Assistive Technology

A guide for Macomb County Schools: Second Edition
macomb intermediate school district
# TABLE OF CONTENTS

Welcome ...........................................................................................................3  
Introduction ......................................................................................................4  
   Mission statement ..........................................................................................4  
   The guide .......................................................................................................4  
   About assistive technology .........................................................................5  
Legislation .........................................................................................................7  
MISD AT Model................................................................................................9  
   AT District Representative Teams ..............................................................9  
      AT Representatives Roles .........................................................................9  
   AT District Plans ..........................................................................................11  
      Sample Plan ..........................................................................................12  
AT consideration ...............................................................................................19  
   AT in the IEP ...............................................................................................20  
   Addressing Most Students .........................................................................22  
   Data Collection ............................................................................................22  
AT evaluation ...................................................................................................25  
   Addressing Student Needs: The Macomb County Process ....................25  
   The SETT Process ......................................................................................26  
   AT Process Flow chart ..............................................................................27  
   AT Evaluation Process and Report ............................................................29  
   Sample: AT Evaluation Report ..................................................................35  
   AT Evaluation Process “Cheat Sheet” .........................................................45  
   Form 2 Process ............................................................................................49  
Acquiring AT devices .......................................................................................51  
   Lending library terms of agreement ..........................................................52
Welcome

Welcome to the Macomb Intermediate School District’s (MISD) Assistive Technology Guide: Second Edition. The MISD and its 21 constituent districts have worked cooperatively to provide appropriate educational services to students with special needs for many years. A portion of the Individuals with Disabilities Education Act of 1990 and the reauthorization of this act in 1997 and 2004 requires that assistive technology devices and services be made available to any student with a disability if the Individualized Educational Plan for that student indicates there is an educational need.

This document is a tool to help parents; teachers and administrators determine the appropriateness of assistive technology for special education students. It is our hope that through the use of technology we will be able to improve the quality of life and educational opportunities for all students within Macomb County.

This Assistive Technology Guide was updated with the help of guidelines adopted by the Region IV directors of special education in order to ensure continuity and cooperation across the region in providing assistive technology for students who are in need of these accommodations. Our thanks to all of the members of the Assistive Technology Committee who dedicated their time, knowledge and commitment in order to provide a meaningful document that will serve as a milestone in providing assistive technology to students with special needs.

We would like to thank Laurel Greenwood and Dr. Kathleen Pistono for their vision in creating the first edition of this guide that served as a model for the provision of assistive technology to students with special needs in Macomb County. Additional thanks is extended to the current MISD AT Team, Dr. Maureen Staskowski, Consultant for Speech Language and Literacy and Susan Hardin, Assistive Technology Consultant. Their dedication and leadership resulted in the tool to follow: Assistive Technology: A Guide for Macomb County Schools: Second Edition.

Beth Alberti
Assistant Superintendent
Special Education and Student Services
Macomb Intermediate School District
1. introduction

MISSION statement

The Region IV Assistive Technology Plan provides a model for the Macomb County Guide. The mission statement as articulated in the Region IV plan is reaffirmed by the Macomb County Guide.

We recognize that assistive technology can eliminate barriers and enable individuals with disabilities to be participating and contributing members of society. We believe that all individuals with disabilities are entitled to equal access to the technology needed to ensure opportunities for learning.

We accept the responsibility to provide assistive technology services, when appropriate, to assist a child with a disability in the selection, acquisition, or use of an assistive technology device.

THE guide

The Individuals with Disabilities Education Act of 1990 (IDEA), P.L. 101-476 and the reauthorization of 1997 and 2004, require that assistive technology devices and services be made available to a child with a disability if required as a part of the child’s Individualized Educational Plan (IEP). The Macomb County Assistive Technology Guide has been developed to help school districts within Macomb County to comply with this legislation.

The Macomb County Assistive Technology Guide: Second Edition relied heavily on the work in the 2006 Guidelines for the Provision of Quality Assistive Technology Services: A Plan for Michigan’s Region IV. The Region IV plan was developed by representatives of the region’s intermediate school districts (Jackson, Lenawee, Macomb, Monroe, Oakland, St. Clair, Washtenaw, and Wayne).

Technology and related services for students in Macomb County schools who need assistive technology will be provided through a cooperative effort among local districts, the MISD and related support agencies. The Macomb County Assistive Technology Guide: Second Edition outlines the operating principles for each of the Quality Indicators for Assistive Technology. The indicators are a “set of
descriptors that could serve as overarching guidelines for quality AT services.” (QIAT 2004).


The indicators inform the manner in which the shared responsibility for assistive technology is carried out in Macomb County schools.

About Assistive Technology

The term, “Assistive Technology,” encompasses a vast array of devices and services that assist persons with disabilities to participate more fully and successfully in their life roles. In education, Assistive Technology devices and services are considered to ensure students are making progress in the general curriculum. In addition, Assistive Technology tools and instructional strategies may be needed by students to support communication (spoken and written), mobility, self care, and other needs arising from sensory, motor, cognitive, language or social impairments.

Assistive technology devices may range from simple modifications like pencil grips to highly sophisticated electronic voice output communication aids. Assistive technology services may range from short term instruction teaching a student to use a voice recorder for dictation to long term and intensive instruction necessary for many augmentative communication interventions. “Augmentative Communication” is a term used to identify one kind of Assistive Technology, which refers specifically to strategies and equipment which support (augment) spoken communication. Applications can range from simple forms like printed picture displays and single message production devices to sophisticated and elaborate electronic systems.

Because there is such a substantial investment of time and effort by all who are involved with the application of Assistive Technology, it is important to have realistic expectations of the commitment of instructional, planning, and problem solving resources that are necessary for eventual effective application.

First, it is always necessary that there be a team approach to the planning and implementation of Assistive Technology. Assistive Technology requires the execution of many tasks and responsibilities. The tasks must be designated and the responsibilities shared in order for the job to be done.

It also is always necessary to employ a process approach to planning, problem solving and implementation. The application of Assistive Technology is not an event, but a process that may take many years to execute.
Another essential component is **time**. The IEP team needs adequate time to work together to conduct the process and to evaluate the outcomes.

Awareness of these factors has shaped the delivery of services offered by the Macomb Intermediate School District Assistive Technology Services Team. All services are delivered in accordance with the overriding philosophy of the AT plan that has been developed for the delivery of Assistive Technology in Macomb County school districts. The plan, described in the document, *ASSISTIVE TECHNOLOGY: A Guide for Macomb County Schools: Second Edition*, states that Assistive Technology will be provided through a cooperative effort among local districts, the MISD, and related support agencies. A shared responsibility for Assistive Technology guides the provision of services by the MISD Assistive Technology Team.
2. legislation

Material below is reproduced exactly from the Individuals with Disabilities Education Act (IDEA) Reauthorization 2004. Legislation is cited following each excerpt.

Assistive Technology

Each public agency shall ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in 300.5-300.6, are made available to a child with a disability if required as part of the child's: (a) special education; (b) related services; or (c) supplementary aids and services. IDEA 2004 300.308 Development of IEP 300.324 (v)
The IEP Team must consider whether the child needs assistive technology devices and services.

definition of Assistive Technology Device

The term “assistive technology device” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of children with disabilities. IDEA §300.5

definition of Assistive Technology Service

The term “assistive technology service” means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Such 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, maintaining, repairing, or replacing of assistive technology devices; coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
(D) training or technical assistance for a child with a disability or, if appropriate, that child’s family; and
(E) training or technical assistance for professionals (including individuals providing education 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.
Individuals with Disabilities Education Improvement Act of 2004 [IDEA] § 300.6
3. **MISD AT Model**

**AT District Representative Teams**

Every local school district in Macomb County has a District Assistive Technology (AT) team. Members of the local district team are called an assistive technology representatives. The role of the district team is to advocate for the integration of AT throughout all educational practices in the district. They also provide the leadership necessary to continually refine AT implementation. AT representatives may play a lead role in the district’s implementation of Universal Design for Learning (UDL) principles.

**AT District Representatives do the following:**

- Act as a resource person to the staff in the district.
- Gain and share information through networking with other districts and the MISD AT team through participating in emails, phone calls, list serve discussions, meetings, and other trainings.
- Coordinate Assistive Technology training for staff and administration in the district.
- Seek out additional resources as needed and keep up to date on the latest AT news and information.
- Support teachers and teams as technology is implemented to support the curriculum. This is accomplished as AT representatives:
  - Discuss student needs and various technologies that may help.
  - Observe classrooms/students and make suggestions.
  - Assist teachers or others in identifying how technology would be implemented with the curriculum.
  - Assist teachers or others in trying various AT devices and technology to support the curriculum.
  - Model the implementation of AT with specific curricular activities.
- Borrow equipment from the Macomb ISD's Assistive Technology Lending Library, as needed.
- Coordinate and facilitate the local district staffing as determined by the district AT plan.
- Coordinate activities related to a Form 2 referral before, during, and after the consultation.
- Evaluate the district’s assistive technology program and update the district AT plan annually.
- Meet regularly with the director of special education as well as the technology and curriculum directors/representatives.
- Attend the biannual AT Representative meetings at the MISD, participate on the AT representative list serve and attend AT trainings.

The District AT teams are trained and supported by the MISD Assistive Technology team, comprised of consultants specialized in assistive and instructional technology and communication and literacy. The MISD AT Team provides initial training to District AT Representatives each year.
This is a four day training that provides information on the legalities, procedures, processes, and the technology to support students’ AT needs. The MISD AT Team also provides ongoing training with biannual AT representative meetings and professional development. Further professional development activities are offered throughout the year, enabling District AT teams/representatives to select the areas in which they need further instruction. Additional support is provided through ongoing communication via the AT list serve, email, and phone as needed.

Once each year, the MISD AT Team facilitates the District AT Team’s evaluation of the quality of the AT services in their district. The MISD team disseminates the results and the LEA’s revise their district plan for the upcoming year.

For the provision of AT services and tools to individual students, the District AT representatives provide information and training to teachers, parents and students. Each district determines how they will coordinate the use and sharing of assistive technology tools owned by the district. The AT team helps IEP teams to develop their knowledge of the AT processes and tools and to implement them as needed.

In some instances an AT evaluation is needed. In this case members of the District AT team work with members of the student’s IEP team to complete the evaluation and make recommendations. The situations that call for an AT evaluation might include when the IEP team

- Is unable to identify appropriate AT supports for the student to progress in their IEP goals
- Identifies a need for a formal, coordinated AT plan.

Once the team completes the REED, the District AT representative appointed to the case schedules a student observation, data collection, and a staffing meeting with the IEP team, including the parent. At that time, the AT Evaluation process is completed by the team. Please refer to the district’s AT Evaluation Process and Reporting Form on the following pages.
AT District Plans:
Each local district AT Team works collaboratively with their district’s Special Education Administrators to develop a local district AT Plan. This plan guides the district in implementing quality AT services to ensure that all students are receiving the AT support they need to make progress in the general curriculum. Plans include a description of the district’s AT representatives, their roles and responsibilities, the district’s procedures for obtaining AT devices and services, recommendations for language to use when documenting AT in the IEP, the district’s plan to provide all staff with quality professional development opportunities related to AT, the district’s plan to collaborate with other departments to ensure coordinated efforts, and a strategy for evaluating the effectiveness of the district’s AT program and finally the implementation plan.

Plans are adjusted annually based on the outcome of the teams’ self-assessment on the Quality Indicators for Assistive Technology (QIAT) survey. This assessment and draft plan revisions occur at the spring AT Representative meeting. District AT Teams must meet with their Special Education Administration to finalize their revised annual plan. Teams then discuss ways to ensure that their AT Plan is coordinated with the district’s Technology Plan.

The following pages include a sample of a district’s AT Plan.
Jefferson School District
Assistive Technology District Plan

(a) Introduction

Purpose
The purpose of the Jefferson District Assistive Technology plan is to ensure equal access to AT devices and services so that every student in need of assistive technology can achieve educational success.

Components of the plan:
The plan is divided into eight sections. The sections include; (a) this introduction (b) description of the district’s AT representatives, their roles and responsibilities (c) district procedures for obtaining AT devices and services (d) recommended language to use when documenting AT in the IEP (e) a district plan to provide all staff with quality professional development opportunities related to AT (f) a district plan to collaborate with other departments to ensure coordinated efforts (g) a strategy for evaluating the effectiveness of our district’s AT program and finally (h) the plan for implementing the plan.

Plan for dissemination
It is Jefferson District’s intent to broadly disseminate the district AT plan. Every effort will be made to ensure that all district staff members are familiar with the plan’s content. A copy of the plan will be available at each building in a place designated by the building’s principal. Additional copies are available from the Special Education office by request. The plan will be revised annually and the dissemination plan followed each year.

Each building will have a 30 minute presentation by our district’s AT representative team at a staff meeting. During this brief presentation the AT team will review the Jefferson District Assistive Technology Plan document and discuss the district’s implementation plan and its expectations for the plans use within the district.

Mission Statement
We recognize that assistive technology can eliminate barriers and enable individuals with disabilities to be participating and contributing members of society.

We believe that all individuals with disabilities are entitled to equal access to the technology needed to ensure opportunities for learning.

We accept the responsibility to provide assistive technology services, when appropriate, to directly assist a child with a disability in the selection, acquisition, or use of an assistive technology device.

The mission of Jefferson District is to provide its staff with access to quality Assistive Technology training opportunities in order to build capacity to deliver quality assistive technology services.
Legal Definitions and Considerations regarding Assistive Technology

Definition of Assistive Technology Devices
“Assistive technology device” means any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of such device. (From the Individuals with Disabilities Education Improvement Act of 2004 [IDEIA], § 300.5.)

Definition of Assistive Technology Services
The term “assistive technology service” means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Such term includes –

(F) the evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment;
(G) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
(H) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;
(I) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
(J) training or technical assistance for a child with a disability or, if appropriate, that child’s family; and
(K) training or technical assistance for professionals (including individuals providing education 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.

(From the Individuals with Disabilities Education Improvement Act of 2004 [IDEIA] § 300.6.)

Assistive Technology
Each public agency shall ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in 300.5-300.6, are made available to a child with a disability if required as part of the child’s: (a) special education; (b) related services; or (c) supplementary aids and services. 300.308

Development of IEP 300.324 (v)
The IEP Team must consider whether the child needs assistive technology devices and services.
No Child Left Behind Act of 2001 (NCLB)

The No Child Left Behind Act mandates that in order to be considered for Adequate Yearly Progress (AYP) 95% of the students enrolled in that district must participate in the state’s standardized general assessment or the state’s designate alternate assessment. Of the 95% of the student body participating in the assessment, only1% is permitted to participate in the alternate assessment.

(b) Assistive Technology District Representatives

Jefferson’s AT Team Makeup

The district Assistive Technology Representative Team is comprised of 4 assistive technology representatives. This includes a secondary AT team comprised of a teacher consultant and speech-language pathologist assigned to secondary and an elementary AT team comprised of a teacher consultant and speech-language pathologist assigned to elementary. The elementary teacher consultant is the Lead AT Representative, and is assigned to this role half-time.

Requests for assistance should be directed to the teacher consultant at the appropriate level, using the forms provided. The teacher consultant will then share the information with the speech-language pathologist and they will make plans to address the request together.

Job Description

The Assistive Representatives in Jefferson Schools have the following responsibilities:

- Act as a resource person to all staff regarding AT.
- Support the teachers/teams as they use assistive technology in their classrooms.
  - Discuss student needs and various technologies that may help
  - Observe students and make suggestions
  - Assist staff in identifying how AT would be implemented with the curriculum
  - Assist staff in trying various AT devices
  - Model the implementation of AT with specific curricular activities
- Provide support to IEP teams as they implement individual student or program level technology accommodations.
- Borrow equipment from the MISD Assistive Technology Lending Library as needed.
- Coordinate Assistive Technology staff training.
- Seek out additional resources as needed.
- Coordinate and facilitate district staffings.
- Complete the initial and follow-up staffing(s) paper work.
- Submit AT Form 2’s to the MISD when needed.
- Act as liaison between Jefferson Schools and the MISD AT Team as the need to share AT information arises.
- Attend the biannual AT Representative meetings at the MISD.
- Evaluate the district’s assistive technology program annually
- Update the district AT plan annually
- Meet quarterly with the director of special education
- Meet twice yearly with the technology and curriculum directors/representatives
The Lead AT Representative will have the duties of the other AT team members with the addition of the following responsibilities:

- Keep track of equipment inventory,
- Process requests to borrow equipment,
- Maintain equipment,
- Place orders for new equipment, and
- Provide onsite trouble-shooting and modeling as needed when other AT representatives are unavailable.

**Professional Development for AT Team**

All AT representatives on Jefferson’s AT Team will attend the initial four day training at MISD. Subsequently they attend bi-annual meetings at MISD. They are also encouraged to attend workshops on specific topics related to AT as decided by the team. They will also attend conferences related to AT such as the MATR summer conference. These decisions will be based upon input from the director of special education. The AT team are encouraged to read journals and professional materials related to assistive technology such as the subscription provided by the MISD.

**(c) District Procedures Related to AT Devices and Services**

**AT Devices**

**District Owned**

**Procedures to make staff aware of availability**

- Distribute list of AT inventory at building staff meetings annually
- Distribute addendum periodically for new equipment purchased

**Procedures to access/borrow equipment**

- Requests are sent to the lead AT Representative
- Submit Equipment Request Form (see Appendix A)
- Arrange with lead AT Rep to obtain the device
- Equipment must be returned when the student is no longer using it or by May 15th for inventory, repair, and storage

**Procedures to purchase equipment for district inventory**

- Requests or suggestions can be forwarded to any AT team member
- AT Team meets and discusses possible purchases
- Requests are forwarded to the director of special education
- If requests exceed the budget agreed upon, the AT team meets with the director to discuss and decide on actions

**Procedures to purchase specific equipment for an individual student**

- Requests for individual students are preceded by the staffing and follow-up staffing process
- Requests are based on positive outcome data presented at the follow-up staffing
- Requests meeting these criteria will be presented to the director of special education for consideration

**MISD Collection**

**Procedures to make staff aware of availability**

- A list of AT equipment available in the MISD AT Collection will be distributed when requested by Jefferson staff

**Procedures to access/borrow equipment**

- All staff may borrow from the MISD AT collection after determining that the item is not available through the district.
- If assistance is needed in determining the appropriate device to request, contact one of the AT team at the appropriate level (elementary/secondary). They will talk with the staff member about the needs and make suggestions. If needed the AT team member will contact the MISD AT team for further suggestions.
- Once the item is determined, staff can contact Sharon McCarty at the MISD to make arrangements to borrow the equipment.

**Procedures Related to Service**

**Procedures for teachers/staff to get assistance**

District staff are encouraged to ask the AT Team members for assistance in implementing assistive technology with students on a program level or an individual basis. The AT team may:

- Discuss student needs and various technologies that may help
- Observe students and make suggestions
- Assist staff in identifying how AT would be implemented with the curriculum
- Assist staff in trying various AT devices
- Model the implementation of AT with specific curricular activities

**Training**

AT Team members may provide or arrange for training on devices or software application for small and large groups. Request AT training via email or phone.

**Problem-Solving (AT Staffings)**

When the staff member and the AT Team decide that a AT staffing is appropriate, the AT team works with the staff member to schedule the meeting. The staff member requesting the meeting will coordinate the time and location, and notify the IEP team of the meeting. The AT representative then chairs the meeting, takes the notes, submits the report, and supports the team during implementation.

The follow-up staffing is scheduled during the first meeting. The AT Team chairs that meeting and again, takes the notes, submits the report, and supports the team during implementation.

**Procedures to obtain MISD consultation**
The IEP and AT teams may together decide that a consultation from the MISD AT team would be helpful at any point after at least one follow-up staffing. The AT team prepares and submits a Form 2 with supporting documentation to request the consultation. See the Form 2 manual with the director of special education.

(d) Documentation in the IEP

When the team needs to explore AT with the student
Include a statement under Supplementary Aids and Services that the student’s assistive technology needs should be considered further and various assistive technology tools will be systematically assessed to support the student’s progress toward meeting IEP goals and objectives.

When the team has considered AT carefully and it is not needed
Include a statement under Supplementary Aids and Services that the student’s assistive technology needs have been carefully considered, but is not necessary to support the student’s goals and objectives at this time.

When AT is needed as evidenced by outcome measures
Include a statement under Supplementary Aids and Services, in goals and objectives, or in the present level of academic and functional performance. The statement should directly reference an IEP goal and should identify equipment by generic description.

Under Supplementary Aids and Services
State what the student will do using assistive technology that references an IEP goal using generic names for equipment.

In goals and objectives
Name the generic equipment that the student will be using in order to complete a goal and objective

In present level of academic and functional performance
State how the student uses assistive technology to perform any activity or task being described.

When AT is needed on the MEAP
Include a statement under MEAP Accommodations stating the accommodation(s) required for the student to participate in the assessment. Accommodations must be specific to the subsection of the MEAP and listed separately. Assistive technology tools used in assessment must be the customary tools the student uses during instruction. For more information on MEAP accommodations and Standard and Non-standard accommodations, please refer to the “AT in the IEP” section of the Macomb County AT guidebook.

(e) Professional Development
Each year a professional development plan will be made based on an annual staff survey, the results of the annual AT quality indicators, and consensus of the AT Team and special
education director. The professional development plan should incorporate both awareness of AT and AT practices.

(f) Coordination with Technology and Curriculum Departments
The provision of assistive technology to support all students in the curriculum is dependent on the coordination of AT activities with the technology and curriculum departments. Therefore the following activities will happen annually, as well as ongoing efforts to integrate efforts in all three areas.

- The technology and special education directors will meet twice a year with the AT representatives to coordinate ongoing technology and AT efforts (including the technology plan and budget).
- The curriculum and special education directors will meet twice a year with the AT representatives to coordinate ongoing curriculum initiatives and AT efforts
- The school improvement team.

(g) Evaluation of District’s AT Program
The district AT team will reassess the AT program using Macomb County’s Quality Indicators for Assistive Technology. After the assessment, the team will meet with the director of special education to update the district AT plan and set new goals.

(h) Next Steps
1. Review district procedural lists to ensure that AT is referenced where needed
   - Technology Plan
   - IEP process and Procedure
   - MEAP Accommodations
2. Begin inventory of district owned AT equipment.
3. Distribute AT plans to buildings and schedule staff meeting presentations.
4. Assess staff training needs such as knowledge of how to consider AT prior to IEPs.
5. Design and hold training entitled, “How to Consider AT prior to IEPs” on next semester’s district professional development day.
4. **AT consideration**

**Considering all special education student’s AT needs**

As mandated by the Individuals with Disabilities Education Act 2004, Individual Educational Program (IEP) teams must consider the student’s need for assistive technology devices and services annually. Consideration is defined in the Merriam-Webster dictionary as “continuous and careful thought: a matter weighed or taken into account when formulating an opinion or plan.” IEP teams are required to document the outcomes of this “careful thought” in the student’s IEP. In Macomb County assistive technology consideration must always be addressed in the Consideration of Special Factors section of the IEP.

Some general rules about AT Consideration include:

- Because the student’s annual goals and objectives will be the focus of the discussion about assistive technology, AT consideration should occur later in the IEP process after these components of the educational plan have been developed.

- In order to think carefully about the whether to include AT devices and services into a student’s program, at least one person on the IEP Team must have adequate knowledge about assistive technology.

- Consideration should be a brief process, one that can take place within every IEP meeting without unduly extending it. It should last at least two minutes, but no more than 15 to 20 minutes. If a decision cannot be reached in a timely way, then AT needs may need to be addressed in another forum such as an assistive technology evaluation.

**Quality AT Consideration means:**

- Considering every student regardless of their disability
- Consideration comes from an informed decision making team
- Consideration is based on progress in the general curriculum
- Consideration occurs using data-based decisions
- Consideration is documented in the IEP

In order for IEP teams to adequately consider whether assistive technology supports are necessary at this time, the following set of guided questions should addressed annually.

1. What tasks related to the student’s IEP goals and objectives is the student unable to do at a level that reflects his/her skills/abilities? List the tasks.
2. Can these tasks be remediated through intense, direct instruction? The team should list instructional programs that may benefit the learner.
3. Could the student complete these tasks with new strategies or accommodations? The team should list the strategies and accommodations that may meet the student’s needs.
4. Would the use of assistive technology tools help the student perform the task more easily, efficiently, effectively or independently in the least restrictive environment? The team should list the assistive technology tools that may meet the student’s needs.

The process should include a generation of potential solutions, including assistive technology, if the student’s needs are not being met. The decision made by the IEP team must be documented in the IEP. See below.

**AT In the IEP**

As mandated by the Individuals with Disabilities Education Act 2004, Individual Educational Program (IEP) teams must document the student’s need for assistive technology devices and services annually. Assistive technology may be addressed in one or more components of the IEP. The need for assistive technology may be addressed in the present levels of performance, in the listing of special education and related services, and in the annual goals, benchmarks, and objectives. Assistive technology may also be addressed in the supplementary aids and services section, in the modifications required for participation in statewide and district wide assessments, and in the modifications and supports required for school personnel.

In the TieNet system, on the Special Factors Page, section e, IEP teams must indicate their consideration outcome.

Teams select one of the following:

The IEP Team considered whether {name} needs assistive technology devices and services in order to progress toward {name’s} IEP goals and objectives and....

1. **AT is necessary. {Name} is using (type of AT Tool) to support (Learning Area)**

   a. All tools the student needs in order to progress in his IEP goals and objectives should be documented here.

   Note: Program level assistive technology tools, tools that all students use in the classroom, may or may not meet the above criteria. It is up to the team to determine if the student needs any given tool to improve task productivity, independence, quality, quantity or performance to allow progress toward their IEP goals and objectives.

2. **It has not yet been determined whether {Name} needs AT in order to progress toward his IEP goals and objectives. The Team plans to make this decision in the following way:**

   a. The IEP Team has agreed to implement and document a trial of AT supports to determine need. (An AT Trial plan will be generated when this item is checked)

   Note: If during the consideration process the team identified Assistive Technology tools to trial, this option should be used. Data collected will determine the effectiveness of the tool. The team will then amend the IEP following the AT Trial to indicate the trial’s outcome.
b. The IEP Team has agreed to initiate an AT evaluation. (This will require a REED and will trigger a district AT evaluation and staffing)

Note: If the IEP Team determined they did not have enough information to make a adequate decision about whether assistive technology would support the student's IEP goals and objectives, this option would be selected.

3. Assistive Technology is not necessary at this time.

Note: The team should be prepared to show documentation of the discussion as it occurred in the IEP meeting to justify this decision.

Documentation of assistive technology devices and services may also appear in:

Present Level of Performance:
This section provides a natural place to address assistive technology needs as an integral part of the student's curriculum taking into account the student's strengths as well as weaknesses. When documenting assistive technology in the present performance levels, the type of technology that is needed as well as the manner in which it will be used should be described.

Supplemental Aids and Services:
Assistive technology is often provided as a supplemental aid and service when it is required for the children to function in the general education setting.

Goals and Objectives:
When developing annual goals, benchmarks, and objectives, the IEP team should determine whether or not the student requires assistive technology in order to accomplish them. First the goals should be developed and then the need for assistive technology should be addressed. Assistive technology is not the goal. Rather, it is the means to achieving the goal for many students.

State Assessment:
Since the re-authorization of the Individuals with Disabilities Education Act, the IEP teams must address the modifications that the student requires in order to participate in state-wide and district-wide assessments. For some students with disabilities, assistive technology may be a required modification.

Assistive technology devices and services required by a student with a disability should be clearly documented in the student’s IEP. The type of technology that the student requires and the manner in which it will be used should be specified so that all parties to the IEP, including parents, have a clear understanding of the technology and how it will be used.

Once assistive technology has been documented in the IEP, it should be provided in the manner in which it was specified.
Addressing most student’s AT needs outside of the IEP

1. Recognize a need.
2. Select an activity and an AT tool to try, develop a sound data collection system.
3. Implement.
4. Collect data.
5. Analyze the data. The AT strategy:
   a. Worked: Include it in the next IEP. Follow the district’s AT Plan for steps to follow for device purchase.
   b. Didn’t work:
      i. Try something else
      ii. Decide AT is not necessary
      iii. Plan your AT Evaluation

• NOTE: Informal consultation with the MISD AT Team can occur at any time during the AT evaluation process.

Data Collection

Gathering and recording the outcome data of implemented AT strategies and devices is an essential component to quality AT services. AT effectiveness must be measured in order to determine a student’s progress toward educational goals, to justify continued services and technology, to identify any unmet needs and to guide future decisions.

Quality AT data collection means that team members share clearly defined responsibilities for data collection, data is collected on specific student behavior, based on IEP goals and objectives, and the evaluation reflects qualitative and quantitative measurement of change in student performance. Evaluation should occur across environments, be dynamic, responsive, on-going process, and should include changes to student services based on the data collected.
**Assistive Technology Data Collection Sheet**

Student:

Target Skill:

Data Collected By:

<table>
<thead>
<tr>
<th>Date</th>
<th><em>Activity</em></th>
<th><em>Tool</em></th>
<th>Describe Performance as it Relates to Target Skill</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
# Assistive Technology Data Collection Sheet

**Student:**

**Target Skill:**

**Data Collected By:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Student's Participation</th>
<th>No Participation</th>
<th>Verbal or Physical Prompt Needed</th>
<th>Gestural Prompt</th>
<th>Following a Model</th>
<th>With Wait Time</th>
<th>Independent Participation</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Total #**
5. **AT evaluations**

**Addressing Student Needs: The Macomb County Process**

There are clearly defined procedures for all aspects of assistive technology assessment that are outlined in this guide. It is the intent that all personnel in Macomb County school districts, are well informed and trained about these assessment procedures and how to initiate them. These assessment procedures are applied with consistency throughout the county through the ongoing training and collaboration of the network of AT District Representative Teams. Assessment procedures may include initiating an assessment, planning and conducting an assessment, conducting trials, reporting results, analyzing outcome data, revising AT plans, and initiating reassessments.

Macomb County's assistive technology evaluation process is based upon the SETT Framework. The SETT Framework is an organizational tool to help collaborative teams create Student centered, environmentally useful, and Tasks-focused Tool systems that foster the educational success of students with disabilities. The SETT Framework is built on the premise that in order to develop an appropriate system of assistive technology devices and services, teams must first gather information about the student, the customary environments in which the students spend their time (i.e., the classroom, lunchroom, playground, home, community setting, or work place) and the tasks that are required for the students to be active participants in the teaching/learning processes that lead to educational success (Joy Zabala, 2002)

The student’s IEP team is lead through the AT evaluation by a member of their AT District Representative Team using the Macomb County AT Evaluation process and documenting the plan in the AT Evaluation Report. Macomb County’s AT Evaluation process guides the team through decisions about the selection, acquisition, and use of assistive technology devices and services using the SETT framework. The plan developed is very specific to each task that will be supported and how the outcomes will be measured. Every team member leaves the meeting knowing their responsibilities toward carrying out the plan. At the evaluation meeting the team designates a AT Follow-up Meeting date and time, when the outcome data will be reviewed and the plan will be revised as needed.

Assistive technology needs are reassessed when changes in the student, the environments and/or the tasks result in the student’s needs not being met with current devices and/or services. The assessment can be requested by the parent or any other member of the IEP team.

Student Considerations

- What are the students IEP goals and objectives?
- What does the curriculum expect the student to do?
- What are the student’s abilities and their progress toward their goals?
- What are the child’s special needs?
- What is the impact the technology may have on peer to peer relationships?

Environmental Considerations- All Natural Environments

- What environmental supports are available?
- What are the expectations in that environment?
- What tools can the environment support?
- What technology is already available?

Task Considerations

- What activities are naturally taking place in the environment?
- What are all the other students doing?
- Which of these activities support the educational goals?
- What are the critical elements of the task you are considering?

Tool Considerations

- Does the tool support the critical elements of the task?
- Does the tool address the student’s specific special need?
- Can it be supported in all the environments it is expected to be used?
- Which tool will be appropriate for the most needs in the most environments?
- What training support is available?
Addressing *some* student’s AT needs

1. Gather the IEP team and hold an AT evaluation staffing.
2. Develop an action plan for intervention.
3. Implement the AT strategies.
4. Collect data.
5. Meet again to evaluate the outcomes.
6. Modify as needed.
7. Repeat steps 4-6, until AT devices and services identified.
8. Document as appropriate.
9. Informal consultation with the MISD AT Team can occur at any time during the AT evaluation process.
Public Schools

ASSISTIVE TECHNOLOGY EVALUATION PROCESS AND REPORT

The assistive technology (AT) staffing process helps IEP teams to design, implement, and reassess these accommodations in an ongoing process. Students with disabilities often require accommodations to instruction, materials, and activities to progress toward their IEP goals and objectives.

Student:       Today’s Date:       Grade:
Date of Birth:       School:       District:

EDUCATIONAL TEAM MEMBERS PRESENT

<table>
<thead>
<tr>
<th>NAME</th>
<th>ROLE</th>
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<tbody>
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The SETT Framework

The SETT Framework is a tool for gathering data in order to make effective assistive technology decisions. The SETT Framework considers first, the STUDENT and his goals/objectives, the student’s ENVIRONMENT(S) and the TASKS required for active participation in that environment, and finally, the system of TOOLS required for the student to address the tasks. This information was gathered through interviews with parents and IEP team members, classroom observation, file review and structured interactions with the student.

STUDENT

GOAL
Select and record the student’s IEP goal and objectives that you wish to support with assistive technology.

OBJECTIVES

PROGRESS
Record the student’s progress toward the selected goal and objectives.

Additional Factors Relating To Student Progress
Record significant information regarding the student’s strengths and needs as they relate to the selected goal and objectives

Interests: 
Social: 
Sensory: 
Motor: 
Cognitive: 
Language: 
**Behavioral:** _____

**ENVIRONMENT**
The team identified the following environmental contexts in which the student uses these goals and objectives

_____

**TASKS**
List the regularly occurring activities *that relate to the targeted goal and objectives*. Briefly describe what all students are expected to do as part of each activity. Estimate how often they occur each week.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DESCRIPTION- What are the students expected to do</th>
<th>TIMES/WEEK</th>
</tr>
</thead>
<tbody>
<tr>
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**TOOLS**
Student Assistive Technology History
Record a brief description of previously attempted AT tools (strategies, accommodations, and modifications). Attach student AT history forms or additional sheet if needed.

<table>
<thead>
<tr>
<th>ACCOMMODATION</th>
<th>OUTCOME</th>
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</table>
THE ASSISTIVE TECHNOLOGY PLAN:
Design the plan. Select one or two of the activities above to support using assistive technology strategies and tools. Discuss each activity in more detail and record how they are currently implemented. Stop and discuss various ways to support the student in that activity using AT. Develop a strategy for integrating AT into the activity. Determine what modifications need to be made to the adult and student roles and how the target student will participate using appropriate AT tools.

IMPLEMENTATION STRATEGY # 1 Activity
Select one of the educational tasks listed above. Discuss more fully how the activity is currently completed including both what the teacher and the students are doing at that time. Fill in the table below to guide the discussion.

<table>
<thead>
<tr>
<th>Instructor’s Role</th>
<th>What are the Other Students Doing?</th>
<th>Target Student Participation</th>
<th>Strategies/AT Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT</td>
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</table>

Now discuss how the task could be modified and a different tool implemented to target improved performance. Fill in the next table with the revisions to the instructor’s role, other student’s role (if changed) and the target student’s roles.

<table>
<thead>
<tr>
<th>Instructor’s Role</th>
<th>What are the Other Students Doing?</th>
<th>Target Student Participation</th>
<th>Strategies/AT Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW</td>
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</tbody>
</table>

**Summary**
Now summarize the plan by filling in the following statement:

During _________ the student will _________ using _________ when the teacher _________
During (what task) the student will (do what related to their objectives?) using (what tool?) when the teacher (does what to model or present the task?)

**This is the statement that will go on your follow-up staffing form.

Outcome Measures:
Decide how you will determine whether the modification is effective. Attach any charts used.

______ will track or monitor _________ using _________ every _________
(Who – person responsible) will track or monitor (what data, e.g. number of words, completed assignments) using (what method of documentation e.g. check sheet, narrative) every (how often?).
**IMPLEMENTATION STRATEGY # 2 Activity**
Select one of the educational tasks listed above. Discuss more fully how the activity is currently completed including both what the teacher and the students are doing at that time. Fill in the table below to guide the discussion.

<table>
<thead>
<tr>
<th>Instructor’s Role</th>
<th>What are the Other Students Doing?</th>
<th>Target Student Participation</th>
<th>Strategies/AT Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT</td>
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</tbody>
</table>

Now discuss how the task could be modified and a different tool implemented to target improved performance. Fill in the next table with the revisions to the instructor’s role, other student’s role (if changed) and the target student’s roles.

<table>
<thead>
<tr>
<th>Instructor’s Role</th>
<th>What are the Other Students Doing?</th>
<th>Target Student Participation</th>
<th>Strategies/AT Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW</td>
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</tbody>
</table>

**Summary**
Now summarize the plan by filling in the following statement:

During **the student will** using when the teacher
During (what task) the student will (do what related to their objectives?) using (what tool?) when the teacher (does what to model or present the task?)

**This is the statement that will go on your follow-up staffing form.

**Outcome Measures:**
Decide how you will determine whether the modification is effective. Attach any charts used.

(Who – person responsible) will track or monitor (what data, e.g. number of words, completed assignments) using (what method of documentation e.g. check sheet, narrative) every (how often?)

**IMPLEMENTATION STRATEGY # 3 Activity**
Select one of the educational tasks listed above. Discuss more fully how the activity is currently completed including both what the teacher and the students are doing at that time. Fill in the table below to guide the discussion.

<table>
<thead>
<tr>
<th>Instructor’s Role</th>
<th>What are the Other Students Doing?</th>
<th>Target Student Participation</th>
<th>Strategies/AT Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT</td>
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</tbody>
</table>
Now discuss how the task could be modified and a different tool implemented to target improved performance. Fill in the next table with the revisions to the instructor’s role, other student’s role (if changed) and the target student’s roles.

<table>
<thead>
<tr>
<th>Instructor’s Role</th>
<th>What are the Other Students Doing?</th>
<th>Target Student Participation</th>
<th>Strategies/AT Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEW</strong></td>
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</tbody>
</table>

**Summary**
Now summarize the plan by filling in the following statement:

During __________ the student will _______ using _______ when the teacher _______.
During (what task) the student will (do what related to their objectives?) using (what tool?) when the teacher (does what to model or present the task?)

**This is the statement that will go on your follow-up staffing form.

**Outcome Measures:**
Decide how you will determine whether the modification is effective. Attach any charts used.

________ will track or monitor _______ using _______ every _______.
(Who – person responsible) will track or monitor (what data, e.g. number of words, completed assignments) using (what method of documentation e.g. check sheet, narrative) every (how often?).

**TRAINING**

Consider what training is needed in order to begin implementation.

List the persons needing training (teachers, student, parents, etc)

________________________________________

________________________________________

______________________________

**Responsible Team Member(s) ______**

Check here

☐ Will provide themselves ☐ Identify a trainer ☐ Schedule the training
When _____

ACQUISITION

List the tools that must be acquired

__________________________________________________________________________

__________________________________________________________________________

Responsible Team Member(s) _____

Check here

☐ Will borrow from district  ☐ Will borrow from MISD

When _____

OTHER ACTIONS NEEDED TO BEGIN IMPLEMENTATION

Action _____

Responsible Team Member(s) _____

When _____

Action _____
ASSISTIVE TECHNOLOGY INITIAL STAFFING

Students with disabilities often require accommodations to instruction, materials, and activities to progress toward their IEP goals and objectives. The assistive technology (AT) staffing process helps IEP teams to design, implement, and reassess these accommodations in an ongoing process.

Student: Valerie Cutiepie
Birthdate: 00-00-00
School: Smith Elementary

Today’s Date: 11-09-03
Grade: 2nd
District: A-Okay

The SETT Framework

The SETT Framework is a tool for gathering data in order to make effective assistive technology decisions. The SETT Framework considers first, the student and his goals/objectives, the student's environment(s) and the tasks required for active participation in that environment, and finally, the system of tools required for the student to address the tasks. This information was gathered through interviews with parents and IEP team members, classroom observation, file review and structured interactions with the student.

STUDENT

GOAL  Select and record the student’s IEP goal and objectives that you wish to support with assistive technology.

Valerie will use language to gain and share information.

OBJECTIVES

1. Valerie will increase average length of utterances to 3 words.
2. Valerie will volunteer responses to questions in small and large group activities at least once per day.

PROGRESS  Record the student’s progress toward the selected goal and objectives.

Valerie responds to questions when asked individually and the questions are shaped so that she can respond using single words or gestures.

Valerie primarily uses one-word utterances that are frequently unintelligible.

Additional Factors Relating To Student Progress

Record significant information regarding the student’s strengths and needs as they relate to the selected goal and objectives

Interests: Drawing or other art activities, hearing stories

Social: Valerie enjoys interacting with peers. She often laughs and giggles with peers.

Sensory: Motor planning problems.

Motor: Valerie has delayed gross motor skills. She can isolate fingers to point and trace letters. (Can ambulate but is a little unsteady. Has difficulty carrying heavy objects)

Cognitive: Valerie’s performance on standard tests falls into the moderately cognitively impaired range. Valerie is very distractible and attends to task for brief periods. She will leave activities and has difficulty following through without individual assistance and redirection.

Language: Valerie uses 1-2 word utterances and gestures to express herself. Valerie follows 2 step commands. Receptive language appears higher than expressive language skills.

Responsible Team Member(s) ______
When ____

SCHEDULING FOLLOW-UP

Assistive technology is an ongoing process. Allowing enough time to implement the plan, collect data, schedule a time to reconvene to discuss outcome data and modify the plan as needed.

Follow – Up Staffing

Date: ____ Time: ____ Location: ____
ASSISTIVE TECHNOLOGY INITIAL STAFFING

Students with disabilities often require accommodations to instruction, materials, and activities to progress toward their IEP goals and objectives. The assistive technology (AT) staffing process helps IEP teams to design, implement, and reassess these accommodations in an ongoing process.

Student: Valerie Cutiepie           Today's Date: 11-09-03

Birthdate: 00-00-00                   Grade: 2nd

School: Smith Elementary             District: A-Okay

The SETT Framework

The SETT Framework is a tool for gathering data in order to make effective assistive technology decisions. The SETT Framework considers first, the STUDENT and his goals/objectives, the student’s ENVIRONMENT(S) and the TASKS required for active participation in that environment, and finally, the system of TOOLS required for the student to address the tasks. This information was gathered through interviews with parents and IEP team members, classroom observation, file review and structured interactions with the student.

STUDENT

GOAL  Select and record the student’s IEP goal and objectives that you wish to support with assistive technology.

Valerie will use language to gain and share information.

OBJECTIVES

1. Valerie will increase average length of utterances to 3 words.

2. Valerie will volunteer responses to questions in small and large group activities at least once per day.

PROGRESS  Record the student’s progress toward the selected goal and objectives.

Valerie responds to questions when asked individually and the questions are shaped so that she can respond using single words or gestures.

Valerie primarily uses one-word utterances that are frequently unintelligible.

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Record significant information regarding the student’s strengths and needs as they relate to the selected goal and objectives

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Cognitive: Valerie’s performance on standard tests falls into the moderately cognitively impaired range. Valerie is very distractible and attends to task for brief periods. She will leave activities and has difficulty following through without individual assistance and redirection.
**Language:** Valerie uses 1-2 word utterances and gestures to express herself. Valerie follows 2 step commands. Receptive language appears higher than expressive language skills.

**Behavioral:** Generally cooperative, although needs some redirection.

**ENVIRONMENT**
The team identified the following environmental contexts in which the student uses these goals and objectives

Valerie attends a cross categorical classroom with 10 peers, ranging in age from 5-10 years. The class is staffed by a Special Education Teacher and one para-professional. She is included in the typical first grade for gym.

The class has work tables a reading rug area, several play areas and 4 computers in the back of the room.

**TASKS**
List the regularly occurring activities *that relate to the targeted goal and objectives*. Briefly describe what all students are expected to do as part of each activity. Estimate how often they occur each week.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DESCRIPTION – What the students are expected to do</th>
<th>TIMES/WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar</td>
<td>Class gathers on rug and participates in several choral activities including singing the opening song, counting to the date. They also participate in discussions related to attendance, guessing patterns, and concept such as big &amp; small.</td>
<td>Daily 5/wk</td>
</tr>
<tr>
<td>Choosing Time</td>
<td>Open centers, children can choose the first center from an array of digital photos. They include playing house, painting, letters/writing, reading, and sand table.</td>
<td>Daily 5/wk</td>
</tr>
<tr>
<td>Classroom Art</td>
<td>Small groups of children gather with 1 adult and complete an art project.</td>
<td>Daily 5/wk</td>
</tr>
<tr>
<td>Movement Activity</td>
<td>Class moves around the room as they stretch, walk as an animal, toss a bean bag, etc.</td>
<td>Daily 5/wk</td>
</tr>
<tr>
<td>Table Toy Time</td>
<td>At tables, children do fine motor activities such as blocks or beads.</td>
<td>Daily 5/wk</td>
</tr>
<tr>
<td>Book Discussion</td>
<td>Read aloud and discussion.</td>
<td>Daily 5/wk</td>
</tr>
</tbody>
</table>

**TOOLS**
Student Assistive Technology History
Record a brief description of previously attempted AT tools (strategies, accommodations, and modifications). Attach student AT history forms or additional sheet if needed.
**ACCOMMODATION**

<table>
<thead>
<tr>
<th>Picture Communication Symbols</th>
<th>Used occasionally to request an item. Mostly ignores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Mack</td>
<td>Will press with prompt</td>
</tr>
</tbody>
</table>

**THE ASSISTIVE TECHNOLOGY PLAN:**

Design the plan. Select one or two of the activities above to support using assistive technology strategies and tools. Discuss each activity in more detail and record how they are currently implemented. Stop and discuss various ways to support the student in that activity using AT. Develop a strategy for integrating AT into the activity. Determine what modifications need to be made to the adult and student roles and how the target student will participate using appropriate AT tools.

**IMPLEMENTATION STRATEGY # 1  Activity __Art__________________**

Select one of the educational tasks listed above. Discuss more fully how the activity is currently completed including both what the teacher and the students are doing at that time. Fill in the table below to guide the discussion.

<table>
<thead>
<tr>
<th>Instructor’s Role</th>
<th>What are the Other Students Doing?</th>
<th>Target Student Participation</th>
<th>Strategies/AT Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT</td>
<td>Teacher puts out all of the art supplies.</td>
<td>Help themselves, ask when they need something.</td>
<td>Helps herself, gestures/vocalizes when she needs something.</td>
</tr>
</tbody>
</table>

Now discuss how the task could be modified and a different tool implemented to target improved performance. Fill in the next table with the revisions to the instructor’s role, other student’s role (if changed) and the target student’s roles.

<table>
<thead>
<tr>
<th>Instructor’s Role</th>
<th>What are the Other Students Doing?</th>
<th>Target Student Participation</th>
<th>Strategies/AT Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW</td>
<td>Teacher will withhold supplies and model requesting needed items. Modeling with VOCA, as well.</td>
<td>Request items needed.</td>
<td>Request items using 2 symbols.</td>
</tr>
</tbody>
</table>

Now summarize the plan by filling in the following statement:

In __art class_____ the student will ____request items using a 2-symbol sentence using PCS and 7 LEvel Communicator_____ when the teacher ____withholds materials_____

**Outcome Measures:**

Katie Instructor ________ will track or monitor __number of requests___ using __observation__ every ____1x/week_____.

MISD At assistive technology
IMPLEMENTATION STRATEGY # 2  Activity

Book

Select one of the educational tasks listed above. Discuss more fully how the activity is currently completed including both what the teacher and the students are doing at that time. Fill in the table below to guide the discussion.

<table>
<thead>
<tr>
<th>Instructor’s Role</th>
<th>What are the Other Students Doing?</th>
<th>Target Student Participation</th>
<th>Strategies/AT Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT</td>
<td>After reading a story, SLP and teacher ask students questions.</td>
<td>Volunteer and answer questions.</td>
<td>Usually watches. With prompting, will point to book as response.</td>
</tr>
</tbody>
</table>

Now discuss how the task could be modified and a different tool implemented to target improved performance. Fill in the next table with the revisions to the instructor’s role, other student’s role (if changed) and the target student’s roles.

<table>
<thead>
<tr>
<th>Instructor’s Role</th>
<th>What are the Other Students Doing?</th>
<th>Target Student Participation</th>
<th>Strategies/AT Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW</td>
<td>After reading story, model 1-2 PCS word comments and responses, then hold discussion.</td>
<td>Volunteer and answer questions.</td>
<td>Respond to questions/initiate comments using 1-2 PCS/words.</td>
</tr>
</tbody>
</table>

Now summarize the plan by filling in the following statement:

In the student will respond to questions/initiate comments using 1-2 PCS on a Sentence Strip when the teacher models 1-2 word comments/retell .

**Outcome Measures:**
Decide how you will determine whether the modification is effective. Attach any charts used.

Katie Instructor will track or monitor number of times commented and comment vocabulary using checksheet every 2 weeks.

**TRAINING**
Consider what training is needed in order to begin implementation.

List the persons needing training (teachers, student, parents, etc)
Katie Instructor ____________ Valerie ____________

**Responsible Team Member(s)** ____________ Sara Software ________________
Check here
___ Will provide themselves ___ Identify a trainer ___ Schedule the training

When ____________ Within the next two weeks ________________

**ACQUISITION**

List the tools that must be acquired

7- Level Communicator ____________________________ ________________

**Responsible Team Member(s)** ____________________________

Check here
_____ Will borrow from district ___ Will borrow from __MISD__

When ____________ This week ________________

**ACTIONS NEEDED TO BEGIN IMPLEMENTATION**

- **Action:** Pick up 7 Level Communicator

  **Responsible Team Member(s):** Sara Software

  **When:** Friday

  **How:** At MISD

- **Action:** Make Art overlay and program 7 Level Communicator

  **Responsible Team Member(s):** Sara Software, Katie Instructor, & Stacey Speech

  **When:** Next week
How: Discuss vocabulary, Sara will show Katie and Stacey how to use Boardmaker.

· Action: Make sentence strip and pictures

Responsible Team Member(s): Sara Software, Katie Instructor, & Stacey Speech

When: Next week

How: Discuss vocabulary, Sara will show Katie and Stacey how to use Boardmaker.

· Action: Introduce tools and model strategies.

Responsible Team Member(s): Stacey Speech, Katie Instructor

When: Two weeks

How: Plan to shift speech-language time for 1-2 sessions to introduce with teacher.

SCHEDULING FOLLOW-UP
Assistive technology is an ongoing process. Allowing enough time to implement the plan, schedule a time to reconvene to discuss outcomes and modify the plan as needed.

Follow – Up Staffing
Date: 1-8-11 Time: 9:00 a.m. Location: Mrs. Instructor’s Room
Student: Valerie Cutiepie  
Target Skill: Requesting Materials in Art Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Student’s Participation</th>
<th>No Participation</th>
<th>Verbal or Physical Prompt Needed</th>
<th>Gestural Prompt</th>
<th>Following a Model</th>
<th>With Wait Time</th>
<th>Independent Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-27-01</td>
<td>Reached for Materials</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-4-01</td>
<td>Still reaching; tolerates p.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-11-01</td>
<td>Tolerating prompt</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-17-01</td>
<td>Want &amp; crayons</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-8-02</td>
<td>Want &amp; crayons</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-15-02</td>
<td>Want &amp; crayons, scissors, paper</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-23-02</td>
<td>Want &amp; crayons, scissors, paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-29-02</td>
<td>Initiated today!</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Total #
# Assistive Technology Data Collection Sheet

**Student:** Valerie Cutiepie  
**Target Skill:** Commenting and Responding in Book Discussion

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Student’s Participation</th>
<th>No Participation</th>
<th>Verbal or Physical Prompt Needed</th>
<th>Gestural Prompt</th>
<th>Following a Model</th>
<th>With Wait Time</th>
<th>Independent Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-6-01</td>
<td>Valerie simply watched.</td>
<td>X-----</td>
<td>X-----X(?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-10-02</td>
<td>When question is the same as modeled question and answer See + (animal)</td>
<td></td>
<td>X-----X(?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-7-02</td>
<td>More variation in 2 word/PCS responses (color) + (animal) (animal) + (see)</td>
<td></td>
<td>X-----X(?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total #**
**MISD ASSISTIVE TECHNOLOGY INITIAL STAFFING**

Students with disabilities often require accommodations to instruction, materials, and activities to progress toward their IEP goals and objectives. The assistive technology (AT) staffing process helps IEP teams to design, implement, and reassess these accommodations in an ongoing process.

**Student:** __________________________  **Today's Date:** __________

**Birth Date:** __________________________  **Grade:** ______________

**School:** __________________________  **District:** ______________

**EDUCATIONAL TEAM MEMBERS PRESENT**

<table>
<thead>
<tr>
<th>NAME</th>
<th>ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL IEP team members including:</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>General education teachers</td>
<td></td>
</tr>
<tr>
<td>Special Education teachers</td>
<td></td>
</tr>
<tr>
<td>Ancillary Staff (OT, PT, SLP)</td>
<td></td>
</tr>
<tr>
<td>Transition Specialist</td>
<td></td>
</tr>
<tr>
<td>Other ISD consultants</td>
<td></td>
</tr>
</tbody>
</table>

**GOAL**  Select and record the student’s IEP goal and objectives that you wish to support with assistive technology.

*List one very specific goal from the IEP that you want to address with AT.*

**OBJECTIVES**  List two to three very specific and measurable objectives that reflect the stated goal.

**PROGRESS**  Record the student’s progress toward the selected goal and objectives.

*Indicate the progress the student has made toward the goal you are intending to support with AT!*  
*Resist the temptation to list progress on other IEP goals.*

**FACTORS RELATING TO PROGRESS**

Record significant information regarding the student’s strengths and needs as they relate to the selected goal and objectives.

**Interests:** List things that motivate the student – activities, rewards, people

**Social:** Describe the student’s interactions with peers, adults; flexibility; interest in socializing

**Sensory:** Describe student’s hearing, vision, tactile (auditory) sensitivity, visual perception skill

**Motor:** Describe the student’s strength, range of motion, muscle tone, balance, coordination (gross and fine).
Cognitive: List the student’s current psych. scores, grade-level functioning, educational label, attention span.

Language: Describe the student’s receptive and expressive language skills including form and function.

Behavioral: Describe the student’s response to criticism/directions, frustration tolerance, reaction to new routines etc.

STUDENT ASSISTIVE TECHNOLOGY HISTORY
Record a brief description of previously attempted AT strategies, accommodations, and modifications. Attach student AT history forms or additional sheet if needed.

<table>
<thead>
<tr>
<th>ACCOMMODATION</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe tool/strategy</td>
<td>How hid it work? Is it still being used? Why or why not?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RELATED EDUCATIONAL ACTIVITIES:
List the regularly occurring activities that relate to the targeted goal and objectives. Briefly describe what all students are expected to do as part of each activity. Estimate how often they occur each week.

<table>
<thead>
<tr>
<th>ACTIVITY TIMES/WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITY</strong></td>
</tr>
<tr>
<td>Descriptive name of activity</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

THE ASSISTIVE TECHNOLOGY PLAN:
Design the plan. Select one or two of the activities above to support using assistive technology strategies and tools. Discuss each activity in more detail and record how they are currently implemented. Stop and discuss various ways to support the student in that activity using AT. Develop a strategy for integrating AT into the activity. Determine what modifications need to be made to the adult and student roles and how the target student will participate using appropriate AT tools.
### MODIFICATION # 1 Activity

<table>
<thead>
<tr>
<th>Adult’s Role</th>
<th>What are the Other Students Doing?</th>
<th>Target Student Participation</th>
<th>Strategies/AT Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT</td>
<td>What is the adult doing during this activity? e.g. directing, supporting, monitoring, leading?</td>
<td>Describe the other student’s participation.</td>
<td>When the others are engaged in the activity what does target student do?</td>
</tr>
<tr>
<td>NEW</td>
<td>What should the adult do? Withhold materials, wait, model</td>
<td>Is there a change in what the others will do? What is it? Model, wait, ask</td>
<td>Describe what do you expect this student to do now.</td>
</tr>
</tbody>
</table>

**Modification #1 Summary:** (Student will ___________ with ______ when the teacher ___________.)

**Outcome Measures:**
Decide how you will determine whether the modification is effective. Attach any charts used.

**Person Responsible:** ___________ Will collect: ___________
With: ___________ How Often: ___________

### ACTIONS NEEDED TO BEGIN IMPLEMENTATION

- **Action:** Describe the specific activities that need to take place in order for the modifications to work.
  e.g. provide training, receive training, obtain equipment, make overlays, make phone calls, strategies the team developed for introducing to the student/teacher/parent etc.

**Responsible Team Member(s):** List names on team

**When:** Usually within 2 weeks*

* remember to take into account other action items that need to occur first.
How: Describe how this will be accomplished (list phone call, classroom visits, strategy used)

- Action:

  Responsible Team Member(s):

  When:

  How:

---

**SCHEDULING FOLLOW-UP**

Assistive technology is an ongoing process. Allowing enough time to implement the plan, schedule a time to reconvene to discuss outcomes and modify the plan as needed.

**Follow – Up Staffing:** Be sure to do this at the end of the meeting while all participants are still at the table. This saves a lot of unnecessary rescheduling/notification tasks.

**Date:** Give the team time to implement and evaluate the modifications listed. 1-2 months in usually adequate.

**Time:**

**Location**
Addressing *a few* student’s AT needs

1. Gather staffing and other documents.
2. Send Form 2 to MISD AT Team.
3. Conduct collaborative AT Assessment.
4. Gather team again, review AT strategies attempted and AT evaluation results.
5. Set another action plan.
6. Try some more things.
7. Evaluate the outcomes.
8. Repeat

---

**MISD Assistive Technology Form 2 Process**

**Purpose/Function:**

The MISD Assistive Technology (AT) team provides support to student-centered teams as they determine and plan for the assistive technology tools and strategies that will assist that student in the acquisition of their IEP goals and objectives, including Augmentative Communication (AC) tools and services. The AT Consultation team is committed to support student-centered teams as they assess, develop, plan and implement appropriate assistive technology strategies.

The AT Consultation was designed to assist local district teams in determining appropriate AT tools and services *after* they have completed the following steps:

1. AT modifications have been generated, implemented and monitored by the IEP team with the support of the local district AT team as needed.
2. If these modifications were not effective or there is a need for a coordinated AT plan for the student the following has occurred:
   a. A local district AT evaluation staffing has been convened.
   b. AT evaluation follow-up staffings were convened on a regular basis to monitor student progress and adjust the AT plan as needed.

If the IEP team has completed the steps above and the pursuant AT strategies are still not effective, a formal request for consultation by the MISD AT Team using the Form 2 process may convene.

**Referral Process:**

1. Form 2 signed by the Director of Special Education and parent is submitted to the MISD Assistive Technology Consultant.
2. The following documents should be enclosed with the referral
   a. Cover letter with 2-3 sentences describing the reason for the consultation request.
   b. Current AT staffing report
   c. Current AT follow-up report(s).
   d. Current IEP.
   e. Current teacher report.
   f. Current MET report(s).

Referral Response:

1. Schedule and complete an AT consultation with the student’s IEP team.


3. Continue to support the student-centered IEP team as they implement the AT plan and as they conduct district follow-up staffings.

Outcomes:

1. A plan for implementation of Assistive Technology devices and services to support student acquisition of IEP goals and objectives.
2. Recommendations to include resources for appropriate technology acquisition.
3. A comprehensive Assistive Technology Training plan as needed.
5. A plan for follow-up services.

PLEASE NOTE:

A new Form 2 must be submitted for a student, whose team has not received services from the MISD AT Team within the last year.

Forms:

Macomb County Assistive Technology Initial Staffing Report

Macomb County Assistive Technology Follow-up Staffing Report
6. ACQUIRING devices

The MISD AT Lending Library

Allowing a student to try an assistive technology device for an extended period of time is the best way to determine if the tool effectively supports the student’s access to education. The Macomb County Assistive Technology (AT) Lending Library was developed to allow Macomb County teachers and students that opportunity.

The MISD AT Lending Library loans equipment to educators who work in Macomb County ISD’s service area for the purpose of evaluating the effectiveness of an AT device for students who receive special education services or are on a federal section “504” plan.

It is important to remember that the first step toward effective implementation of assistive technology is a thorough assessment comprised of a multidisciplinary team including the student and parents that focus first on student’s needs and the tasks they are required to achieve vs. the tools that are available. If you are unsure about what technology to use, please consult with your district’s local Assistive Technology Representatives.

If you are a Pre-K-12 educator who works in Macomb County ISD’s service area and would like access to the lending library please complete the on-line registration process. Please view these two document to get started:

**Click below to launch the MISD Assistive Technology Lending Library**

https://www.myinfo.misd.net/SEEquipment/SEEquipment.jnlp
MISD AT Lending Library Terms of Agreement

Allowing a student to try an assistive technology device for an extended period of time is the best way to determine if the tool effectively supports the student’s access to education. The Macomb County Assistive Technology (AT) Lending Library was developed to allow Macomb County teachers and students that opportunity.

The MISD AT Lending Library loans equipment to educators who work in Macomb County ISD’s service area for the purpose of evaluating the effectiveness of an AT device for students who receive special education services or are on a federal section “504” plan.

Checking the “Agree to Terms” box at registration means the borrower agrees:

1. To use the equipment to preview effectiveness prior to purchase by my local school, district, or MISD program.
2. The borrowed equipment will be used with students who receive special education services or are on a 504 plan.
3. To undertake the responsibility for the equipment’s care and use.
4. To accept responsibility for the general maintenance of the equipment.
5. That my school, district, or program is responsible to pay the costs incurred for required repairs due to abuse or loss of the listed equipment.
6. No one will modify the equipment in any manner without the consent of an MISD representative while it is in my possession. This includes repair, updating and loading or deleting of software.
7. To return the equipment in person to the MISD Assistive Technology Lending Library no later than the end of the loan period.
8. To return equipment clean and in good repair, in the boxes in which it was loaned.
9. To report damaged equipment to the library clerk at the time of return.
10. To accept responsibility for locating and returning any missing parts.
11. To familiarize myself with the device’s operation and care prior to use.
12. To inform my local district’s Assistive Technology Team, if any, of the request to borrow equipment prior to the loan in order to keep the local team informed and to ensure that requested AT Lending Library equipment is not already available locally.
13. Delinquent loans will result in a suspension of privileges until your account has been cleared.