



Workshop 2: AT Assessment

AT Team Training

Learning Outcomes

1. Explain the steps to conduct an AT Assessment.
2. Describe how to borrow AT for a trial.
3. Apply the steps of an AT Assessment with a student.

Disclosures

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- Financial Disclosure: No relevant financial relationship exists for any of the speakers.
- Nonfinancial Disclosure: No relevant nonfinancial relationship exists for any of the speakers.

ASHA Note

- Upon completion of this course, you will receive an email with a link directed to a Formstack form.
- If you wish for ABLE Tech to submit to the ASHA CE Registry for this course on your behalf, please click on the link and complete the form by 11.5.2020.
- Forms received after this date will not be submitted to ASHA. ASHA CEUs may only be obtained for this live event.

COVID-19 FAQs – AT Devices and Services

[Visit ABLE Tech's website for a full list of FAQs](#)

AT and the Law – Review

IDEA

- Consider AT needs of *all* students on an IEP.
- Schools are to provide AT if it is needed for FAPE.
- Provide at NO COST if AT is required.
- Can NOT delay in the provision of required AT.

Title II of ADA

- Schools fall under ADA.
- Auxiliary aids and services cover AT services/devices.
- Students with disabilities must have communication that is as effective as communication with others without disabilities.

Section 504

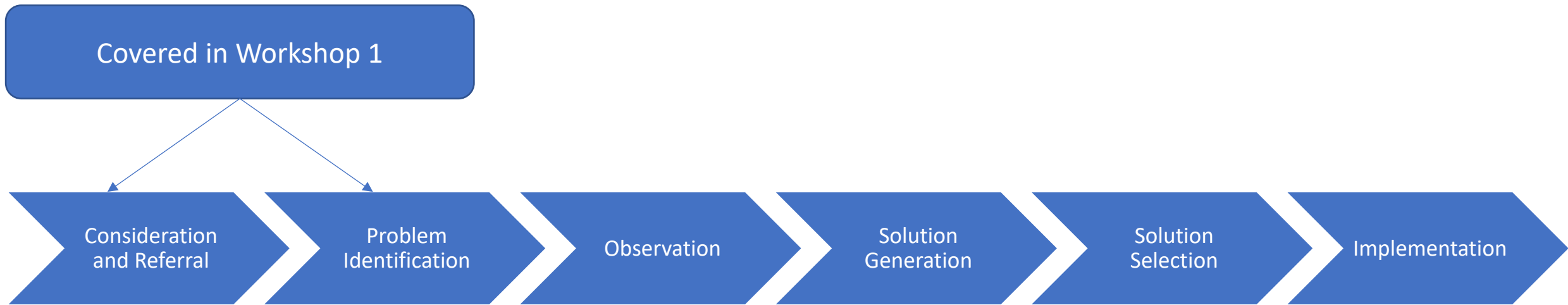
- Student may qualify for a 504 plan even without qualifying for special education.
- Schools must provide equal access to their programs and services.
- Law refers to AT as “supplementary aids and services.”

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[Link to AT and the Law: http://okabletech-docs.org/homepage/at-ta-document-part-b/01-assistive-technology-and-the-law/](http://okabletech-docs.org/homepage/at-ta-document-part-b/01-assistive-technology-and-the-law/)

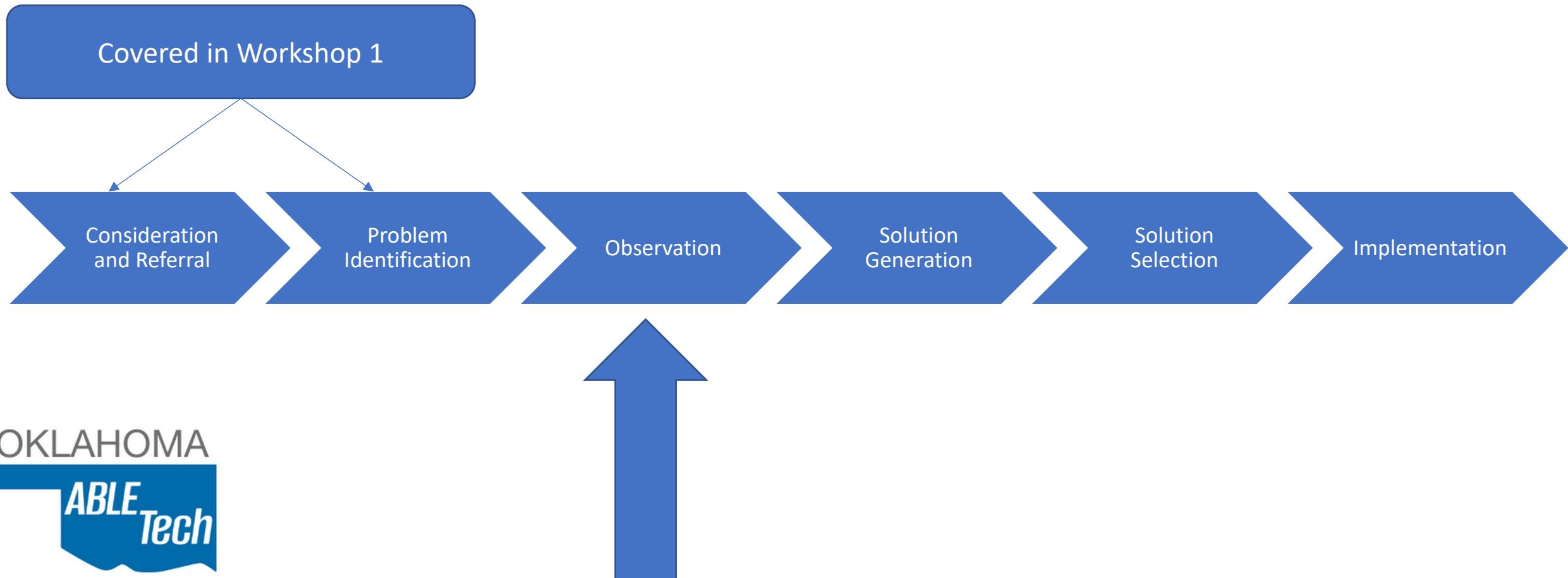
Review Steps of the AT Assessment Process



Reminder of Requirements for AT Assessments

- Be systematic
- Be replicable
- Provide accountability
- Be performed by a person(s) with AT knowledge

Review Steps of the AT Assessment Process, Cont.



Assessment Step 3 – Observation

- Asking multiple team members to complete the same observation form in their own environments
- Observing how much/often and in what ways the student is participating
- Observing how much/often and in what ways the student's peers are participating
- Noting whom the student is interacting with students vs adults
- Noting if there are any noticeable barriers to the student's participation



[Link to Observation - Solution Generation: https://okabletech-docs.org/homepage/at-ta-document-part-b/07-at-assessment/14-observation-solution-generation/](https://okabletech-docs.org/homepage/at-ta-document-part-b/07-at-assessment/14-observation-solution-generation/)

SETT Scaffold for Gathering Data

SETT SCAFFOLD FOR GATHERING DATA
Collaboratively Gather and Analyze Information from a Variety of Sources
(use as many sheets as necessary to build shared knowledge)

Student: _____ Date: _____ Perspective: _____

DESCRIBE CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	ENVIRONMENTS	TASKS

- CIRCLE FUNCTIONAL AREA(S) OF CONCERN
- UNDERLINE BARRIERS TO STUDENT PROGRESS
- STAR SUPPORTS FOR STUDENT PROGRESS



WATI Classroom Observation Guide

Chapter 1 - Assistive Technology Assessment



WATI Classroom Observation Guide

Classroom(s) _____

Teacher _____

Student _____

Date _____ Time _____ Observer _____

(J. Gierach, 2009, Wisconsin Assistive Technology Initiative)

Task: Ex. Writing a report, working on SMART Board, aligning mat problems, researching topic in media center. Directions: Were they given: Visually Auditorally Time: For task completion	General students response: How does the rest of the class respond to the directions, how do they complete their work ?	Target Student Response: Do you notice any difference in how the target student handles the directions? How do they begin, maintain, and end the task? Was the time for the activity sufficient?	Barrier to task completion: What do you notice about the environment that might affect the target student's work? Ex. Manner that the directions were delivered, time to complete the task, different learning style.	Potential Adaptations: What pops into your head as a solution that you might bring to the brain storm session during the ASNAT meeting?	Questions: What information do you need? What questions do you have for the teacher/student/parent?
Task: Directions: Time:					
Task: Directions: Time:					
Task: Directions: Time:					





Environmental Observation Summary

Environmental Observation Summary

Activity/Task(s) observed:

Ways that typical students participated:

Ways the target student participated:

Barriers to target student's participation:

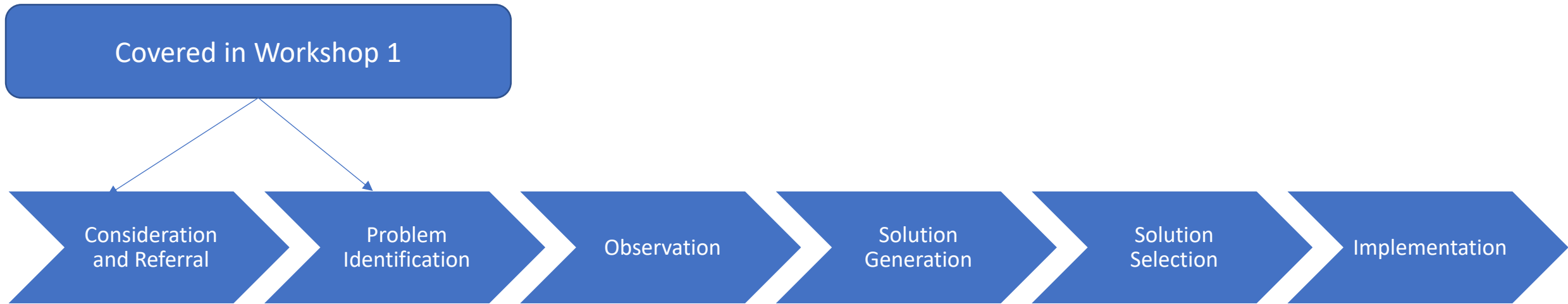
Adapted from:

Wirkus-Pallaske, M., Reed, P., & Stokes, S. (2000). *Wisconsin Assistive Technology Initiative*. Oshkosh, WI: Wisconsin Assistive Technology Initiative.

Center for Instructional Development and Research. (1998). Classroom observation. *CIDR Teaching and Learning Bulletin*, 1(4). Available online: <http://depts.washington.edu/ObsTools.htm>

Pearson, L. (no date). *Apraxia guide: Classroom observation checklist*. Available online: <http://hometown.aol.com/lynetteprs/myhomepage/profile.html>

AT Assessment Process – Solution Generation



Assessment Step 4 – Solution Generation

As a team, this process should begin by answering the following questions:

- Who is going to coordinate the trial to help acquire the device(s)?
-
- What training may be needed for the student, family, and/or team members on how to use the AT?

Solution Generation Continued

- Who will set up, troubleshoot, recharge, and otherwise manage the AT during the trial?
- Where, when, and during what tasks will the student use the AT during the trials?
- What outcome(s) will determine success of the trial?

Identifying Potential Tools

- In order to determine a list of potential tools, the teams must review information from the observation process. Then brainstorm and use resources as needed to create a "Tools to Try" list.
- Characteristics/features of AT should be identified based on need of the student for the identified task, within the customary environment(s), for a given task. This is referred to as "Feature Matching."



Examples of Features of AT

- Portability/weight
- Durability
- Text-to-speech
- Word prediction
- External/onscreen keyboard
- Dictation
- Battery life

SETT Scaffold for Tool Selection-Part 1- Identifying Tools

SETT SCAFFOLD FOR TOOL SELECTION – PART 1 - IDENTIFYING TOOLS Develop Descriptors of an Assistive Technology Tool System that Addresses Needs and Identify Possible Tools

STUDENT: _____ AREA OF ESTABLISHED NEED (See SETT: Part I): _____

STEP 1: Based on S-E-T data, enter descriptors or functions needed by the student across the shaded top row - 1 descriptor per column STEP 2: Enter promising tools in the shaded left column - 1 tool per row STEP 3: For each tool, note matches with descriptors and functions to help guide discussion of devices and services USE ADDITIONAL SHEETS IF NECESSARY									
Descriptors 									
Tools 									



Feature Matching Activity

- Locate the SETT Scaffold for Tool Selection – Part 1 – Identifying Tools handout in your binders.
- Let's practice using a not so serious example.

Prince Charming--Feature Matching

- Royalty
- Chivalrous
- Likes to be the savior
- Committed to his ideas
- Excellent Swordsman
- Is a leader
- Rides horses
- Good ballroom dancer
- Good sense of humor
- Task: Finding the "right one"



Results from



Ariel

Royalty
Rebellious
Excellent Swimmer
Loves singing
Likes collections
Likes adventure



Jasmine

Royalty
Independent
Self-sufficient
Wants adventures
Graceful
Empathetic



Belle

Non-Royalty
Non-conformist
Independent
Family-oriented
Brave
Loves reading
Compassionate



Merida

Royalty
Tomboy
Skilled in archery
Pampered
Quick-Witted
Feisty



Cinderella

Non-Royalty
Friendly
Obedient
Adventurous
Hard worker
Good dancer
Down-to-Earth



Fiona

Royalty
Insecure
Headstrong
Skilled fighter
Self-sufficient
Wants to be rescued

Complete the SETT Scaffold for Tool Selection

SETT SCAFFOLD FOR TOOL SELECTION – PART 1 - IDENTIFYING TOOLS

Develop Descriptors of an Assistive Technology Tool System that Addresses Needs and Identify Possible Tools

STUDENT: Prince Charming AREA OF ESTABLISHED NEED (See SETT: Part D): Finding the “Right One”

STEP 1: Based on S-E-T data, enter descriptors or functions needed by the student across the shaded top row - 1 descriptor per column									
STEP 2: Enter promising tools in the shaded left column - 1 tool per row									
STEP 3: For each tool, note matches with descriptors and functions to help guide discussion of devices and services									
USE ADDITIONAL SHEETS IF NECESSARY									
Descriptors →	Royalty	Enjoys nice gestures from others	Likes to be helped	Supportive	Goes with the flow	Likes animals	Likes dancing	Has a good sense of humor	
Tools ↓									
Ariel									
Jasmine									
Belle									
Merida									
Cinderella									
Fiona									

Completed SETT Identifying Tools for Prince Charming

SETT SCAFFOLD FOR TOOL SELECTION – PART 1 - IDENTIFYING TOOLS

Develop Descriptors of an Assistive Technology Tool System that Addresses Needs and Identify Possible Tools

STUDENT: Prince Charming AREA OF ESTABLISHED NEED (See SETT: Part I): Finding the “Right One”

STEP 1: Based on S-E-T data, enter descriptors or functions needed by the student across the shaded top row - 1 descriptor per column									
STEP 2: Enter promising tools in the shaded left column - 1 tool per row									
STEP 3: For each tool, note matches with descriptors and functions to help guide discussion of devices and services									
USE ADDITIONAL SHEETS IF NECESSARY									
Descriptors →	Royalty	Enjoys nice gestures from others	Likes to be helped	Supportive	Goes with the flow	Likes animals	Likes dancing	Has a good sense of humor	
Tools ↓									
Ariel	X	X	X		X	X		X	
Jasmine	X			X	X	X		X	
Belle		X				X	X	X	
Merida	X					X	X		
Cinderella		X	X	X	X	X	X	X	
Fiona	X			X		X			

AT Feature Matching – Writing

- Let's practice using a more serious example.

Student: A 9th grade student with Muscular Dystrophy had limited strength which had grown more pronounced.

Environments: Classroom and home

Task: By the end of the school year, the student will be able to independently write essays and papers.

Writing AT Feature Matching Chart

AT Category: Environmental Adaptations, Controls, and Writing

Student (Individual) – 9th grade student with limited strength due to Muscular Dystrophy

Environments – school, home

Tasks – completing written work



Tools

Descriptors →	Enlarge grasping surface of writing utensil	Ability to control pencil without grasping it	Ability to type written work	Word prediction	Ability to speak what is to be written	Spell check
Tools ↓						
Pencil grip	x					
Writing Bird	x	x				
Portable word processor			x	x		x
Speech-to-text software			x	x	x	x



Having Difficulty Identifying AT Tools?

Oklahoma ABLE Tech has created AT Discovery

- [Link to AT Discovery: https://www.okabletech.org/at-discovery/](https://www.okabletech.org/at-discovery/)
- Provides the what, when, who, and why for all AT categories, as well as case examples with listed AT

Choosing Which AT Devices to Trial

- The SETT Scaffold for Tool Selection – Part 2 – Prioritizing Tools offers a form to make a “short list” of AT based upon the Identifying Tools information.
- Requires consolidation of information gathered on the SETT Scaffold for Tool Selection - Identifying Tools for analyses.

Key Factors to Prioritizing Tools: What Items are systematically available?

- Availability (Systematic, Programmatic, Acquired)
 - What items do schools have?
 - Chromebooks
 - iPads
 - Desktop Computers
 - FM Systems
 - Seating Options
- Training required for effective use (Student, Staff, Family)
 - Who is available/knowledgeable to conduct the training?

Narrowing Down AT Devices

- Based on the concrete numbers, trials for Prince Charming should include at least:
 - Cinderella (7/8)
 - Ariel (6/8)

A third possibility could be Jasmine (5/8) if the first two trials were unsuccessful.

Using the SFTT Prioritizing Tools for Planning

SETT SCAFFOLD FOR TOOL SELECTION – PART 2 - PRIORITIZING TOOLS Establish Availability and Training Needs for Promising Tools that Match Student Needs

SHORT LIST OF TOOLS	TOOL AVAILABILITY			SERVICES (training, planning, coordination, etc.) REQUIRED FOR EFFECTIVE USE		
	S	P	A	STUDENT	STAFF	FAMILY
Cinderella (7/8)		X		Understanding of "commoners"	Training on expectation of royalty (does not help with chores)	Would need to accept that she does not come from royalty (attitude barrier)
Ariel (6/8)			X	Would need scuba gear, and remove seafood from his diet	Would need to be able to provide support and services to Ariel both on land and in water.	Would need to be understanding that Prince Charming may spend much time away from the home to be with Ariel
Jasmine (5/8)	X			Nothing extra as Jasmine is also royalty and lives on solid ground	Must learn Jasmine's likes and interests, as she will expect the same type of services received at home	Would need to be understanding of Jasmine's desire to see the world.

KEY: S= Systemically available tools - Currently available to ALL students served by this system
P= Programmatically available through special education services or other services for which this student is qualified
A= Additional tools that need to be acquired for this student.



Revisiting Writing AT Devices

AT Category: Environmental Adaptations, Controls, and Writing

Student (Individual) – 9th grade student with limited strength due to Muscular Dystrophy

Environments – school, home

Tasks – completing written work



Descriptors →	Enlarge grasping surface of writing utensil	Ability to control pencil without grasping it	Ability to type written work	Word prediction	Ability to speak what is to be written	Spell check
Tools ↓						
Pencil grip	x					
Writing Bird	x	x				
Portable word processor			x	x		x
Speech-to-text software			x	x	x	x

Modified from Joy Zabala's SETT Scaffold for Tool Selection

- Pencil grip (1/6)
- Writing Bird (2/6)
- Portable word processor (3/6)
- Speech-to-text software (4/6)
- How would this transfer to the SETT Prioritizing Tools for Planning form?

Thinking Out of the Box

If AT is researched and an item is found that is not currently available, should you list it?

- YES! There are ways to borrow AT for short-term use.

Borrowing AT – Access to Tools Listed

Ways to acquire short-term loans for decision-making:

- School District's AT inventory
- AIM Center at the Oklahoma Library for the Blind and Physically Handicapped ([Link to Oklahoma for the Blind: www.olbph.org](http://www.olbph.org))
- ABLE Tech demo/loan program ([Link to Device Demo/Loan: https://www.okabletech.org/guide-to-all-services/device-loan-program/](https://www.okabletech.org/guide-to-all-services/device-loan-program/))
- Contact manufacturer or Oklahoma representative of desired AT for short term loan/demo

Comparing AT through Trials

Once the AT devices to be trialed have been selected and acquired, it is important to continue the documentation process of determining which device was the most successful.

WATI Trial Use Guide

Assistive Technology Trial Use Guide

AT to be tried: _____

Student's Name: _____ DOB: _____ Age: _____ Meeting Date: _____

School/Agency: _____ Grade/Placement: _____

Contact Person(s): _____

School/Agency Phone: _____ Address: _____

Persons Completing Guide: _____

Parent(s) Name: _____ Phone: _____

Parent(s) Address: _____

Goal for AT use: _____

ACQUISITION

Source(s)	Person Responsible	Date(s) Available	Date Received	Date Returned

Person primarily responsible to learn to operate this AT: _____

Training

Person(s) to be trained	Training Required	Date Begun	Date Completed

MANAGEMENT/SUPPORT

Location(s)	Support to be provided (e.g. set up, trouble shoot, recharge, program, etc.)	Person Responsible

Student Use

Date	Time Used	Location	Task(s)	Outcome(s)



WATI Trial Use Summary

Some may prefer to utilize one form for all trials rather than complete a WATI Trial Use Guide for each individual trial.

Assistive Technology Trial Use Summary

Student's Name: _____ Age: _____ Date Completed: _____

Person(s) Completing Summary: _____

Task Being Addressed During Trial _____

Criteria for Success _____

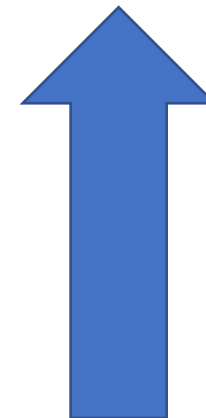
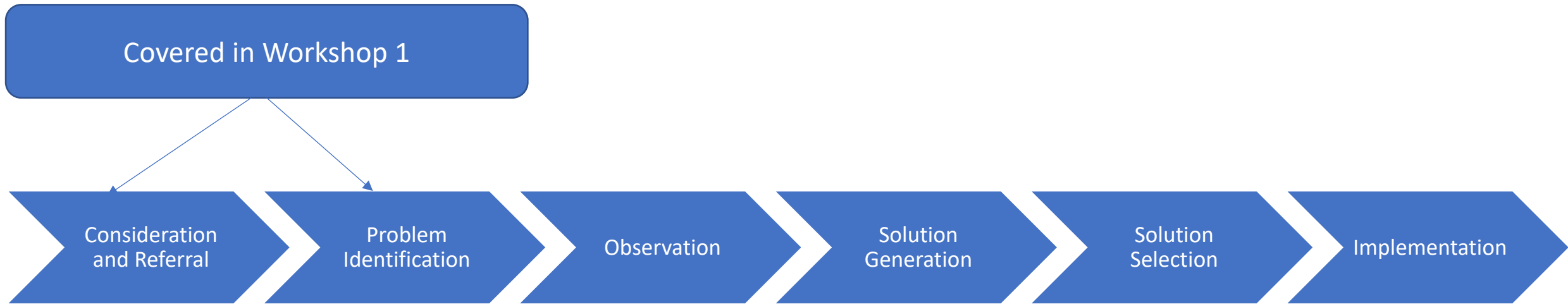
AT Tried	Dates Used	Criteria Met?	Comments (e.g. advantages, disadvantages, preferences, performance)

Recommendations for IEP: _____

Source: WATI - Wisconsin Assistive Technology Initiative

[Link to AT Trial Info: https://okabletech-docs.org/homepage/at-ta-document-part-b/appendix-b-virtual-binder/43-at-assessment/52-assistive-technology-trial-use-summary/](https://okabletech-docs.org/homepage/at-ta-document-part-b/appendix-b-virtual-binder/43-at-assessment/52-assistive-technology-trial-use-summary/)

AT Assessment Process – Solution Selection



AT Assessment – Solution Selection

- This step of the AT Assessment process is a discussion to compare the AT data collected during trials.
- In setting up a meeting the following roles should be assigned:
 - 1 facilitator
 - 1 recorder
 - 1 time keeper

Making a Decision

- Reviewing documentation from all previous steps of the AT Assessment process should coincide with the decision-making steps
- Decision-making steps
 1. Problem Identification (SET(T) Process)
 2. Solution Generation ((T) of SETT)
 3. Solution Selection --Discussion
 4. Implementation -- What device(s)/service(s) will be needed?
 5. Follow-up -- Re-evaluate the situation on a regular basis.

Quality Indicators for Assistive Technology— AT Assessment

- 1) Clearly defined procedures.
- 2) Flexible teams formed on the basis of knowledge and expertise in AT.
- 3) AT Assessments are conducted in the student's customary environments.
- 4) AT Assessments are conducted in a timely manner.
- 5) Recommendations are based on data about a typical task.
- 6) Documented recommendations consistently include sufficient information.
- 7) AT use is frequently monitored.

Common Errors of AT Assessment

1. Procedures are not defined or not customized.
2. Not utilizing a team approach.
3. Lack of skills necessary to conduct assessment and team does not seek assistance.
4. Lack of time to conduct assessment, including AT Trials.
5. Lack of clear communication between team members.
6. Needs/Expectations are not communicated outside of the assessment team.
7. Student is not involved!

Operational Procedures for AT Assessment

- It is strongly encouraged that each district/school creates Operational Procedures for AT Assessments.

Making AT

It is known that it takes time and money to acquire AT. Therefore, Oklahoma ABLE Tech has created everyday AT devices that can be made quickly and at a low cost.

In addition to the items received during this workshop, other Make 'n Take ideas can be found at:

[Link to Make 'n Takes: https://www.okabletech.org/education-services/make-n-takes/](https://www.okabletech.org/education-services/make-n-takes/)

Course Evaluation

Please check your email in-box for the SurveyMonkey to provide your feedback.

Thank you!!

See you at Workshop 3