Assistive Technology: Creating Possibilities!
What Brings Me Here?

“by families for families”
We are able to support you with:

- Understanding special education
- Trainings, workshops, and in-services
- Family activities and get-togethers
- Person-centered planning tools
- Information and resources
- A support line to answer your questions
You will be able to answer these questions...

- What is Assistive Technology (AT)?
- How is AT used at home, in the community, and at school?
- How is AT addressed in special education?
- How can I advocate for AT for my child?
What is your vision for the future?
Creating Possibilities
Creating Possibilities
What is Assistive Technology?

For most people, technology makes things easier. For people with disabilities, however, technology makes things possible.

-Mary Pat Radabaugh, 1988
What is Assistive Technology?

Increase

Maintain

Improve

Functional Capabilities and Independence
Types of Assistive Technology

LOW-TECH

MID-TECH

HIGH-TECH
What is Assistive Technology?
AT for Home, Community, and School
Assistive Technology at Home

My Daily Schedule

- get off bus
- lunchtime
- speech
- goodbye circle
- get on bus
- centers
- occupational therapy
- physical therapy
- recess
- bathroom
- bath time
- chores
- backpack in cubby
- gym
- bathroom
- table work
- circle time

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Assistive Technology at Home
Assistive Technology in Community
Assistive Technology in Community
Assistive Technology in School
Assistive Technology in School
Check In

How is AT used at home, in community, and at school?

Write down any assistive technology device you can think of.

What assistive technology could your child use to increase success?
Assistive Technology in the IEP
Assistive Technology in the IEP

If you believe that your child needs assistive technology…

Be Proactive!
Assistive Technology in the IEP

You are an important member of the IEP team!
AT in the IEP: Special Factors

- Behavior
- Communication
- Assistive Technology
- English Language
- Blind/Visually Impaired
- Specialized Formats
- Deaf/Hard of Hearing

Must address each “Yes”
AT in the IEP: Present Levels

Present Levels of Academic Achievement & Functional Performance

- Student’s strengths & interest
- Parent input
- Observations & assessments
- Progress toward goals
# AT in the IEP: Present Levels

## Introduce strengths and learning styles
- Smart—his is a learner
- Great Sense of Humor
- Loves books
- Empathetic
- Very determined
- Able to use computer by himself
- Has strong opinions
- Very visual learner
- Problem Solver
- Independent
- Imaginative / Story Teller
- Very physical - athletic

## Share what works
- Sporty!
- Technology—iPad, iPod & computer
- Knowing what to expect—Information before changes
- Clear, concise directions
- Time to process
- Choices
- High Expectations
- Learning from typical peers
- Opportunities to try on his own
- Keeping his hands busy when sitting
- Calm Counter App
- Visuals
- Friends

## Share what doesn’t work
- Chaos—Yelling
- Hovering
- Being bored
- Low expectations
- Too many verbal directions
- No sensory breaks

## Demonstrate the importance of AT!
<table>
<thead>
<tr>
<th>Strengths/Gifts/Capacities</th>
<th>What Works</th>
<th>What Doesn't Work</th>
</tr>
</thead>
<tbody>
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<td>Sports!</td>
<td>Chaos—Yelling</td>
</tr>
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</table>
IEP Team,

We look forward to working with the team to create a rigorous education program for Sam, and provide him with the stepping stones to: receive a diploma, attend a post-secondary college program, live independently at age 22, be employed and access his community.

Strengths:
• Smart: he has a great memory and loves to learn.
• Engages with peers and has excellent computer skills.
• Loves books, reading, sports and music.
• Able to work independently when given a visual schedule and transitional warnings.

Concerns:
• Not utilizing assistive technology to support Sam’s progress.
• Not an adequate home/school communication system.
• Not utilizing Sam’s behavior supports causing unnecessary outbursts and consequences.

Remedies:
• Consultation with assistive technology specialist will provide information on how to use Sam’s laptop successfully while in class.
• Duplicate the home/school communication log we used last year.
• Ensuring all staff is trained on Sam’s behavior support plan, including his need for transitional warnings.

We look forward to working as a team toward a successful year for Sam and collaborating for great progress on his educational goals.

The Smiths
AT in the IEP: Present Levels

- Assistive Technology Evaluation
  - To learn what AT is helpful
- Assistive Technology Trial
  - Does the AT help the student?

Request these in writing
AT in the IEP: Goals

SMART Goals
Specific
Measurable
Action Words
Realistic & relevant
Time-limited

Measurable Goals and Objectives

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AT in the IEP: Goals

Susan will use a calculator to help with her math skills.

By June 2019, given a calculator, Susan will correctly type in the problem and share answer (verbal, typing, stamping, or using an iPad to type the answer) with 90% accuracy, on addition equations equaling no more than 10, in 8 of 10 opportunities.

Andre will use his communication device.

By June 2019, with visual cues, Andre will initiate conversation with staff or peers and/or contribute to class discussions with 3-4 word utterances using his communication device in 4 of 5 opportunities.
AT in the IEP: Services

- Specially Designed Instruction
- Related Services
- Supplemental Aids/Services
- Modifications & Accommodations
- Supports for School Personnel
AT in the IEP:
Specially Designed Instruction

Meets Unique Needs

Based on Goals
AT in the IEP: Related Services

Related services may involve AT!

- Occupational Therapy
- Speech Therapy
- Orientation and Mobility
- And more!
AT in the IEP: Supplementary Aids and Services

- Equipment
- Communication Devices
- Fidgets
- Visuals
- Timers
- Technology
AT in the IEP: Supports for School Personnel

Services that help the school team support your child!

- Training
- Consultation
- Collaboration
Check In

How is AT addressed in the IEP?

Special Factors

Present Levels

Goals

Service Summary

SMART

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What are the next steps?

- Brainstorm the barriers, and the AT solutions!
- Learn about resources
- Create a one-page profile
- Prepare parent input
- Actively participate
- Get in touch with us for support!
Questions & Answers

For questions, please call us at (503) 786-6082 or 1 (888) 988-3228 ext. 302
or by e-mail support@factoregon.org
Check out our website: www.factoregon.org