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### Prepping for an IEP Meeting: What you need to know about AT Consideration and AT Implementation

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University of Kentucky

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East Carolina University



March 5, 2008




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### Overview

- **National AT Research Institute**
  - Research Background
  - Current AT Consideration and Implementation Plan Use Data
- **AT Consideration**
  - Matching AT to the Student
  - Identifying Skills Needed for AT Use
  - Trying Out AT
- **AT Implementation**
  - Developing the Implementation Plan
  - Organizing for Success
  - Integrating AT
  - Communicating with Student's Family
  - Collaborating with Colleagues
  - Monitoring AT Use & Evaluating Student Results

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## Introduction

### What is NATRI?

**National Assistive Technology  
Research Institute**

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## NATRI

### Background

- Funded by the U.S. Department of Education, Office of Special Education Programs
- Cooperative agreement
- Funded October 1, 2000
- 4 year project-extended for 2.5 years
- \$2.8 million award

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## NATRI

### Project Goals

- To examine factors related to the planning, development, implementation, and evaluation of AT services in schools
- To disseminate the findings of the research in ways that will assist school personnel to develop or improve AT policies and practices for students with disabilities

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# NATRI

## 7 Research Areas

- 1- Status of AT use in schools and the role it provides in education
- 2- Policies & procedures in the development and delivery of AT services
- 3- AT decision-making by IEP teams
- 4- Integration of AT use in learning environments (facilitate instruction, access to curriculum)
- 5- Effects of AT use on academic, social, functional performance of students
- 6- Training and technical support needed by persons implementing AT
- 7- Extent to which IHEs are developing AT knowledge and skills



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## State Case Studies



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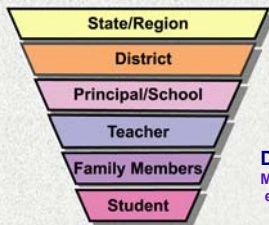
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## State Case Studies



**States:**  
CA, FL, KY, OR, TX, VA, WI, KS, MA, MT

**Districts:**  
Multiple educational units in each state (43)

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# State Case Studies in AT

## Participants

- Participating states (10)
- Multiple districts in each state (43)
- Local data collectors (216)
- Students (322)



## Procedures - On-Site Data Collection

- Train team of local AT data collectors (216)
- Select target students using AT (322)
- Conduct classroom observations (305)
- Attend IEP meetings (274)
- Interview teachers, parents, and students (695)

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# State Case Studies in AT

## Procedures - Interviews

- Participants
  - 268 Teacher interviews
  - 274 Family interviews
  - 153 Student interviews
- Teacher format
  - Audio taped interviews
  - Structured to open-ended
  - Asked questions in 14 categories



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# Consideration of AT

## QIAT Says...

**QIAT** Quality Indicators for Assistive Technology

The assistive technology consideration process and results are documented in the IEP and include a rationale for the decision and supporting evidence.

[www.qiat.org](http://www.qiat.org)

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## AT in the IEP

### Teacher Interview

♦ How do you document AT in the IEP and AT consideration?

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## AT in the IEP

### Documentation Of Consideration Of AT

Documentation Method	Count
Narrative	54
Checkbox Only	33
Not Sure	9
None	4

Legend:  
 ■ Narrative  
 ■ Checkbox Only  
 ■ Not Sure  
 ■ None

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## AT Implementation Plans


### QIAT Says...

**QIAT** Quality Indicators for Assistive Technology

Assistive technology implementation proceeds according to a collaboratively developed plan.

Intent: Following IEP development, all those involved in implementation work together to develop a written action plan that provides detailed information about how the AT will be used in specific educational settings, what will be done, and who will do it. [www.qiat.org](http://www.qiat.org)

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# AT Implementation

## Teacher Interview

Some schools develop written plans to guide how the AT will be implemented following the IEP meeting for individual students. Does your school do anything similar to this and what is included?

- Who is responsible for implementing the AT plan?
- Is there a required or recommended form used by your state for a written AT plan?
- What is included in the plan?

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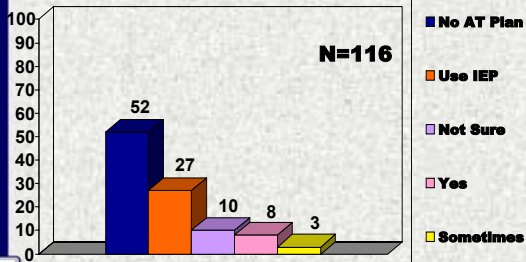
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# AT Implementation

## Percent Of Teachers Using Implementation Plans



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# AT Planner



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# AT Planner: Part 1

## IEP Decisions

Matching the AT to the Student's Needs

Identifying the Skills Needed for AT Use



Trying Out the AT

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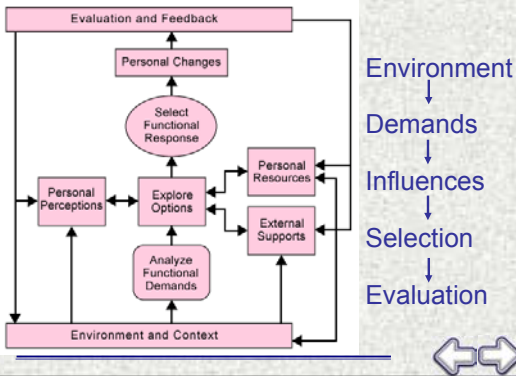
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# Matching AT to Student



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# Student's Personal Resources



What personal resources will Adam need to complete a writing assignments using an on-screen keyboard with a mouse?

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# Identifying Skills Needed

## Determining AT Skills Using Task Analysis

Identify the steps needed to use the device

Note what is done at each step and what skills are needed to complete them

Review the list to determine if the student has all of the necessary skills



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# Identifying the Skills Needed



What skills will Shelly need to write a term paper using a head pointer to activate an augmentative communication device connected to a computer?

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# Trying Out the AT

## Have a Plan- Follow These Steps



- Identify the Purpose
- Determine the length of the trial period
- Decide how and where the trial will take place
- Track results
- Review trial results and their impact on implementation

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# Trying Out the AT



Will the AT Meet Lyndsey's Needs?  
 Does Lyndsey have the Needed Skills?  
What Training Must be Conducted?

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# AT Planner: Part 2

## Overview of the AT Plan

- Developing the Implementation Plan
- Organizing for Success
- Integrating AT
- Communicating with Student's Family
- Collaborating with Colleagues
- Monitoring AT Use & Evaluating Student Results



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# Sample Implementation Plan

**ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN**

<b>STUDENT INFORMATION</b>		
Student Name	Grade	Class of Year
Address	Date	AT Plan Review Date
<b>POINT OF CONTACT</b> (Individual assigned to lead the implementation. Plan updated)		
<b>IMPLEMENTATION TEAM</b>		
NAME (List all individuals who will implement the AT with the student)		
<b>EQUIPMENT</b>		
EQUIPMENT & SOFTWARE TO BE USED		
		STATUS (e.g., owned by school, will purchase, will borrow from district library, etc.)

Available on NATRI website  
<http://natri.uky.edu>

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## Using the AT Implementation Form

- Identifying the Point of Contact
- Assigning Responsibility of AT Tasks
- Specifying Training
- Connecting AT to IEP Goals
- Monitoring and Evaluating Use

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## Questions to ask about Implementation

Responsibility



Support

Training

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## Organizing for Success

### Using the PRE Strategy

Physical Space

Routines

Equipment Functioning



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## Physical Space- Routines- Equipment

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Organize the Environment for Success

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## AT and FUNCTIONAL SKILLS

		ASSISTIVE TECHNOLOGY	
		Proficient with AT	Not Proficient
FUNCTIONAL SKILL	Skill Mastered	Work on maintenance & generalization of skill & AT ----- Work on new skill ----- Explore use of new device	Teach features of technology
	Skill Not Mastered	Teach new skill with the AT	First practice using the AT with a mastered skill, then attempt a new skill

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## Learn to Use a Device with Known Skills

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Often the Skills Needed to Operate an AT Device Must be Trained

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## AT and FUNCTIONAL SKILLS

		ASSISTIVE TECHNOLOGY	
		Proficient with AT	Not Proficient
FUNCTIONAL SKILL	Skill Mastered	Work on maintenance & generalization of skill & AT <hr style="border: 1px solid red;"/> Work on new skill <hr style="border: 1px solid red;"/> Explore use of new device	Teach features of technology
	Skill Not Mastered	Teach new skill with the AT	First practice using the AT with a mastered skill, then attempt a new skill

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## Integrating AT Throughout the Day


Different Environments

Over Time

Create a Matrix

AT by Goal

AT in Curriculum Area



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## Integrating AT Throughout the Day



Use AT in All Environments as Needed

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Schedule Activity	IEP Objectives (stated briefly)		
	Read at fourth grade level (decode and comprehend)	Compose a written assignment	Spelling, vocabulary words
Arrival			
Language Arts	Highlight text - comprehension Start-to-Finish books Read and Write Gold - reading assignments	AlphaSmart - all written assignments CoWriter - written assignments Draft Builder - creative writing Franklin speller and dictionary	Read and Write Gold - spell checking Franklin speller and dictionary
Math	Read and Write Gold - reading math text and word problems		
Resource room	Build fluency and new skills on the use of reading technologies	Type to Learn - develop keyboarding Teach new skills and build fluency on technologies	
Specials classes			
Physical education			
Music	Lyrics to song prior to music class. Scan lyrics into Read and Write Gold as needed		
Art			Franklin speller - art vocabulary tests
Computer lab		Type to Learn - develop keyboarding	
Lunch			
Social Studies	Read written assignments using Read and Write Gold software	SOLO - paragraph composition AlphaSmart - note taking	Franklin speller - SS vocabulary
Science		AlphaSmart - note taking and lab reports	Franklin speller - Science. vocabulary
Recess			
Dismissal			

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## Communicating with the Family


Provide directions on how to operate the device and ideas of how to use it at home and community



Ask parents to keep track of AT success stories

Share resources in the community, printed, and on the web

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## Collaborating with Colleagues

### Locate & Share Resources

- Websites
- Materials
- Listserves
- Training Opportunities
- Professional Organizations



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## Evaluating Student Results

Collect Data  
Observable  
Measurable  
Over Time



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## Why measure behavior?

- ♦ To pinpoint student status
- ♦ To monitor progress
- ♦ To determine effectiveness
- ♦ To provide feedback to others
- ♦ To document efforts
- ♦ To determine accountability

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## Event Data Sheet

Name: \_\_\_\_\_ Target Behavior: \_\_\_\_\_

Observer: \_\_\_\_\_ Definition: \_\_\_\_\_

Date	Time began	Time ended	Total Time observed	# of Occurrences	Rate per minute

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## Event Recording Example



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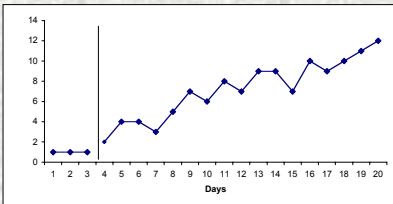
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## Graphing Event Data



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## Total Duration Data Sheet

Name: \_\_\_\_\_ Target Behavior: \_\_\_\_\_  
 Observer: \_\_\_\_\_ Definition: \_\_\_\_\_

Date	Time began	Time ended	Total Time Observed	Total Duration

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## Duration Recording Example



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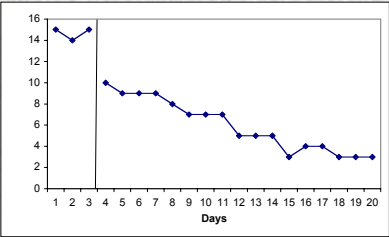
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## Total Duration Graphing



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## AT Implementation Plans



Available through the Technology & Media Division of CEC  
<http://www.tamcec.org>

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## Websites

<http://natri.uky.edu>

<http://www.tamcec.org>

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