

Assistive Technology

Parent Pointers: What Parents Should Know...

2016 Parent Mentor Partnership Conference

September 14 – 16, 2016

Georgia Project for Assistive Technology

Division for Special Education Services and Supports

Georgia Department of Education

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Off to School they go



Off they Go and On their Way



Now Here They Are



Why is this Difficult: Dropping of my Child at School

- We all want success
- We all want positive experiences
- We all want our children to love and appreciate school
- We all want positive school outcomes

How can we get there?

ASSISTIVE TECHNOLOGY

Could this might help?

Assistive Technology has TWO parts

Device

Service

What could this Help my Child - The Device

- The law defines Assistive Technology device as:
 - a) Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.
 - b) The term does not include a medical device that is surgically implanted, or the replacement of such device.

What could this Help my Child - The Service

- 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. The term includes—
 - a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
 - b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
 - c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

What could this Help my Child - The Service

- Assistive technology service

- ★ d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- ★ e) Training or technical assistance for a child with a disability or, if appropriate, that child's family; and
- ★ f) Training or technical assistance for professionals (including individuals 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 that child.

What could this Help my Child - Assistive Technology?

- What is Assistive Technology
 - Assistive technology includes technology solutions that are generally considered **instructional technology tools**, if they have been **identified as educationally necessary** and documented in the student's IEP.
 - Assistive Technology is a very broad and give IEP teams the flexibility they need to make decisions about appropriate devices for individual students.

Assistive Technology : What It Is and How it Works

By The Understood Team

At a Glance

- Assistive technology **can't “cure”** learning and attention issues, but **it can help** kids work around their challenges.
- Not all types of assistive technology are high-tech.
- You can discuss assistive technology with your child's IEP team.

What Assistive Technology Can DO

By The Understood Team

- It's important to keep in mind that **AT's role is to assist** your child's learning. It doesn't replace good teaching, but it can be used in addition to well-designed instruction. It can help your child be more self-confident and work more independently. It also can help your child:
 - Work more quickly and more accurately
 - Navigate classroom routines
 - Set and meet high goals

Considerations in EVERY IEP

Assistive technology needs to be considered for ALL students regardless of their disability.

As required in IDEA, IEP teams must document their consideration of assistive technology in the IEP.

Does the student require assistive technology devices and services? _____ Yes _____ No

If yes, describe: _____

If the student does not require assistive technology, the IEP team should check "No". If the student does require assistive technology the IEP team should check "Yes" and describe the assistive technology that is required by the student.

Why do we consider AT in every IEP?

FAPE

At a Glance: Free and Appropriate Public Education (FAPE)

FAPE stands for free and appropriate public education. It's one of the most important legal terms for you to know. Learn the details behind this powerful acronym.

F **Free** means that all eligible students with disabilities will be educated at public expense. There is no cost to you, the parent. You do, however, have to pay the same incidental fees (such as membership fees for clubs) as for general education students.

A **Appropriate** means that your child with a disability is entitled to an education that is appropriate for her. It will be tailored and planned to meet her needs as stated in her Individualized Education Program (IEP).

P **Public** refers to the public school system. Children with disabilities, whatever the nature or severity of their disabilities, have the right to be educated under public supervision. (Many children will be educated in the public school. In some cases, they might be educated in a private school.)

E **Education** must be provided to every eligible school-age child with a disability. If this describes your child, FAPE ensures that she'll receive a public education that includes the services outlined in her Individualized Education Program (IEP). The education should prepare your child for the future—further education, employment and independent living.

Understood
for learning & attention issues

For more tips and resources, go to
understood.org

What is AT?

Devices and Services that help individuals with special needs:

Academic and Learning Aids



Vision



Daily Living Aids



Computer Access



Hearing



Augmentative Communication

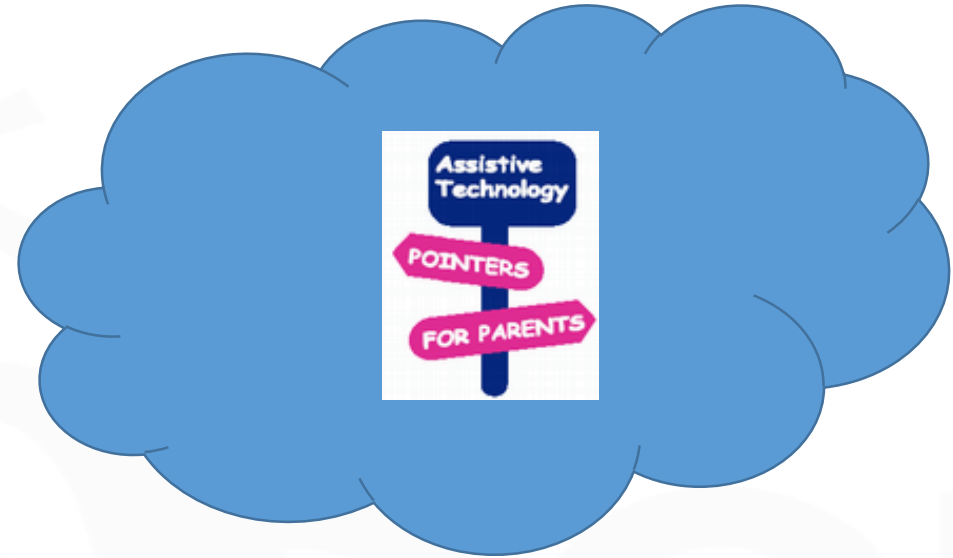


Seating, Positioning, and Mobility



Leisure and Recreation

Questions a parent might Ask



[Assistive Technology:
POINTERS for PARENTS](#)



Once a child has been referred Some questions a parent might ask

- **What are the specific problems that the child is encountering in school?**
 - Reading assigned text
 - Writing clearly and legibly
 - Seeing the written words
 - Listening to instructions
 - Speaking clearly
 - Communicating needs and interests
 - Physically interacting with the environment (computers, toys, switches, books, playground)
- **Is there any evidence of these difficulties outside of school?**

Some questions to Ask the IEP team members!



1. Could the student perform better if we changed the way he/she does the task that is difficult for them to complete?
2. Is the team aware of any no tech or low tech solutions that could help the student complete the difficult tasks?
3. Is the team aware of any high tech assistive technology that might help the student be more successful with difficult tasks?
4. If no one is aware of any assistive technology, who in the district is knowledgeable about assistive technology?



Some questions to Ask the IEP team members!

5. How can we contact this person to assist the IEP team regarding Assistive Technology?
6. Has the student tried any assistive technology over the past year? If they did, how long did they try the technology? Did the technology make a difference?
7. How does this team start the process of determining what assistive technology the student needs to help them with this problem?

Is there a form a parent needs to complete and or is there a form that that the team needs to complete to ask for assistive technology?

A parent can ask for:

- An Assistive Technology Evaluation
 - You can ask for an Assistive Technology Evaluation during an IEP meeting
 - You can request an Assistive Technology Evaluation in writing by sending a request to your child's special education case manager (I would suggest a copy or "cc" going to the principal as well as the district level special education administrator).

Things I should Expect from the Local School System

- Things I can expect in return:
 - An evaluation/assessment to be scheduled in a reasonable time frame
 - I should expect a written evaluation/assessment report of findings within a reasonable time frame
 - I should expect Assistive Technology to be included in the IEP if the findings indicated a need for assistive technology
 - I should expect data to be collected on the use of the technology and a summary of the data to be shared at the next scheduled IEP meeting

Thank You

Questions, please contact us



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