

2018-2019



# PREP Assistive Technology Handbook

Piedmont Regional Education Program  
1434 Rolkin Court, Suite 201  
Charlottesville, VA 22911  
(434) 975-9400

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The mission of PREP's Assistive Technology Program is to provide assistive technology support and training for educational teams, ensuring student access to the learning environment and curriculum.



### PREP Assistive Technology Services

**PREP provides the following services to support students and special education teams:**

- 1. Consultation:** Consultative services include answering questions about assistive technology, teaching team members how to select, use and integrate assistive technology, and troubleshooting problems that may arise. Consultation is individualized to meet the specific needs, level of technology experience and learning style of the team member and students they serve. This is a more flexible process than a team assessment.
- 2. Team Assessments:** Assessments provide a procedure for the team to follow in order to solve more complex difficulties related to a specific student's assistive technology needs. The AT facilitators guide the team using the SETT Framework (see page 12), providing support as required at each stage of the process. This option is lengthier than a consultation because it requires at least two team meetings as part of the process.
- 3. Training:** PREP sponsors a variety of assistive technology trainings related to devices and services throughout the school year. Trainings can be customized to meet the needs of a school district or developed on relevant topics that apply across districts. Trainings are provided by both PREP staff members and outside experts in the field.
- 4. Lending Library:** PREP maintains a lending library consisting of devices and software for loan to participating school districts. This library allows teams to try technology for a trial to see if it is effective prior to making a purchase. In some cases it may be possible to purchase items directly from the library. A loan also enables teachers to learn about software or devices to determine if it would be appropriate for students.
- 5. District Team Collaboration and Support:** PREP sponsors the *Development Initiative Group for Assistive Technology* (DIG-AT), which consists of representatives from each district who are interested in assistive technology and instructional technology to meet the needs of all students. This is a forum for district A.T. Team members to receive ongoing training, support and collaboration with PREP and T-TAC specialists, as well as staff from neighboring district teams.

#### ASSISTIVE TECHNOLOGY FACILITATOR

##### **Position Goal:**

To provide expertise and support in planning, coordinating, evaluating, implementing, and monitoring assistive technology in all participating school divisions according to IDEIA requirements. The Assistive Technology Facilitator reports to the PREP Executive Director.

##### **Qualifications**

- Knowledge of current assistive technology devices (low and high) and services
- Demonstrate superior computer skills and knowledge of hardware and software applications
- Ability to work with educational teams and effectively communicate
- Demonstrate an understanding of the needs of children with learning, cognitive, hearing, visual, communication, and physical disabilities in the educational setting
- Master's degree in a related field preferred

##### **Performance Responsibilities:**

- Assist in determining assistive technology needs for each participating school division
- Coordinate with the districts to provide staff training and support for assistive technology tools and services.
- Collaborate with district technology departments
- Support Universal Design for Learning (UDL)
- Stay current with new assistive technology
- Support teams in facilitating assistive technology assessments as requested
- Train students and support staff in specific assistive technology tools and strategies
- Manage assistive technology lending library

##### **Position Time Requirement:**

- This is a full time position based upon a 10 month school schedule

## Division/School Assignments

**Susan Reed: [sreed2@k12albemarle.org](mailto:sreed2@k12albemarle.org)**

- **Albemarle County Schools** listed below:
  - Agnor-Hurt Elementary
  - Baker Butler Elementary
  - Broadus Wood Elementary
  - Greer Elementary
  - Hollymead Elementary
  - Meriwether Lewis Elementary
  - Stony Point Elementary
  - Woodbrook Elementary
  - Jack Jouett Middle School
  - Sutherland Middle School
  - Albemarle High School
  
- **Culpeper County Schools**
  
- **Ivy Creek School**
  
- **Louisa County Schools**
  
- **Madison County Schools**
  
- **Orange County Schools**

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- **Albemarle County Schools** listed below:
  - Brownsville Elementary
  - Cale Elementary
  - Community Charter School
  - Crozet Elementary
  - Murray Elementary
  - Murray High School
  - Red Hill Elementary
  - Scottsville Elementary
  - Stone Robinson Elementary
  - Yancey Elementary
  - Burley Middle School
  - Henley Middle School
  - Walton Middle School
  - Monticello High School
  - Western Albemarle High School
  - Post High
  
- **Charlottesville City Schools**
  
- **Fluvanna County Schools**
  
- **Greene County Schools**
  
- **Nelson County Schools**

**Position Description:**

The Lead Occupational Therapist for the AT Team is responsible for providing coordination and support for the PREP Assistive Technology programs. The Lead Occupational Therapist works collaboratively with the *Assistive Technology Facilitators* to oversee policy and procedures, continuing education, staff meetings, equipment and best practice standards. The Lead Occupational Therapist reports to the PREP Executive Director.

**Qualifications:**

- Licensure/Degree: Must be licensed in the state of Virginia and the Virginia Board of Medicine
- Experience: A minimum of five years of school based experience incorporating assistive technology
- Must continue to maintain an active Virginia State License, conducting the required amount and type of continuing education opportunities

**Performance Responsibilities:**

- Organize and run regular AT Team staff meetings
- Facilitate PREP sponsored assistive technology continuing education conferences
- Coordinate with the districts to provide staff training and support for assistive technology tools and services.
- Organize and chair regional *Development and Initiative Group for Assistive Technology* (DIG-AT) meetings and trainings
- Train students and support staff in specific assistive technology tools and strategies
- Stay current with new assistive technology
- Ensure *best practice* standards for the PREP Assistive Technology Team

PREP Assistive Technology Facilitators provide a variety of consultative services to team members supporting students with special needs. These include answering questions about assistive technology, teaching team members how to select, use and integrate assistive technology, and troubleshooting problems that may arise. The consultative model is provided to support students and staff as individual questions, access or training needs arise throughout the school year.

- Any team member from districts participating in PREP AT Services may request an Assistive Technology Consultation by emailing the AT facilitator designated to their school. We suggest that the team member notify the student's case manager about the consultation.
- The referring team member and the AT Facilitator determine consultation length, duration, frequency, and other participants.
- PREP AT Facilitators may work directly with a student as part of their consultative process to ascertain required information and/or model strategies for supporting staff.



The guiding principle of an Assistive Technology (AT) Team Assessment is for the team to work together to identify reasonable trial solutions based upon knowledge of the student and combined team expertise. Please see the article [Using the SETT Framework to Level the Learning Field for Students with Disabilities](http://www.joyzabala.com/uploads/Zabala_SETT_Leveling_the_Learning_Field.pdf) by Joy Zabala. [http://www.joyzabala.com/uploads/Zabala\\_SETT\\_Leveling\\_the\\_Learning\\_Field.pdf](http://www.joyzabala.com/uploads/Zabala_SETT_Leveling_the_Learning_Field.pdf)

The PREP AT Facilitator will serve as a team member and guide the IEP team through the 9 Steps listed below, offering technical support and expertise in the field of assistive technology as required.

### **Gathering Information:**

#### **Step 1: Team Members Gather Information**

The process is initiated when the student's case manager contacts a PREP AT Facilitator identifying an area in which she/he feels the student might have greater independence/success conducting a school task if assistive technology were utilized. The case manager fills out the ***AT Team Assessment Referral Form***. This form provides information concerning the student's abilities, difficulties accessing the curricula/school environment, history of AT, team members, and environment/times for scheduling an observation.

#### **Step 2: Schedule Observation**

AT Facilitator will schedule an observation session, ideally in the environment and time of day in which the difficulties are occurring for which AT may be needed. It is the case manager's responsibility to notify the parents/guardians that this observation will be taking place. The AT Facilitator may use this time to try some tools with the student as a means to better understand his/her needs.

#### **Step 3: Schedule Team Meeting**

The case manager schedules a meeting with the team. This meeting can occur directly following the AT facilitator's observation session or on a day post observation. The team may include: AT facilitator, service providers e.g. special education teacher, general education teacher(s), OT, PT, SLP, adaptive physical education teacher, autism/behavioral specialist, vision teacher, administrator, parents/guardian, and student.

### **Decision Making:**

#### **Step 4: The team completes sections 1-5 on the *VA Assistive Technology Decision Making Guide*.**

The AT Facilitator will guide the meeting keeping it on schedule. A team member will be designated to take notes in a format that everyone participating can see. This could be written on a large wall chart or computer-projected on the wall/smart board.

The team should move quickly through:

- Listing the student's **abilities/difficulties** related to tasks (5-10 minutes).
- Listing key aspects of the **environment** in which the student functions (5-10 minutes).
- Identifying the **tasks** the student needs to be able to do is crucial, because the team cannot generate appropriate AT solutions until the essential tasks are identified. (5-10 minutes).

#### **Step 5: Prioritize the List of Tasks for Solution Generation**

Identify critical task for which the team will generate potential solutions (# 6 on the *VA Assistive Technology Decision Making Guide*). This may require a redefining or reframing of the original referral question, but is necessary for honing in on the most critical task.

#### **Step 6: Solution Generation**

Brainstorm ALL possible solutions (#7 on the *VA Assistive Technology Decision Making Guide*). Every team member's ideas are sought and written down for consideration in Step 6.

#### **Step 7: Solution Selection**

Discuss the solutions listed, thinking about which are most effective and least restrictive for the student. It may help to group solutions that can be implemented immediately, in the next few months, and further in the future. At this point list names of specific devices, hardware, software, etc. (#8 on the *VA Assistive Technology Decision Making Guide*)

#### **Step 8: Implementation Plan for AT Trial**

Develop implementation plan (including trials with equipment) being sure to assign specific names and dates, and determine meeting date to review process. Team fills out the *Implementation Plan for AT Trial form*. The AT Facilitator will send a copy of the team notes to the case manager for distribution to the team members.

#### **Trial Use:**

#### **Step 9: Implement Trial According to the Plan Developed by the Team.**

Take data to document the student's level of success during the trial period.

#### **Step 10: Follow Up on Planned Date**

Team reviews trial use. Make any needed decisions about long term use. Plan for long term use if successful, if the trial is not successful the team reviews the *VA Assistive Technology Decision Making Guide* for alternative solutions.



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### Assistive Technology Assessment Referral Form

<b>Student Name:</b>	<b>Case Manager Name:</b> <b>Email:</b>
<b>School:</b>	<b>Date:</b>
<b>Grade:</b>	<b>Person/s completing this form:</b>
<b>What instructional area/task(s) does the student need to do that is currently difficult or impossible, and for which assistive technology may be an option?</b>	
<b>What assistive technology is the student currently using?</b>	
<b>What are the best days and times to come observe this student?</b>	

<b>What is the student's primary school environment? (i.e. general education, inclusion, functional skills, etc.):</b>		
<b>Service Providers</b>		
<b>Occupational Therapist:</b>	<b>Physical Therapist:</b>	<b>Speech Language Pathologist:</b>
<b>General Education Teacher:</b>	<b>Other (Behavior Specialist, Vision Teacher, Adapted PE Teacher, 1:1 Paraprofessional, etc.):</b>	

<p><b>Peter Mehring</b>                  Assistive Technology Facilitator                  pmehring@k12albemarle.org</p>	<p><b>Susan Reed M.Ed. BCBA</b>                  Assistive Technology Facilitator                  sreed2@k12albemarle.org</p>
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**VA Assistive Technology Decision Making Guide  
SETT Framework**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Participants: \_\_\_\_\_

<b>1. Area(s) of Concern:</b>		
<b>2. Student's Abilities</b>	<b>4. Environmental Considerations</b>	<b>5. Tasks</b>
<ul style="list-style-type: none"> <li>● Interests</li> <li>● Preferences</li> <li>● Current Skills</li> <li>● Other</li> </ul>	<ul style="list-style-type: none"> <li>● Physical Arrangement</li> <li>● Instructional Methods</li> <li>● Materials and Equipment Commonly used by Others in the Environment</li> <li>● Access Issues                             <ul style="list-style-type: none"> <li>○ Instructional</li> <li>○ Physical</li> <li>○ Technological</li> </ul> </li> <li>● Attitudes and Expectations                             <ul style="list-style-type: none"> <li>○ Staff</li> <li>○ Family</li> <li>○ Student</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Specific Tasks needed to attain IEP Goal Progress and School Success</li> </ul>
<b>3. Student's Difficulties</b>		<b>6. Task Identified For Solution</b>
<ul style="list-style-type: none"> <li>● Current Barriers</li> <li>● Other</li> </ul>		<ul style="list-style-type: none"> <li>● Select task(s) from above as a starting point for brainstorming solutions</li> </ul>
<b>7. Solution Generation Tools &amp; Strategies</b>	<b>8. Solution Selection Tools &amp; Strategies</b>	<b>9. Implementation Plan For AT Trial</b> (see Implementation Plan)
<ul style="list-style-type: none"> <li>● Brainstorm</li> <li>● No decision yet</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss Brainstormed Solutions</li> <li>● Consider                             <ul style="list-style-type: none"> <li>○ What is available</li> <li>○ What peers are using</li> <li>○ Low to high tech</li> </ul> </li> <li>● Select Solution(s) for Initial Trial</li> <li>● Select Strategies</li> </ul>	AT Items/Services Needed: Start Date: Trial Length: Person(s) Responsible:
		<b>10. Outcomes</b> (Implementation Plan)
		What will be measured: How will data be collected: How often data will be collected: Who will collect it:
<b>11. Follow Up Plan</b> (who, where, when) (see Implementation Plan):		
<p><i>*Important:</i> It is intended that you use this as a guide which may be modified. This is to be used as a process with a team familiar with student. Each topic should be written in large print where everyone can see them, i.e. on a flip chart or board. Information should then be transferred to paper for distribution, file, and future reference.</p> <p><i>* Adapted by PREP DIG AT from WATI and the Virginia Department of Education.</i></p>		



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### Implementation Plan for Assistive Technology Trial

<b>Student's Name:</b>	<b>Date of Plan:</b>
<b>School:</b>	<b>School Division:</b>
<b>Grade:</b>	<b>Date of Team Follow Up Meeting:</b>
<b>Overall Goal for Assistive Technology Use:</b>	

Assistive Technology Implementation Team Members	
Name	Role

<b>Tool 1:</b>
Rationale/Goal:
Environment and Tasks for Trial:
Strategies for Implementation:
How Success will be Defined:
Method of Data Collection:
Person Responsible:
Length of Trial:
Support Needed by Team:
Source of Tool for Trial:
Resources:

Set Up Details:
Other:

<b>Tool 2:</b>
Rationale/Goal:
Environment and Tasks for Trial:
Strategies for Implementation:
How Success will be Defined:
Method of Data Collection:
Person Responsible:
Length of Trial:
Support Needed by Team:
Source of Tool for Trial:
Resources:
Set Up Details:
Other:

**Follow Up Meeting**

Date:
Participants:
AT Trial Outcomes:
Option 1 or 2:



<b>Option 1</b>
Continue AT Trial
Describe changes, if any, to the above implementation plan for the next trial period:
Date of Additional Follow Up Meeting:





<b>Option 2</b>
The AT Assessment is complete. The AT facilitators can be contacted at anytime to provide additional consultation or training.
Team Recommended IEP Accommodations:

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 Assistive Technology Facilitator  
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## Assistive Technology in the IEP

Section of IEP	Where AT fits into this section	Examples
<p><b>Considerations</b></p> 	<p><b>“Does the student require assistive technology devices and services in order to be provided a free and appropriate education?”</b></p> <p>The IEP team begins their discussion considering whether the student needs AT in this section by checking “Yes” or “No” to the question above. Please refer to the consideration section of this website <a href="http://ttac-atsdp.gmu.edu/nav02.asp">http://ttac-atsdp.gmu.edu/nav02.asp</a>. If the team replies “Yes”, then a brief statement of what the student requires is provided in generic terms (not naming specific products).</p>	<ul style="list-style-type: none"> <li>● Visual schedule or work systems</li> <li>● Seating and positioning options</li> <li>● Adaptive writing implements or paper</li> <li>● Word prediction</li> <li>● Dictation</li> <li>● Text to speech</li> <li>● Accessible instructional materials (books or handouts)</li> <li>● Low or high tech communication systems</li> <li>● Switches</li> <li>● Etc.</li> </ul>
<p><b>Present Level of Academic Achievement and Functional Performance</b></p> 	<p>There are several places AT can go in the Present Level section.</p> <ol style="list-style-type: none"> <li>1. <b>“Summarize the initial or recent evaluation results for the student.”</b> - If an AT Assessment has been conducted summarize the conclusions here.</li> <li>2. <b>“Describe the student's current functioning level.”</b> - This is a good section to add what assistive technology the student has been utilizing for trials or daily use and the outcomes. List what supportive services are currently required for success.</li> <li>3. The <i>Present Level</i> is the only section where it is acceptable to list specific product names for a historical reference.</li> </ol>	<ul style="list-style-type: none"> <li>● John has utilized the word prediction feature of the Read and Write for Google extension. He has benefited from the text to speech feedback to hear the word choices prior to selecting, which increases his accuracy by 50%. Using this assistive technology he has attained his writing goal of completing a five sentence paragraph independently.</li> </ul>

<p><b>State Testing Accommodations</b></p> 	<p>Accommodations specified for state testing should also be used routinely for instructional purposes and listed under <i>Current Instructional Accommodations</i>. However, components of certain accommodations may be restricted for SOL testing.</p> <p>Refer to <a href="http://www.doe.virginia.gov/testing/test_administration/">http://www.doe.virginia.gov/testing/test_administration/</a> for links to <b>SOL Test Implementation Manuals</b> for current accommodations.</p>	<ul style="list-style-type: none"> <li>For example, students who have word prediction or speech recognition as an instructional accommodation may use components of it on the short-writing SOL. You must also include these accommodations in the SOL testing accommodations section to allow use during testing.</li> </ul>
<p><b>Current Instructional Accommodations</b></p> 	<p>List individually, in generic terms (do not name specific products), all assistive technology the student requires to attain IEP goals. You must include frequency and location.</p>	<ul style="list-style-type: none"> <li>Jody will be provided accessible instructional material with highlighted text and text-to-speech feedback for all classroom reading and writing assignments.</li> </ul>
<p><b>Goals and Objectives</b></p> 	<p>When you are writing student goals, assistive technology can be included in the annual goal (do not name specific products). There should be a link between what you have written about assistive technology in the Present Level and your goals incorporating assistive technology.</p> <p>Assistive technology is not the goal. Rather, it could be the means to achieving the goal for the student.</p>	<ul style="list-style-type: none"> <li>Joey will use picture icons or voice output device to actively participate in play experiences to communicate interests to his parents or other caregivers in four out of five opportunities.</li> </ul>
<p><b>Related Services</b></p> 	<p>This section lists services that support a child with a disability in the selection, acquisition or use of assistive technology.</p>	<ul style="list-style-type: none"> <li>An Assistive Technology Assessment could be listed in this section.</li> </ul>



## VI. DEVELOPMENT AND INITIATIVE GROUP FOR ASSISTIVE TECHNOLOGY (DIG-AT)

**Mission:** Improve assistive technology services in our region through collaboration and universal design.

**Introduction:** Development Initiative Group for Assistive Technology (DIG-AT) consists of representatives from each district who are interested in assistive technology and instructional technology to meet the needs of all students. This is an ideal format for district A.T. Team members to receive ongoing training, support and collaboration with PREP and T-TAC specialists, as well as staff from neighboring district teams.

DIG-AT members will meet three times per school year to:

- Support district level teams
- Provide relevant trainings
- Expose members to trends and best practices
- Facilitate classroom implementation
- Promote communication of district and regional needs
- Design future regional trainings

**Meeting Format:** Meetings are typically two-hour sessions from 1:30-3:30, but are occasionally full day or multi-day workshops from outside presenters. The DIG-AT meetings are located in PREP's 3<sup>rd</sup> floor conference room at 1434 Rolkin Court, Suite 201, Charlottesville, VA. 22911. A typical meeting agenda consists of a training session, T-TAC update, and time for networking and sharing of information among district members. The topics for yearly trainings are determined by input from the DIG-AT representatives themselves.

### **Roles of Members:**

- Develop a working knowledge of the district's AT issues
  - Successes
  - Challenges
- Work with other representatives to solve common AT issues
  - Explore new initiatives
  - Learn about new technology
  - Teach/share knowledge

### **Expectations of Members:**

- District must be represented regularly at meetings
- Share meeting information within their district
- Share individual expertise and perspective with DIG-AT members

### **Benefits to Members:**

- Continuing Education Recertification Points

- Hands on training opportunities
- Ongoing support our district AT teams
- Exploration observation of successful implementation of AT in Virginia
- Being on the cutting edge of current trends in AT

**Benefits to Districts**

- Building capacity in AT best practice
- Ongoing state-of-the-art training
- Closing the gap between performance and ability for students
- Collaboration to resolve common student and staff AT needs
- Being on the cutting edge of current trends in AT

### **Purpose:**

The PREP AT Lending Library affords educational team members from supporting districts the opportunity to borrow devices, switches, and software which may enhance communication, learning, and teaching. This library allows teams to try technology for a trial period to see if it is effective prior to making a purchase. A loan also enables teachers to learn about software or devices to determine if it would be appropriate for students.

### **General Information:**

- To access PREP's online AT Lending Library visit <http://www.prepivycreek.com/lending-library/>
- Items are loaned for a 5 week period with the exception of AAC ipads which have a 10 week loan period
- Renewal for an additional loan period is allowed, unless another patron has reserved the item
- Items are checked out to school personnel who are responsible for returning them by the due date
- Please coordinate the return or renewal of items with your AT Facilitator
- When the item is delivered, it will have directions for return on the label
- Items that require support for effective use will be hand delivered to you by a PREP AT Facilitator, who will assist with training and integration suggestions
- You may contact the AT Facilitator designated for your school if you require support for use or integration of any loaned technology

**Purpose**

The AAC (Augmentative and Alternative Communication) iPad rental program gives divisions an extended time frame for providing a student with an AAC device without having to purchase or manage the equipment.

**General Information for AAC iPads in the RENTAL Program**

- If an iPad is needed for a student for communication purposes, PREP has a limited number of iPads available for a 12 month rental period on a first come, first serve basis.
- The rental fee is \$125 per 12 months, which includes the iPad in a case, AppleCare protection, the communication app, and mobile device management of the device.
- Rental AAC iPads will be locked into single app mode so that students can only access the iPad for communication purposes.
- This is a new program that will begin in the fall of 2018.



**Payment Procedure:**  
**PREP Assistive Technology AAC iPad Rental Program**

Prior to renting an iPad for Augmentative and Alternative Communication (AAC) from PREP, the Director of Special Education/Director of Student Services or Designee from the participating division will provide written consent for such participation.

Once written consent from the Director of Special Education from the respective division is received, the Executive Director of PREP will issue a written invoice to the school division's Director of Special Education/Student Services or Designee to be paid within 30 days of receipt.

It will be the responsibility of the PREP Assistive Technology Team to follow-up with the school division toward the end of the 12 month rental period to determine whether the device will be returned or rented for an additional 12 month rental period.

**Consent to Participate in the PREP Assistive Technology AAC iPad Rental Program**

The \_\_\_\_\_ School Division wishes to request participation in the PREP Assistive Technology AAC iPad Rental Program for the following student: \_\_\_\_\_.

We, as the responsible school division have informed the parent of our intent to rent an iPad for his/her child's communication needs and the school division assumes responsibility for the payment of the \$125.00 rental fee for a 12 month period. Payment will be made to the Piedmont Regional Education Program upon receipt of invoice for such rental.

PREP will provide the Apple Care insurance protection for the 12 months and will be responsible for the communication app and the management of the device. The AAC iPads will be locked into single app mode to ensure the student is only able to access the iPad for communication purposes.

\_\_\_\_\_  
Signature of Director of Special Education/  
Director of Student Services or Designee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Executive Director of PREP  
(To be attached to the Invoice for Participation)

\_\_\_\_\_  
Date