technical support and training in assistive technology, if required.

Example:

Paul's general education and special education teachers will receive training in the use and programming of his augmentative communication device. Training and technical assistance may be provided by the school system staff, through the Georgia Project for Assistive Technology, or through the manufacturer's representative.

- Annual Goals, Benchmarks, and Objectives: Typically, if a student is using assistive technology, it is addressed in the goals, benchmarks, and objectives. The assistive technology is simply a tool that assists the student in accomplishing the objective. The IEP team should determine the goals, benchmarks, and objectives first and then decide how technology will be used to accomplish the goals, benchmarks, and objectives.

Example:

Kira will write a three to five sentence paragraph with less than two misspelled words when using a hand-held spell checker to correct misspelled words.

- Statement of Transition Services: This component of the IEP is the place to address assistive technology that may be required by the student in post-secondary

environments. When addressing assistive technology for students transitioning out of the school system, it is important to address required assistive technology devices and funding for assistive technology devices. It is also important to address training and technical support for the student and family, if appropriate.

Example:

Colin's school staff, vocational rehabilitation counselor, and family will contact public and private agencies to assist him in obtaining funding for an augmentative device that can be used after he graduates from school. They will begin contacting agencies at the beginning of his senior year. The vocational rehabilitation counselor will identify potential sources for technical support that will be available to Colin after he graduates.

- Minutes of the IEP Meeting: The minutes of the IEP meeting may also include information about assistive technology that is discussed in the IEP meeting.

Example:

The IEP committee members present discussed Donnita's recent assistive technology assessment. Based on the recommendations of the assessment and her performance, it was recommended that she needs to have access to her augmentative communication device in all school settings.

The documentation of assistive technology devices and services will be clearly written so that all IEP team members, including parents, have a full understanding of how the assistive devices and services will be provided. It is not always necessary to name the specific name brand of an assistive technology device. Unless the IEP team has determined that a particular make and model of a device is required, it is best to describe features of the required technology. For example, the IEP team may use the description of a "talking word processing application with a built-in spell check" rather than the name of a particular program. However, if the IEP team determines that only one particular model will meet the student's need, then the specific model should be listed by name.

The IEP will be amended as the student's technology needs change.

Requesting Assistance:

If the IEP team has difficulty determining the most appropriate means of addressing assistive technology in the IEP, they should seek consultation from the school system assistive technology specialist/assistive technology team.

Part V:

Assistive Technology Implementation and Integration

Requirement:

The student's IEP team will implement the student's assistive technology intervention program as outlined in the student's IEP. In certain situations, it may be beneficial to develop an assistive technology intervention plan to serve as a guide in implementing the assistive technology intervention program.

Procedures:

When appropriate, the IEP team will develop an assistive technology intervention plan (Appendix B) to ensure that the assistive technology is implemented as documented in the student's IEP. This plan outlines the projected outcomes of the intervention, the action steps required to achieve the outcomes, the staff responsible to implementing the action steps, and a plan for evaluating the effectiveness of the intervention. A sample assistive technology intervention plan is available in this manual.

The IEP team will follow school system procedures to ensure that the recommended assistive technology is made available to the student as required in the IEP.

The IEP team will contact the school system assistive technology specialist/assistive technology team to obtain the required assistive technology if it is not readily available in the school setting. The required assistive technology may be available in another school, in the school system's loan program, or through the Georgia Project for Assistive Technology's loan program. If the device is available in the school system's loan program, the school staff will submit a request for loan form that is available in this manual.

The IEP team will install, modify, customize, and program the obtained assistive technology to meet the student's individual needs. If the school staff requires assistance with these tasks, they should complete a referral for on-site assistance using the forms provided in this manual.

The school staff will participate in professional learning courses as needed to obtain the skills and expertise necessary to implement the assistive technology intervention program. Professional learning training may be requested from the school system assistive technology specialist using the forms available in this manual. Professional learning courses are also conducted through the Georgia Project for Assistive Technology. Courses are listed on the project's web site at www.gpat.org.

The IEP team will ensure that the assistive technology is made available in all relevant environments. If the student requires the assistive technology in the home setting, the school staff will complete the agreement for home use of assistive technology form found in this manual.

The school staff will ensure that the available assistive technology is integrated into all appropriate curricular activities.

When equipment is not in working order, the school staff will contact the school system assistive technology specialist to obtain directions as to how they should proceed in getting the device repaired.

The assistive technology intervention program will be modified as needed based on student needs and curriculum.

Requesting Assistance:

The student's IEP team may request assistance from the school system assistive technology specialist when needed. The following types of assistance are available:

Device Customization:

Device Maintenance and Repair:

Device Loan Program:

Device Training and Support:

Please complete the appropriate forms found in Appendix C of this document.

Part VI:

Monitoring the Use and Effectiveness of Assistive Technology

Requirement:

The student's IEP team will monitor the student's use of the recommended assistive technology and make changes in programming as needed.

Procedures:

The student's IEP team will collect data on the student's use of assistive technology as outlined in the IEP or assistive technology intervention plan.

The IEP team will analyze the data to determine the continued appropriateness of the assistive technology intervention and to make changes in programming as needed.

The school staff will make changes in the student's assistive technology intervention plan as needed based on data collected by the team.

Appendix A

Assistive Technology Consideration Checklist and Resource Guide

Assistive Technology Consideration Checklist

Student: _____

School: _____

DIRECTIONS

1. Complete the student information section below to provide information on the student's needs, abilities, and difficulties as well as environments and barriers to success.
2. Please check (✓) the instructional or access areas in Column A that are appropriate for the student. Please leave blank any areas that are not relevant to the student. Specify all relevant tasks (e.g. copying notes from board, responding to teacher questions, etc.) within each area in the space provided. Check the settings in which the task is required: GEC: General Education Classroom SEC: Special Education Classroom COM: Community HOM: Home.
3. In Column B, specify the standard classroom tools (low technology to high technology) used by the student to complete relevant tasks identified in Column A. Place a check (✓) in the boxes in Column B if the student is able to independently complete the tasks with standard classroom tools. For areas in which the student can complete the tasks independently, it will not be necessary to complete Columns C-D.
4. In Column C, specify the accommodations/modifications and assistive technology solutions that are currently being utilized. Place a check (✓) in the boxes in Column C if the student can adequately complete the tasks specified in Column A using the identified accommodations/modifications and assistive technology solutions.
5. Complete Column D if the student can not adequately complete the task with accommodations/modifications and assistive technology solutions specified in column C.

Student needs, abilities, and difficulties: _____

Student environments:
 ___ General Education Classroom (List all classes): _____
 ___ Special Education Classroom (List all classes): _____
 ___ Community (List all settings): _____
 ___ Home: _____

Barriers to student performance and achievement: _____

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Needed Including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
<input type="checkbox"/> Writing <input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Needed Including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
<input type="checkbox"/> Spelling <input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Reading <input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Math <input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Study/Organizational Skills <input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Listening <input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Needed Including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
<input type="checkbox"/> Oral Communication <input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Aids to Daily Living <input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Recreation and Leisure <input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Pre-vocational/Vocational <input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Seating, Positioning, and Mobility <input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Needed Including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
<input type="checkbox"/> Other Specify: <input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Consideration Outcomes:

- Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required.
- Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required.
- Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required.
- Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.
- Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation.

Specify any assistive technology services required by this student. _____

Consideration Checklist Completed by:

Position:

Date:

Assistive Technology Consideration Resource Guide

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individual Educational Plan. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions. Additional tasks and solutions will need to be added to address individual student needs.

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	<u>Assistive Technology Solutions</u>
<p>Writing:</p> <p style="padding-left: 20px;">Sample Tasks:</p> <ul style="list-style-type: none"> • Write name • Copy letters/words/numbers for skills practice • Write words from memory • Copy print from book or worksheet • Copy notes from board or overhead • Complete written worksheets with single word responses (fill-in-the blank) • Complete written worksheets with phrase or sentence response • Complete written test with multiple choice response (circle/mark answer) • Complete written test and forms with fill-in-the-blank response • Complete written test with matching response • Complete written test with phrase/sentence (short answer) • Complete written test with essay response (multi-paragraph) 	<ul style="list-style-type: none"> • Crayon/Marker • Pencil • Pen • Letter and number strip • Clipboard • Typewriter • Computer with word processing software with grammar and spell checker • Instructional software to remediate and enhance specific writing skills 	<ul style="list-style-type: none"> • Increased time for completing assignments • Decreased length of assignment/number of responses • Oral dictation as an alternative to writing • Peer notetaker • Format of assignment changed to meet need of student - multiple choice, matching word banks, fill-in-the-blank, short answer • Word banks, sentence starters, and cloze format writing activities for supports • Provide typed outline or typed copy of lecture notes to student prior to delivery for student to use to follow lecture • Student highlights key points on printed copy of notes rather than copying/recording lecture notes • Webbing-concept mapping strategy used 	<ul style="list-style-type: none"> • Pencil grip or other adapted writing aids • Adapted paper (bold line, raised line, different spacing, secured to desk, paper stabilizers) • Slant board • Personal dry erase board • Non-slip writing surface (e.g. dyceum) • Tape recorder for dictated responses and notetaking • Portable word processor (e.g. PC-5, AlphaSmart, etc.) • Notetaking device (e.g. Braille, adapted tape recorder, smartboard) • Computer with word processing software with spell and grammar checks (e.g. Microsoft Word) • Computer with word processing software and outlining/webbing software (e.g. Inspiration or Kidspiration, DraftBuilder) • Computer with graphic-based word processor (e.g. Writing with Symbols) • Computer with talking word processing software (e.g. Write OutLoud, IntelliTalk) • Computer with word prediction software (e.g. Co:Writer) • Computer with graphic based word processor (e.g. Writing with Symbols) • Scanner and computer with form filling software to create electronic worksheets <p>*Adaptive input hardware and/or software (e.g. keyguard, keyboard utilities, enlarged keyboard, touchscreen, on-screen keyboard, trackball, switch access, voice dictation software, Braille input) and adaptive output solutions (screen enlargement, text or screen reading software) to be used as needed for all computer based writing solutions</p>

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	<u>Assistive Technology Solutions</u>
<p>Writing Sample Tasks(Continued)</p> <ul style="list-style-type: none"> • Record notes from teacher dictation/lecture with teacher recording notes on board/overhead • Record notes from teacher dictation/lecture without teacher notes • Generate creative/spontaneous writing samples • Copy numbers • Enter number in correct location within calculation problems • Copy math calculation problems with correct alignment • Record dictated math calculation problems with correct alignment • Copy diagrams and graphs create and plot linear and quadratic equations on graph 	<ul style="list-style-type: none"> • See previous page 	<ul style="list-style-type: none"> • See previous page 	<ul style="list-style-type: none"> • See previous page
<p>Spelling:</p> <p>Sample Tasks:</p> <ul style="list-style-type: none"> • Identify correctly spelled word from printed list • Write spelling words from dictation • Spell words orally • Take a written spelling test • Use spelling words appropriately in a sentence • Locate correctly spelled words in a dictionary • Complete writing tasks with correct spelling • Identify/correct incorrectly spelled words in writing sample 	<ul style="list-style-type: none"> • Flashcards • Alphabet strip • Print dictionary • Computer with word processing software with built-in spell checker • Instructional software to remediate and enhance basic phonics and spelling skills 	<ul style="list-style-type: none"> • Peer/adult assistance for difficult to spell words • Personal or custom dictionary • Problem word list • Reduce number of spelling words • Increased time for completing assignments 	<ul style="list-style-type: none"> • Personal dry erase board for practice • Tape recorder with difficult to spell words recorded • Hand-held spellchecker without auditory output (e.g Merriam-Webster Dictionary and Thesaurus) • Hand-held spellchecker with auditory output (e.g. Speaking Merriam-Webster Dictionary and Thesaurus) • Portable word processor with built-in spellchecker (e.g. AlphaSmart) • Computer with word processing program with spell check feature (e.g. Microsoft Word) • Computer with talking word processing software containing speaking spell check (e.g. Write OutLoud) • Computer with word prediction software, (e.g. Co:Writer))

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	<u>Assistive Technology Solutions</u>
<p>Reading:</p> <p>Sample Tasks:</p> <ul style="list-style-type: none"> • Identify letters in isolation and in sequence • Recognize/read name • Read basic/primer sight words • Read functional words (community, emergency, grocery, etc.) • Read target/selected words within a sentence • Comprehend age/grade appropriate reading materials • Read print materials from textbooks and supplemental materials with comprehension • Read material from worksheet with comprehension • Read material from board/overhead with comprehension • Read material from computer display with comprehension • Read longer reading samples with comprehension and without fatigue • Answer literal questions regarding materials read • Answer questions regarding main idea of materials read • Answer inferential questions regarding materials read 	<ul style="list-style-type: none"> • Textbooks • Worksheets • Printed information on board/overhead • Printed test materials • Instructional software to remediate basic reading and/or reading comprehension skills 	<ul style="list-style-type: none"> • Peer/adult reading assistance • High interest, low reading level materials • Increased time for completing reading materials • Decreased length of assignment • Simplify complexity of text • Color coding to emphasize key points (highlighting) • Custom vocabulary list • Increase print size of materials through photocopying 	<ul style="list-style-type: none"> • Page fluffers • Slant board and book holders for positioning books • Color Overlays • Tracking strategies (e.g. reading window, bar magnifier) • Speaking spellchecker or dictionary as a word recognition aid (e.g. Speaking Merriam-Webster Dictionary and Thesaurus) • Reading Pen (e.g. Quicktionary Reading pen) • Audio-taped books (e.g. books-on-tape from Recordings for the Blind and Dyslexic) • Electronic books (e.g. disk or CD-ROM) • Computer-based talking word processing program (e.g. Write OutLoud) • Computer with graphic word processor (e.g. Writing with Symbols) • Computer with text enlargement software (e.g. ZoomText) • Computer with text reading software (e.g. ReadPlease, Talk-to-Me, JAWS, Kurzweil 1000) • Computer-based advanced reading aids (e.g. Kurzweil 3000, WYNN) • Solutions for converting text into alternative format (e.g. scanner with OCR software, Braille translation software, Braille printer/embosser, refreshable Braille displays, and tactile graphic production systems, etc.)

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
<p>Math:</p> <p>Sample Tasks:</p> <ul style="list-style-type: none"> • Identify numbers in isolation and sequence • Comprehend basic math concepts • Complete basic calculations (addition, subtraction, multiplication, and division) • Complete complex math calculations • Complete math word problems • Tell time to the hour, half-hour, etc. using an analog and/or digital clock • Calculate passage of time • Identify coins and bills • Demonstrates understanding of coin and bill value • Utilize money to purchase items • Utilize coins and bills to make appropriate change • Maintain and balance a checkbook 	<ul style="list-style-type: none"> • Manipulatives (beads, etc.) • Abacus • Number line • Math fact sheet (e.g. multiplication facts) • Calculator • Instructional software to remediate and enhance specific math skills 	<ul style="list-style-type: none"> • Change format of assignment (e.g.: write answers only) • Peer/adult reading of problem and recording of answer • Reduce number of problems • Provide additional spacing between problems • Provide additional time to complete tasks • Increase size of print through photocopying • Change complexity of material (e.g. separate problems by operations required) • Teacher/peer support for reading and assistance 	<ul style="list-style-type: none"> • Modified paper (bold line, enlarged, raised line, graph paper, etc.) • Talking calculator with speech output • Calculator with large print display • Calculator with large keypad • Calculator with embossed output (e.g. Braille N Speak) • Computer based on-screen calculator • Electronic math worksheet software with adaptive input and output as needed (e.g. MathPad, Access to Math, and Study Works) • Adapted measuring devices (e.g. devices with speech output, large print display, or tactile output)
<p>Study Organizational Skills:</p> <p>Sample Tasks:</p> <ul style="list-style-type: none"> • Copy assignments from board • Record assignments from teacher dictation • Complete assigned task within designated timelines • Request teacher/peer assistance when needed • Has appropriate materials/supplies for class activities 	<ul style="list-style-type: none"> • Instructional materials, including software to remediate deficit areas, to teach compensation strategies, and focus on strengths 	<ul style="list-style-type: none"> • Assignment sheet provided by peer and/or adult • Outlines of key points • Student schedule or checklist • Positioning student strategically within classroom environment • Timers • Student self monitoring sheets 	<ul style="list-style-type: none"> • Print or picture schedule • Organizational aids (e.g. Color coding, appointment book, etc.) • Tape recorder • Electronic organizer/personal digital assistant (e.g. Step Pad, PalmPilot) • Computer based electronic organizer with adapted input and output provided as needed • Speech prompting device

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
<p>Listening :</p> <p>Sample Tasks:</p> <ul style="list-style-type: none"> • Follow verbal directions • Listen to stories, books, etc. and answer comprehension questions • Listen to classroom discussion and apply information (answer questions, record notes, etc) • Listen to teacher lecture and and apply information (answer questions, record notes, etc) • Listen to verbally presented information and retell with correct sequencing and facts • Listen to videos to gather information about current instructional topics • Respond to environmental stimuli appropriately (someone knocking on classroom door, bell ringing, fire alarm) 	<ul style="list-style-type: none"> • Television • Video player • Cassette recorder/player • Headphones for clarity of sound and blocking of extraneous noises for cassette/ television • Overhead projector to provide visual outline during notetaking • Closed captioning access to caption ready television and video presentations 	<ul style="list-style-type: none"> • Preferential seating • Use teacher proximity • Elimination of extraneous noise (air conditioner) • Break directions into smaller steps/segments • Use verbal prompts • Use gestures • Pre-teach vocabulary and/or components of the lesson • Audio-tape verbally presented information for repeated presentation • Use visual aids (picture symbols, diagrams, maps) to illustrate key points • Provide a written outline of lecture • Use a peer note-taker to record notes in class • Provide print copy of script in videotapes • Provide sign language/oral interpreter 	<ul style="list-style-type: none"> • Personal amplification system • Classroom sound field system • Auditory trainer • Personal hearing aids • Tape recorder with indexing capability • Smart Board for transferring teacher written notes to student computer for viewing and printing and viewing • Environmental alert system • Voice to text software application for converting teacher lecture to text • Closed captioning on non-caption ready instructional materials • Real time captioning of class lecture and discussion
<p>Oral Communication:</p> <p>Sample Tasks:</p> <ul style="list-style-type: none"> • Gain attention of peers/adults within environment • Express basic wants/needs • Request assistance as needed • Provide appropriate greetings • Participate in conversation with peers/teachers • Respond appropriately to teacher/peer questions and/or comments • Provide oral report in class on assigned topic • Inform others of events, topics, etc • Terminate conversation 	<ul style="list-style-type: none"> • Organizing diagram for presentations 	<ul style="list-style-type: none"> • Interpreter • Verbal prompts • Modeling appropriate skills • Repetition of spoken answers • Additional response time • Provide questions before time • Accepting shortened responses 	<ul style="list-style-type: none"> • Speech enhancing devices (e.g. amplifiers, clarifiers) • Augmentative communication solutions (e.g. object based communication displays, picture communication boards, books, and wallets, talking switches, dedicated augmentative communication devices, and integrated computer based augmentative communication solutions- all with adaptive input as needed) • Sign language

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
<p>Aids to Daily Living: Sample Tasks:</p> <ul style="list-style-type: none"> • Feed self using appropriate utensils • Drink using appropriate utensils • Prepare simple snack • Prepare basic meal • Dress and/or undress self using appropriate tools • Complete personal hygiene and grooming tasks (brushing teeth, hair, etc.) • Toilet self • Perform simple household chores 	<ul style="list-style-type: none"> • Eating utensils (ex. spoon, cup, etc.) • Personal hygiene tools (ex: toothbrush, comb, brush, etc.) • Toileting supplies (ex: tissue) • Bathroom rails and adaptive faucet handles • Cleaning materials and appliances 	<ul style="list-style-type: none"> • Verbal prompts • Modeling appropriate skills • Picture cues and prompts • Additional time to complete tasks • Modification of task length and complexity 	<ul style="list-style-type: none"> • Adapted eating aids (e.g. grips for standard eating utensils, adapted cups/glasses, etc.) Feeding machines • Adapted dressing aids (e.g. button holers, pulls for zippers, Velcro fasteners, etc.) • Adapted cooking and food preparation aids (e.g. blender attached to power control unit, adapted pouring handles, etc.) • See other sections of this document for leisure, vocational, mobility, and learning aids.) • Adapted household cleaning tools and appliances
<p>Recreation and Leisure: Sample Tasks:</p> <ul style="list-style-type: none"> • Participate in play activities • Participate in leisure activities (ex: look at/read book or magazine, listen to music, etc.) appropriately • Manipulate and/or operate toys, tools, and/or electronic appliances required for participation in leisure activities appropriately 	<ul style="list-style-type: none"> • Puzzles • Games • Toys • Music (e.g. tape player, CD-ROM, etc.) 	<ul style="list-style-type: none"> • Verbal prompts • Adult peer assistance • Modeling appropriate skills • Cooperative participation with peers and adults • Game modification 	<ul style="list-style-type: none"> • Knobs for puzzles • Adapted crayon holders • Adapted books • Adapted music with symbols • Raised line coloring sheets • Spinners for games • Switch accessible toys (commercially available or switch accessible through switch interface) • Environmental control devices • Power control units and battery adapter devices • Adaptive sports equipment • Computers with adaptive input devices as needed and appropriate software to address leisure skills
<p>Pre-vocational and Vocational: Sample Tasks:</p> <ul style="list-style-type: none"> • Complete assigned tasks (ex: filing, sorting, assembly, etc.) within designated timelines • Utilize tools, manipulatives, and/or equipment to complete tasks • Complete single and multiple step tasks 	<ul style="list-style-type: none"> • Sorting and assembling materials • Office equipment • Computer with standard office applications • Timers and watches 	<ul style="list-style-type: none"> • Verbal prompts • Picture and word cues • Modeling appropriate skills • Cooperative participation with peers and adults • Student self-monitoring sheets • Modification of task length and complexity 	<ul style="list-style-type: none"> • Individualized task and material modifications to meet student needs • Computer with adaptive input devices as needed and appropriate software to address pre-vocational or vocational needs • Vibrating and talking watches and timers • Auditory prompting with and without visual display

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Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	<u>Assistive Technology Solutions</u>
<p>Seating, Positioning, and Mobility: Sample Tasks:</p> <ul style="list-style-type: none"> • Move about/ambulate about the classroom, school, and/or community • Manipulate educational materials as required in assigned activities • Maintain appropriate seating/position for participation in relevant activities 	<ul style="list-style-type: none"> • Classroom chairs, desks and tables 	<ul style="list-style-type: none"> • Limit mobility requirements through careful scheduling of daily activities (order, location, etc.) • Peer and adult assistance • Modification of requirements based upon student's daily energy level and the task to be completed 	<ul style="list-style-type: none"> • Adaptive classroom equipment (e.g. prone and supine standers, side lyers, adapted chairs with seating modifications and support, etc.) • Adapted tables and desks • Walkers • Crutches/canes • Manual wheelchairs • Power wheelchairs • Laptrays and equipment mounts

Appendix B

Assistive Technology Intervention Plan

Assistive Technology Intervention Plan

Student's Name: _____ Date Plan Written: _____

School System: _____ School: _____

Grade Level: _____ Primary Special Education Eligibility: _____ Secondary Eligibility(ies): _____

Teacher's Name: _____ E-mail Address: _____

Area(s) of Difficulty: (What does the student need to be able to do that she or he is unable to do?)	Baseline Data: (What is the current level of functioning?)	Projected Outcome(s): (What do we want the student to be able to do? Include clearly measurable criteria.)

Specify the assistive technology that will be used to accomplish required tasks within relevant instructional activities:

Class-Environment:	Instructional Activity:	Tasks Requiring Assistive Technology Within the Activity:	Assistive Technology Devices:	Additional Supports:

Strategies:	Action Steps (including resources) Required to Achieve Outcomes:	Staff Responsible:	Projected Timelines:	Review Date and Progress:
Implementation				
Provide access to assistive technology in all relevant environments/activities.				
Customize the assistive technology devices to meet student needs.				

Strategies:	Action Steps (including resources) Required to Achieve Outcomes:	Staff Responsible:	Projected Timelines:	Review Date and Progress:
Identify and implement strategies to enhance student success in using the provided assistive technology.				
Provide training for student, school personnel, and family if appropriate.				
Integration				
Integrate use of assistive technology across all educational environments.				
Provide supports for student and staff to enhance full integration of tools.				
Monitor student's use of the assistive technology across all educational environments.				
Modify use of the assistive technology devices and strategies as needed to support student success.				

Impact of this Intervention on Student Achievement: _____

School Staff

Date Completed

School Staff

GPAT Staff

Appendix C

Required Forms

Memorandum

Date:

To: Special Education Teachers
Related Service Providers

From: Assistive Technology Specialist/Assistive Technology Team

Re: Request for Services from Assistive Technology Specialist/ Assistive Technology Team

In order to effectively address the assistive technology professional learning and technical assistance needs of educators in the school system, the special education department has established procedures for requesting services from the assistive technology staff. We believe that these procedures will clarify the specific nature of requests made to the assistive technology staff and will enhance assistive technology specialist's abilities to plan for and conduct professional learning and technical support services.

Utilizing these new referral procedures, services will be available in the following categories: Student Consultation, Student Evaluation, Classroom Consultation, Device Support, Short-term Equipment Loan, and Professional Learning Courses. Forms for requesting each of these services are available in the Request for Services packet that is enclosed in this mailing.

Thank you in advance for reviewing these materials and for sharing them with appropriate individuals within your school system. It is always a pleasure to work with you, your staff, and your students.

Procedures for Requesting Services from the Assistive Technology Specialist/Team

Introduction

Each year assistive technology specialists from the school system provide a range of technical support and professional learning services to school personnel and their students. These services include student consultations, student evaluations, classroom consultations, device technical support visits, and professional learning courses. All of these services are directed toward building local school staff's capacities to provide assistive technology devices and services. This document was developed to assist local school system administrators and educators in accessing the services provided through the assistive technology specialist/team.

Project Services

Student Consultation: The assistive technology specialist/team provides on-site technical assistance to aid school staff in developing and implementing assistive technology intervention programs for students with disabilities. Consultations are frequently provided to assist service providers in considering assistive technology, in developing assistive technology intervention plans, and in monitoring student progress. Consultations are required prior to evaluation.

Requests for consultations must be made by the student's classroom teacher. All staff working with the student should be present during this student consultation. Individuals requesting a student consultation must submit the following forms to the assistive technology specialist/team prior to the visit being scheduled: student request form, student consultation parent permission form, and student background information form. Following receipt of a completed referral packet, the contact person identified on the referral form will be called to schedule the visit.

Following the student consultation, the assistive technology specialist/team will provide the school system with a written on-site technical assistance report which may include an assistive technology intervention plan.

Student Evaluation: The assistive technology specialist/team is available to conduct an assistive technology evaluation when the student's needs can not be identified through consideration. Student evaluations are **only** conducted following a student consultation. Requests for student evaluations must be made by the classroom teacher. All staff working with the student should be present during this student evaluation.

The following forms are required by the assistive technology team/assistive technology specialist prior to scheduling a student evaluation: student request form, school system permission to evaluate form with assistive technology listed as an area to be evaluated, the student background information form, and a completed Consideration Checklist.

Following the student evaluation, the assistive technology team/specialist will provide the school with a written evaluation report which will include an assistive technology intervention plan.

Classroom Consultation: Frequently, the assistive technology specialist/team is asked to provide assistance for several students in a classroom. This allows the assistive technology specialist/team to address general classroom assistive technology needs without focusing exclusively on one student's technology needs. Classroom consultations provide opportunities for identifying classroom assistive technology needs and providing suggestions for integrating assistive technology into the classroom curriculum.

Requests for classroom consultations must be made by the student's teacher using the classroom consultation request form. Following the consultation, the assistive technology specialists/team will provide the school with a written report outlining the findings and recommendations.

Device Technical Support: The assistive technology specialists/team often provide on-site technical assistance to aid school staff in addressing technical difficulties with assistive technology devices, hardware, and software. This includes installing and customizing assistive technology solutions.

Requests for device technical support must be made by the classroom teacher on the technical support request form.

Professional Learning Courses: The assistive technology specialist/team provides a range of professional learning courses each year. These courses are conducted to address specific assistive technology topics from consideration, to evaluation, to program development, and implementation.

Customized professional learning courses are available through the assistive technology specialist/team upon request of the classroom staff. These courses address issues that are specifically identified by the school staff and are conducted in a location in the school system. Individuals requesting a customized course must submit a course request form to the assistive technology specialist/team prior to the course being scheduled.

Short-term Equipment Loans: The school system maintains an inventory of assistive technology devices and hardware that is available for short-term loan to students in local schools. The typical length of a loan period is four (4) weeks. These timelines may be extended if the device has not been requested by another individual.

A complete listing of the assistive technology solutions in the loan program are available from the assistive technology specialist/team. Please note that software applications are not available through this program due to potential copyright violations.

Individuals wishing to borrow equipment must submit a short-term equipment loan form to the assistive technology team/specialist. All requests must be signed by the school principal.

Request for Services Frequently Asked Questions

When do I request student consultation?

Student consultation is requested as the initial step in determining student needs in relation to assistive technology devices or services. The assistive technology specialist/team will assist the teacher and related service providers in considering assistive technology and developing an assistive technology intervention plan. The assistive technology specialist/team will **not** conduct evaluations when a student consultation is requested.

When do I request classroom consultation?

Classroom consultation may be requested when a teacher needs general assistance with assistive technology needs in the classroom. This might include identifying equipment available in the classroom or determining basic integration ideas and suggestions. Suggestions will be made to benefit the classroom as a whole. Classroom consultation is **not** student specific.

What should I expect following a consultation visit?

Following a student consultation visit, the assistive technology team/specialist will provide a completed Consideration Checklist with recommendations and product information as well as an Assistive Technology Intervention Plan. An on-site technical assistance report will be provided following a classroom consultation.

When do I request a student evaluation?

A student evaluation should only be requested subsequent to a student consultation. Evaluations should be requested when local school staff has made unsuccessful efforts to implement an assistive technology intervention program.

What should I expect following an evaluation visit?

Following a visit where an evaluation was conducted the school staff will receive a narrative report summarizing the evaluation and recommendations. Product information will also be provided.

Who should be present during the consultation or evaluation?

The student's teacher and related service providers are expected to be present during the consultation. This process is considered to be a team effort and those who work with the student should be present. The primary service provider should plan to be present for the duration of the visit. While it is not required, it is suggested that parent(s) be present during this process.

When do you request troubleshooting and support?

Request for troubleshooting and support should be made when you have assistive technology equipment that is working improperly or not working at all. This may include, but not be limited to computer technology, communication devices, vision technology and academic learning aids. Request for troubleshooting and support from the assistive technology specialist/staff should be made only after efforts to resolve the problem have been made by consulting the manual and/or the manufacturer directly.

It is also important to keep in mind that many manufacturers have local sales representatives for support and training in the area for specific equipment. These resources should be utilized as much as possible in relation to specific equipment. Fees for training or technical support are determined by the company.

Referrals for troubleshooting and support should contain the name(s) of the specific equipment for which assistance is sought and a brief description of the problem and efforts to resolve.

When do you request professional learning / custom courses?

Requests for professional learning training / custom courses should be made when you have a need for specific training in your county. Training can be customized at any level of need for teachers, parents and service providers. It is suggested that you contact the assistive technology team/specialist well in advance of your desired date for your training. It is optimal to provide a preferred date and several alternate dates.

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What are my obligations in organizing professional learning courses for my school?

Obligations from schools requesting professional learning courses include:

- 1) identifying a topic or area of need
- 2) procuring / providing a location for the training and assuring that it is available (hands-on training involving software may need to be scheduled in a lab within the school district)
- 3) providing assistance for software installation (if a school lab is used)

REQUEST FOR SERVICES

Teacher's Name: _____ School: _____

Address: _____

Telephone Number: _____ FAX Number: _____

E-mail Address: _____

TYPE OF SERVICE REQUESTED

Please indicate the type of service that you are requesting by placing a \checkmark in the left column.

	Type of Service	Required Forms to be Submitted with this Form:
<input type="checkbox"/>	Student consultation	<ul style="list-style-type: none"> • Student Request Form • Consultation Parent Permission Form • Student Background Information Form
<input type="checkbox"/>	Student evaluation (Will only be done subsequent to a student consultation)	<ul style="list-style-type: none"> • Student Request Form • School system Permission to Evaluate form with assistive technology listed on the form • Student Background Information Form • Consideration Checklist
<input type="checkbox"/>	Classroom consultation	<ul style="list-style-type: none"> • Classroom Consultation Information Form
<input type="checkbox"/>	Device technical support	<ul style="list-style-type: none"> • Technical Support Request Form
<input type="checkbox"/>	Professional learning course	<ul style="list-style-type: none"> • Course Request Form

If you would like for us to work with someone else to schedule this visit or course, please provide their contact information:

Name: _____ Position: _____

Address: _____

Telephone Number: _____ FAX Number: _____

E-mail Address: _____

Special Education Director's Signature

Date

PLEASE RETURN ALL REQUIRED FORMS TO THE ASSISTIVE TECHNOLOGY SPECIALIST/TEAM AT:

**STUDENT REQUEST FORM
CONSULTATION OR EVALUATION**

Student: _____ Grade Level: _____

School: _____

Teacher: _____ Telephone: _____

Parents: _____ Telephone: _____

Please note that the student's teacher and all related service providers are expected to be present during this consultation or evaluation. Please list the individuals who will be present:

Name	Position

What specific instructional or educationally relevant areas would you like to see addressed during this consultation or evaluation? What do you want the student to be able to do that he or she is not able to do at this time?

What information (results) do you hope to gain as a result of this consultation or evaluation?

Teacher

Date

PARENT PERMISSION FORM
ASSISTIVE TECHNOLOGY CONSULTATION

Dear Parent:

Your child's school has requested assistance from the school assistive technology team/specialist to aid the school staff in developing and/or implementing an assistive technology intervention program for your child. The assistive technology specialist/team will work with your child's teachers and related service providers (e.g. speech-language pathologist, occupational therapist, and physical therapist) to determine your child's assistive technology needs and to make recommendations for assistive technology devices and services.

Upon receipt of the request packet completed by the school staff and your permission to work with your child, a visit will be scheduled to your child's classroom. If you would like to be informed of the date, time, and location of the visit or would like to be present during this visit, please consult your child's teacher. Following the visit, the school will be provided with a written report that will include recommendations to your child's IEP team regarding assistive technology devices and services. You may request a copy of this document from the school.

Please indicate below your agreement for this request for the assistive technology specialist/team to work with your child during the on-site technical assistance visit. Please note that you are also giving the assistive technology specialist/team permission to review your child's educational records. If you have any questions about this request for permission or would like additional information about the nature and purpose of this visit, please contact your child's teacher or .

Sincerely,

Name
Assistive Technology Specialist

Please complete below and return to your child's teacher as soon as possible.

Student's Name: _____

Parent's Name: _____

_____ Yes, I do give my permission for the school system assistive technology team/specialists to work with my child during this on-site technical assistance visit. I understand that the purpose of this visit is to assist the school staff in developing an assistive technology intervention program for my child. I also give my permission for the assistive technology team/specialists to review my child's educational records.

_____ No, I do not give my permission for the school system assistive technology team/specialists to work with my child during this on-site technical assistance visit. It is my understanding that a visit cannot be scheduled without my permission.

Parent's Signature

Date

**PARENT PERMISSION FORM
ASSISTIVE TECHNOLOGY EVALUATION**

Dear Parent:

Your child's school has referred your child for an assistive technology evaluation to aid them in developing and/or implementing an assistive technology intervention program for your child. The assistive technology specialist/team will work with your child's teachers and related service providers (e.g. speech-language pathologist, occupational therapist, and physical therapist) to determine your child's assistive technology needs and to make recommendations for assistive technology devices and services.

Upon receipt of the request packet completed by the school staff and your permission to work with your child, a visit will be scheduled to your child's classroom. If you would like to be informed of the date, time, and location of the visit or would like to be present during this visit, please consult your child's teacher. Following the visit, the school will be provided with a written report that will include recommendations to your child's IEP team regarding assistive technology devices and services. You may request a copy of this document from the school.

Please indicate below your agreement for this request for the assistive technology specialist/team to conduct an assistive technology evaluation. Please note that you are also giving the assistive technology specialist/team permission to review your child's educational records. If you have any questions about this request for permission or would like additional information about the nature and purpose of this evaluation, please contact your child's teacher or .

Sincerely,

Name
Assistive Technology Specialist

Please complete below and return to your child's teacher as soon as possible.

Student's Name: _____

Parent's Name: _____

_____ Yes, I do give my permission for the school system assistive technology team/specialists to conduct an assistive technology evaluation of my child to assist them in developing an assistive technology intervention program for him/her. I also give my permission for the assistive technology team/specialists to review my child's educational records.

_____ No, I do not give my permission for the school system assistive technology team/specialists to conduct an assistive technology evaluation of my child to assist them in developing an assistive technology intervention program for him/her. It is my understanding that a visit cannot be scheduled without my permission.

Parent's Signature

Date

CLASSROOM CONSULTATION INFORMATION FORM

Teacher: _____ School: _____

Address: _____

Telephone: _____ FAX: _____

Student Information:

Please provide the following information on the students in the class.

Number of Students	
Age Range of Students	
Types of Disabilities	

Describe difficulties that the students are experiencing across instructional areas (academics, communication, mobility, aids to daily living, play/leisure, listening/hearing, etc.) What do you want the students to do that they are unable to do?

Intervention and Technology Solutions Implemented:

What types of modifications, accommodations, and instructional strategies have been implemented to address these concerns?

What types of assistive technology solutions are currently available in the classroom? Have they been successful?

Describe any specific difficulties that you are experiencing with any of the technology solutions listed above?

What have you or other school staff done to address these difficulties?

Expected Outcomes:

What specific areas would you like for us to address during this consultation?

What information or results do you hope to obtain based on this consultation?

Additional Information:

Please provide any additional information that you think would be beneficial for us as we plan and conduct this assistive technology consultation:

Staff Member

Position

Date Completed

Technical Support Request Form

Contact Person: _____ School: _____

Address: _____

Telephone: _____ FAX: _____

Device Information:

Name of Device-Hardware-Software: _____

Manufacturer: _____

Version-Model: _____

If computer based, type of computer: _____

Problem:

What do you think that the problem is with the device, software, or hardware?

Have you read the manual to obtain troubleshooting assistance?

Have you contacted the manufacturer for technical support?

What has been done within your school system to correct/address the problem?

Signature- Contact Person

Date

COURSE REQUEST FORM

Name of Person Requesting Course: _____

School: _____

Address: _____

Telephone: _____ FAX: _____

Course Information:

Name of Course/Area to be Addressed: _____

Knowledge Level of Participants: ___Introductory ___Intermediate ___Advanced

Location of Course: _____

Desired Date or Dates for Course: _____

Projected Number of Participants: _____

Age Levels Taught: _____

Program Areas Represented: _____

Available Equipment:

Please indicate which equipment you will have available for use during this course:

Equipment	Yes	No	Not Applicable
Overhead projector			
Screen for overhead projector			
Microphone			
Computers (If appropriate for course) Type: Number:			
Software (If appropriate for course) List programs here and number of copies available.			
Devices (If appropriate for course) List devices and number available.			

Projected Outcomes:

What do you expect the participants to learn during this course?

How will the information gained in this course enhance classroom instruction?

How will the information gained in this course improve student achievement?

Additional Information:

Please include any additional information that will be beneficial to us in planning for this course.

Signature-Person Requesting the Course

Date

SHORT-TERM EQUIPMENT LOAN REQUEST

School: _____ Date Equipment is Needed: _____

School Contact Person (responsible for loan and equipment return): _____

Address of Contact Person: _____

Phone: _____

Principal: _____

Please list the equipment you wish to borrow. Be as specific as possible. Equipment that is to be used together should be placed on one form. When several different pieces are desired, separate forms are needed.

Your signature on this Short-term Agreement Request Form indicates your agreement to the following:

The school agrees to return the equipment at the end of the loan period.

The school agrees to reimburse the special education department for the cost of the equipment listed above should it be lost, stolen, or damaged during the time that the equipment is in the school.

Signature of Principal

Date