ARISE coalition

talking about
ASSISTIVE TECHNOLOGY
and its impact on learning for students with disabilities

panel

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parent speak out
to share stories about student and parent experiences

ARISE is a coalition of parents, educators and other supporters of students with special needs seeking to improve day-to-day experiences and long-term outcomes and options for all students.
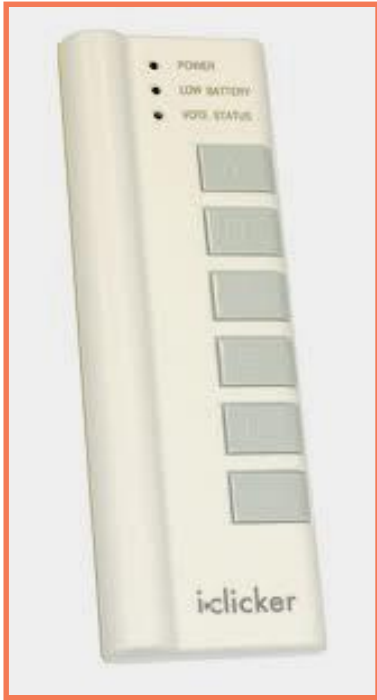
Overview

Expert Panel

Questions from Audience

Share Your Story!

Wrap Up

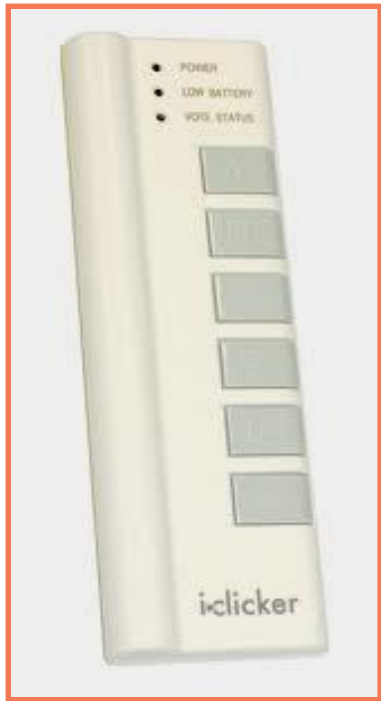# Who's in our Audience?

A) Parent

B) Teacher

C) Student

D) Advocate

How Much Experience Do You Have with Assistive Technology ("AT")?

A) No Experience

B) Very Little Experience

C) Some Experience

D) Lots Of Experience

What is Assistive Technology ("AT")?

IDEA:

"Any item, piece of equipment, or product system…that is used to increase, maintain, or improve the functional capabilities of a child with a disability." (20 U.S.C. § 1401(1)(A))

What is Assistive Technology ("AT")?

Synonyms of any...

An AT device is anything...

... 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 the **functional capabilities** of a child with a disability.

Where does AT come from? You can buy it, you can buy it and change it, or you can make it...

The focus of our work...

If the outcome of AT use is to enhance functional performance then where's the evidence of what children can do as a result of their AT use?

The standards of whether anything is AT: it must help a child stay the same (maintain) get a little better (improve) or get a lot better (increase)...

What Does **AT** Look Like?

Who Does AT Benefit?

Students with Input Challenges

Students with Processing Challenges

Students with Output Challenges

Common Misconceptions About AT Use

"Assistive technology is a crutch"

"Communication devices limit speech development"

"Handwriting is better than typing"

"Reading and writing are the only paths to learning"

"Paper-books are better than digital texts"

"AT is only for the classroom"

"AT limited to K-12 education"

How Does AT Impact Learning & Classroom Participation?

It makes curriculum accessible

It provides opportunities to participate

It builds learner confidence

It enables independent work & learning

User Experiences Navigating AT

It's not the **AT** that makes the most significant change,

It's the knowledge that more paths to learning exist.

Teacher's Role in the Use of AT

- Begin the process for **AT**, give feedback on its selection, guide its implementation

- Prepare classrooms, collect materials, adopt strategies for effective use

Obstacles To Using **AT** Inside & Outside The Classroom

Parent and Teacher Training

Effective Classroom Implementation

Support for Teachers as Gatekeepers

Securing AT: The Law

The Department of Education (DOE) is responsible for providing **AT** devices and services **at no cost to the student or parent** if the need for AT is indicated on the child's Individualized Education Program (IEP).

Securing AT: The Process

Request by Parent, School Staff, or IEP Team

Evaluation and Trial Period with AT Device

IEP Meeting/Implementation

Annual Review /Reevaluation

When Should Parents Discuss AT with IEP Team?

Before IEP Meeting

In Every IEP Meeting

In Every Follow Up Conversation

DOE vs Private Evaluations

Where is **AT** found on a Student's IEP?

AT Checkbox

Parent Concerns

Recommended Programs and Services

Does the student need an assistive technology device and/or service? ☑ Yes ☐ No

If yes, does the Committee recommend that the device(s) be used in the student's home? ☑ Yes ☐ No

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

Parent is very happy with his progress and the school. She expressed that she is very happy with the assistive tech device that was loaned to him by the AT team. She feels that it will help him tremendously with his writing tasks.

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES

SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS*	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING / SERVICE DATE(S)
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES: Laptop with word prediction and auditory feedback	Individual	Daily	Across all content and areas / Class period	School and Home	12/04/2015

Testing Accommodations

TESTING ACCOMMODATIONS (TO BE COMPLETED FOR PRESCHOOL CHILDREN ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL CHILDREN): INDIVIDUAL TESTING ACCOMMODATIONS, SPECIFIC TO THE STUDENT'S DISABILITY AND NEEDS, TO BE USED CONSISTENTLY BY THE STUDENT IN THE RECOMMENDED EDUCATIONAL PROGRAM AND IN THE ADMINISTRATION OF DISTRICT-WIDE ASSESSMENTS OF STUDENT ACHIEVEMENT AND, IN ACCORDANCE WITH DEPARTMENT POLICY, STATE ASSESSMENTS OF STUDENT ACHIEVEMENT.

TESTING ACCOMMODATIONS	CONDITIONS*	IMPLEMENTATION RECOMMENDATIONS**
☐ NONE		
Use of Aids, Assistive Technology Device	NYS Exams	As needed
Extended Time	NYS Exams	Double Time

Annual Goals

ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
(AT) Joshua will type one paragraph daily on the laptop using word prediction software and auditory feedback with greater speed and quantity.	80 % Accuracy	Teacher Made Materials Teacher/Provider Observations	1 time per quarter

ANNUAL GOALS WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED
(AT) Joshua will complete homework, project and essay on the laptop with word prediction and auditory feedback	80 % Accuracy	Teacher Made Materials Teacher/Provider Observations	1 time per quarter

When Should Students' Be Included in the AT Process?

At **every stage** of the process

Students must be engaged with the chosen **AT** for it to have any impact

How Long Does it Take to Receive an AT Device?

- **60 calendar days** to Conduct Evaluation

- **60 school days** from consent to provide device if warranted

  - Trial period with device (varies)

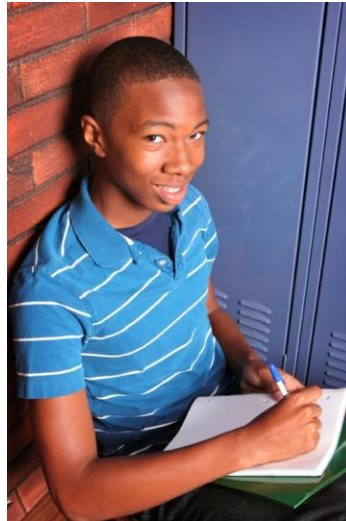- Other resources available while waiting

ADVOCACY TIPS

- Write IEP's that focus on barriers to participation, not diagnoses

- Demand that keyboards have the same role as pencils in education

- Insist that NYS require all teacher prep programs offer AT training

- Ask that all IEP Coordinators, Psychologists, Administrators learn the value of AT for accessible learning

- Celebrate Universal Design for Learning

- Presume Competence, Always.

Questions?

PARENT SPEAK OUT

Share your story!!