



West Virginia DEPARTMENT OF
EDUCATION

ASSISTIVE TECHNOLOGY FOR PRESCHOOL

Preschool Webinar

February 8, 2019

ABOUT ME

Lee Ann Brammer, MA, CCC-SLP

Speech-Language Pathologist

Coordinator, WVDE

Speech-Language Impaired, Assistive Technology, and AEM

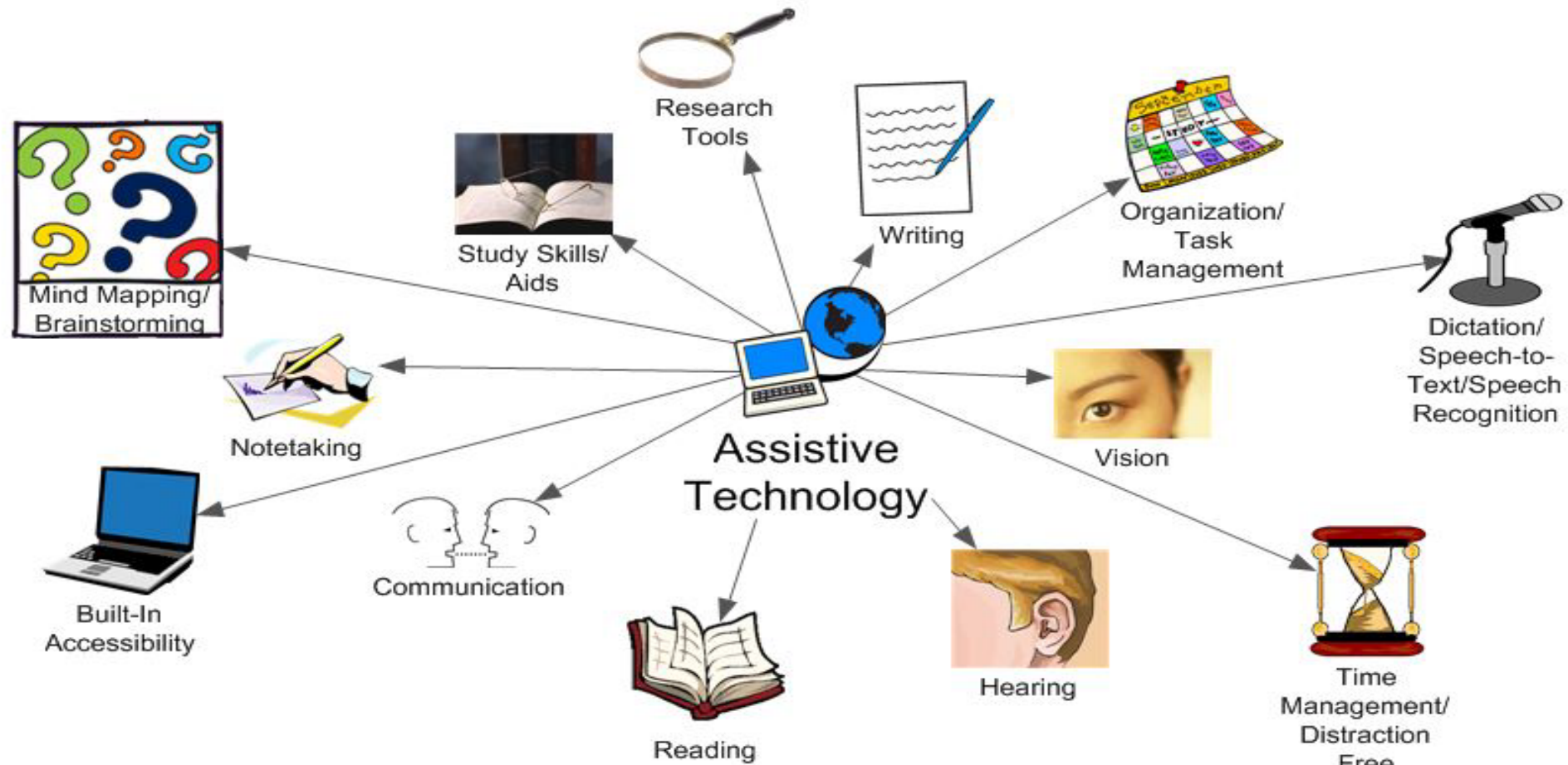


- 34 years experience - Kanawha County Schools
- AAC Evaluator/Implementation - Kanawha County
- Camp Gizmo AAC Evaluation Team – 17 years

LEARNER OUTCOMES

- Participants will be aware of the laws and West Virginia Department of Education guidance regarding assistive technology
- Participants will be aware of assistive technology available for all twelve targeted areas
- Participants will be aware of resources for obtaining assistive technology
- Participants will be aware of low tech assistive technology solutions

OVERVIEW OF ASSISTIVE TECHNOLOGY



PUBLIC SCHOOLS MUST COMPLY WITH ALL THREE LAWS

1. Individuals with Disabilities Education Act (IDEA 2004)
2. Title II of the Americans with Disabilities Act of 1990 (ADA) (Title II)
3. Section 504 of the Rehabilitation Act of 1973 (Section 504)

ASSISTIVE TECHNOLOGY: THE LAW

As stated in The Individuals with Disabilities Education Act of 2004 (IDEA) 300.308, each school district is required to insure that assistive technology devices and services are provided if needed by a student in order to receive a free appropriate public education (FAPE).

The IEP Team determines whether or not the assistive technology is provided for home use and it should be documented on the IEP.

IDEA DEFINITION OF ASSISTIVE TECHNOLOGY

- **300.308 Assistive Technology**
- Each public agency shall ensure that assistive technology devices or assistive technology services or both, as those terms are defined in 300.5 - 300.6 are made available to a child with a disability if required as a part of the child's
 - (a) Special education under 300.17;
 - (b) Related services under 300.16; or
 - (c) Supplementary aids and services under 300.550(b)(2).

IDEA DEFINITION OF ASSISTIVE TECHNOLOGY DEVICE

- **300.5 Assistive technology device**
- Assistive technology device means 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 a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.
[Authority: 20 U.S.C. 1401(1)]

IDEA DEFINITION OF ASSISTIVE TECHNOLOGY SERVICE

- **300.6 Assistive technology services**
- **300.7**
- Any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device. Such term includes:
 - (A) the **evaluation** of needs including a functional evaluation, in the child's customary environment;
 - (B) **purchasing**, leasing or otherwise providing for the acquisition of assistive technology devices;
 - (C) **selecting**, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing of assistive technology devices;
 - (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 disabilities**, or where appropriate that **child's family**; and
 - (F) **training or technical assistance for professionals** (including individuals providing education and rehabilitation services), employers or others(s) who provide services to employ or are otherwise, substantially involved in the major life functions of that child. [Authority: 20 U.S.C. 1401(2)]

TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)(TITLE II)

- Public school students are covered, regardless of eligibility for special education.
- Schools must address auxiliary aids and services to provide effective communication for students with vision, hearing or speech disorders.
- School districts are required to inform parents of their rights.
- There are no categorical rules about what aids or services must be provided. Based on individual student need.
- Auxiliary aids and services need to be provided to ensure that communication for students with disabilities “is as effective as communication for students without disabilities.”
- Must be provided in a timely manner.
- Gives primary consideration to students and parents in determining the auxiliary aids and services.
- School needs to provide what the parent/student requests unless they can prove that a different auxiliary aid or service is effective in meeting the communication needs (school must provide the alternative). Have to provide access to communication to “participate in, enjoy the benefits of services, programs and activities of the public school district.”

SECTION 504 OF THE REHABILITATION ACT OF 1973 (SECTION 504)

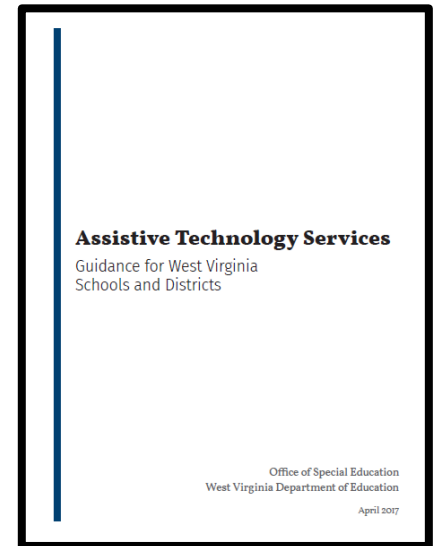
Students with disabilities are covered by Section 504 regardless of their eligibility for special education and related services.

In general, violations of Section 504 also constitute violations of Title II.

ASSISTIVE TECHNOLOGY SERVICES: GUIDANCE FOR WEST VIRGINIA SCHOOLS AND DISTRICTS

The document provides:

- Direction for school districts including “District Responsibilities”
- Forms to use during the evaluation process
- Suggestions on how to incorporate AT into the IEP
- Some resources for obtaining AT equipment



https://wvde.us/wp-content/uploads/2018/06/2017assistivetechonology_guidance.pdf

ASSISTIVE TECHNOLOGY FACT SHEET

West Virginia State Department of Education
Office of Special Education * 1-800-642-8541 * <http://wvde.state.wv.us/osp/>

Assistive Technology

Fact Sheet

Definitions:

Assistive Technology: 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 a child with a disability.

Assistive Technology Service: Any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device. These services may include activities, such as an assistive technology evaluation, purchasing, leasing, customizing, adapting equipment, coordinating with other team members, training or technical assistance for the child, child's family and/or other professionals.

Consideration: Every IEP Team is required to "consider" the student's need for assistive technology. This "thoughtful look" should include a brief discussion about challenges faced by the child in accessing educational goals and whether assistive technology may be helpful. The team should discuss possible assistive technology options, as well as services that may be needed.

Consideration Process Should Be:

- **Brief** - If it takes longer than 15-20 minutes, then an assistive technology evaluation should be recommended.
- **Knowledgeable** - Someone on the team should have enough knowledge of AT to represent the need for an evaluation.
- **Based on IEP Goals** - The bulk of the IEP should be developed before consideration. The annual goals that the student is expected to accomplish will be the focus of the discussion about whether assistive technology, if any, might assist or allow the student to accomplish them.
- **A Team Process** - It is important that all team members provide input. A discussion of the data resulting from strategies/techniques that have been implemented without success be reviewed prior to requesting an evaluation.
- **The AT Considerations Guide** could be completed during this time.

When to Consider AT:

- **Initial Evaluation:** The Multidisciplinary Evaluation Team may determine that an assistive technology evaluation should be recommended based on the SAT's concerns.
- **IEP:** Every time an IEP is written, assistive technology should be considered.
- **IEP Amendment:** The team may request an additional evaluation through an IEP Amendment and use of the *Request for Additional Evaluation* form.
- **Transition:** When the student transitions into the school system (from Birth to Three) or out of the school system (Division of Rehabilitation Services).

Areas To Consider:

- Seating/Positioning and Mobility
- Communication
- Computer Access
- Motor Aspects of Writing
- Composition of Written Material
- Reading
- Math
- Organization
- Recreation and Leisure
- Vision
- Hearing
- General and Daily Living Skills

Possible Team Conclusions:

- No Assistive Technology is needed.
- Current Assistive Technology is working.
- Assistive Technology Evaluation is needed.
- Assistive Technology should be trialed.
- Current Assistive Technology is not working. Team may recommend new equipment to trial or an assistive technology evaluation.
- IEP Team does not have enough information to make an informed decision: May recommend an AT evaluation or reconvene after needed information is gathered by a knowledgeable team member.

<https://wvde.us/wp-content/uploads/2018/02/AT-Fact-Sheet12-17.pdf>

ASSISTIVE TECHNOLOGY EVALUATION

Children should have AT recommended on the basis of an evaluation process, especially those needing augmentative communication. It should take the individual needs of the student into consideration as well as the concerns of the family and teacher.

Team process:

- Information Gathering
- Decision-Making
- Trial Use
- Recommendation and incorporation into the IEP



AREAS FOR CONSIDERATION AT IEP

- Seating, Positioning and Mobility
- Communication
- Computer Access
- Motor Aspects of Writing
- Composition of Written Materials
- Reading
- Math
- Organization
- Recreation Leisure
- Vision
- Hearing
- General and Daily Living Skills

Assistive Technology Consideration Guide

Student _____ AT Resource Person _____
 Birthdate _____ Completion Date _____

Check if Task is Relevant	Task/Category	A. Specific tasks that are difficult or impossible at expected level of independence	B. Describe special strategies, accommodations and tools currently being used to lower barriers to the task	C. Description of new or additional AT devices to be tried to increase independence	D. Home use
	Seating, Positioning & Mobility				
	Communication				
	Computer Access				
	Motor Aspects of Writing				
	Composition of Written Material				
	Reading				
	Math				
	Organization				
	Recreation & Leisure				
	Vision				
	Hearing				
	General & Daily Living Skills - Behaviors, Strengths, Learning Styles				
Does this student need assistive technology services (adapting or modifying the assistive technology, technical assistance on its operation or use, or training of student, staff, or family)? ____ Yes ____ No If yes, describe what will be provided: _____ _____ Persons Present _____ Date _____					

DISTANCE AT EVALUATION SUPPORT

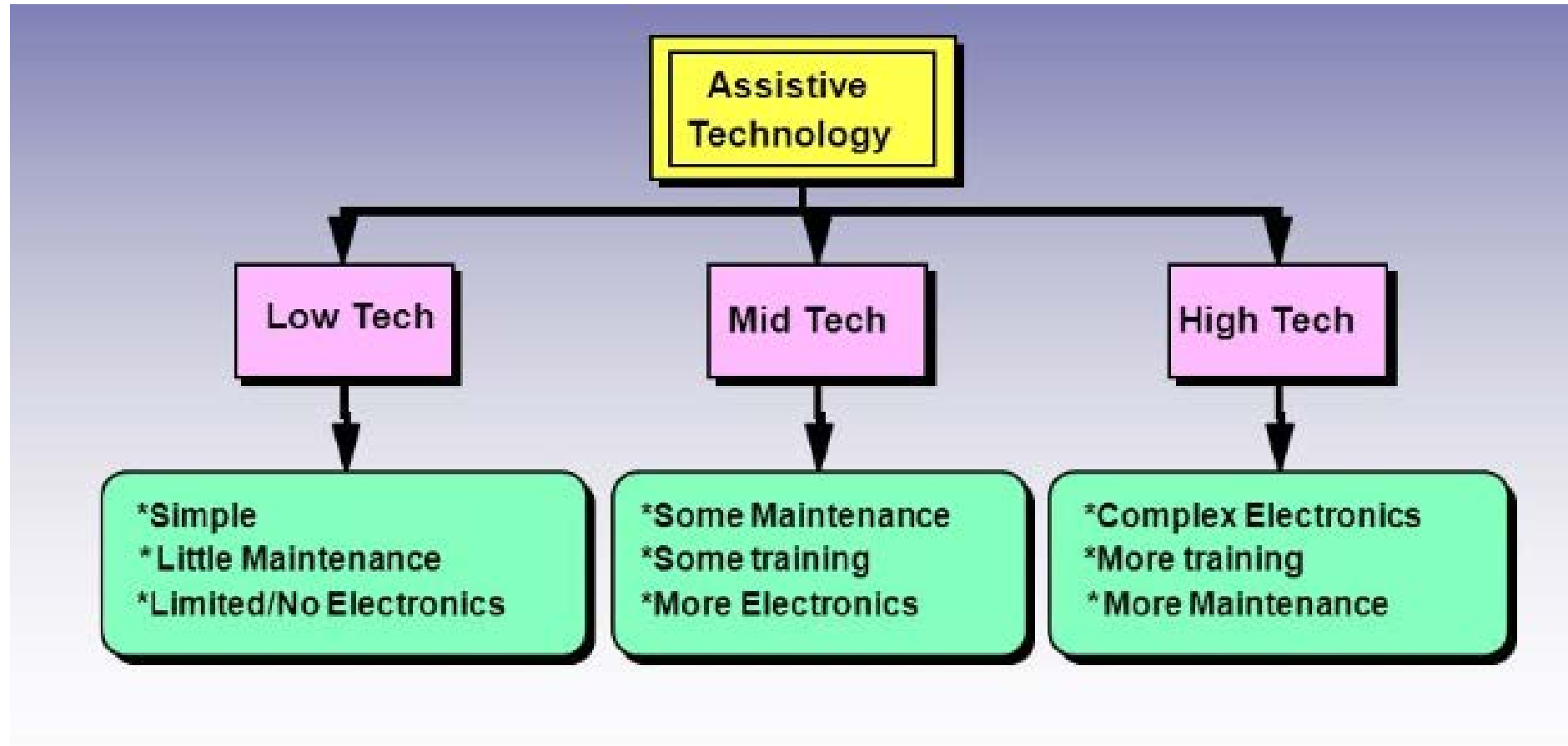
- Double Robotics
- Provide distance support for AT and AAC evaluations
- Robots are being piloted in two locations this spring
and available state-wide next fall
- Two robots – West Virginia University
Kanawha County Schools



UPDATE TO POLICY 2419

Read IEP further defines that teachers either “must participate in the meeting to develop the student’s IEP” or read and sign the IEP (Read IEP) and “make modifications for the student, if needed or identified, to help the student succeed in the class or program.” (p.61)

ASSISTIVE TECHNOLOGY CONTINUUM



IT TAKES A TEAM

together everyone
T E A M
achieves more

ASSISTIVE TECHNOLOGY

Communication



SWITCHES



BigMack



BigRed



Jelly Bean Twist

SWITCHES

(Proximity/Alternate Method)



Candy Corn



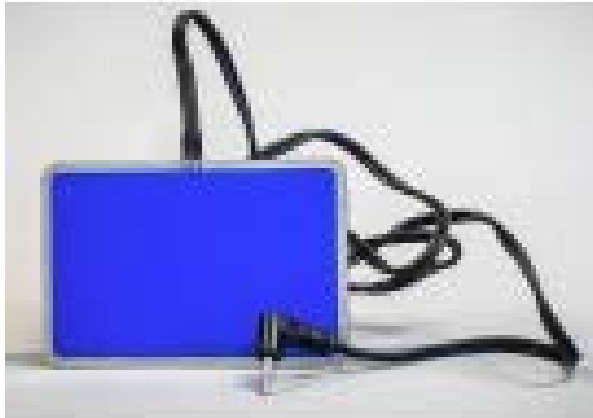
Joystick w/ Push



Wobble

SWITCHES

(Allow for Limited Mobility/Control)



Pal Pad



Movement Sensor Switch

IPAD WIRELESS SWITCHES



CAUSE EFFECT

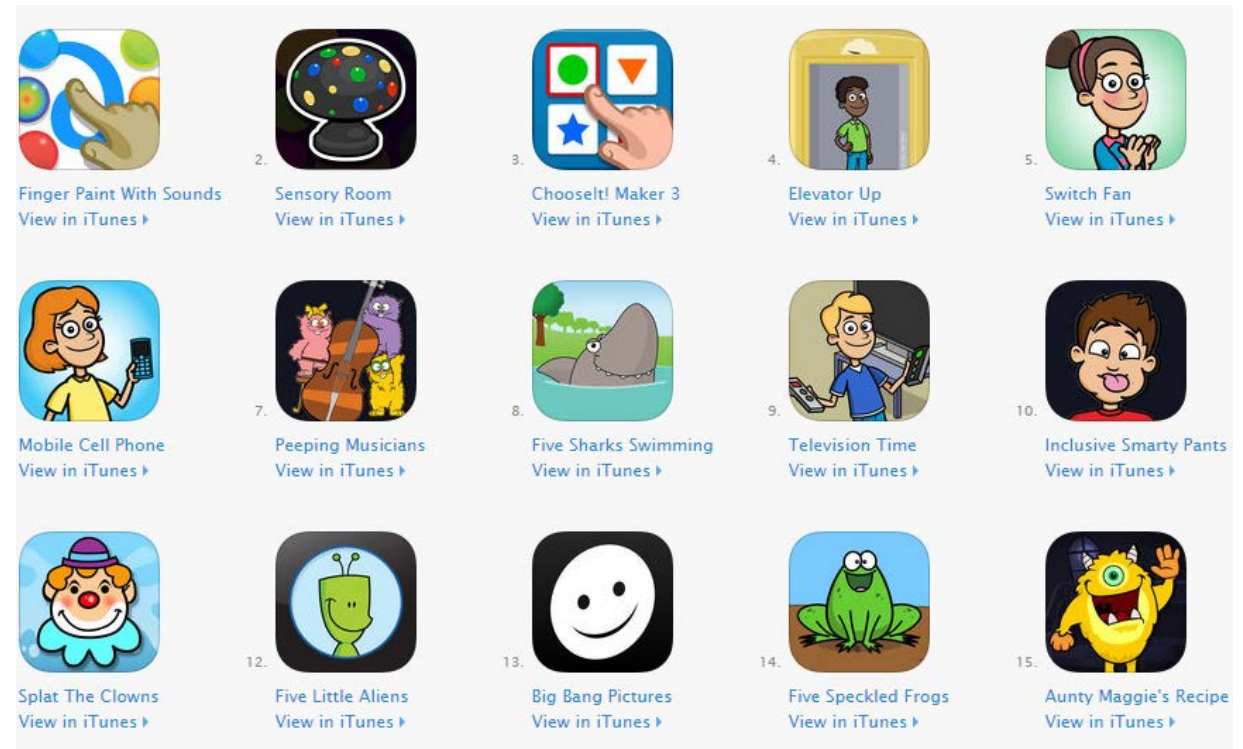
- Use switch activated toys
- iPad games for switch access
- Blue2 Bluetooth Switch
 - Gives access to iPad games
- Work on turn-taking, cause/effect, core vocabulary, etc.



Blue 2 Switch

IPAD SWITCH APPS

- “Inclusive Technology, Ltd.”
 - Most around \$2.99 price range
 - Some allow single player to two player
 - Can change the dwell time etc.
- Great way to get classroom involved in switch access!



QUICKVOICE RECORDER – FREE



- Now with super-useful VOICE REMINDERS!!!! QuickVoice is the most popular, full-featured iPhone/iPad/iPod voice recorder available. Record ideas, voice memos, voice emails, dictation, lists, meetings, classes, or entire lectures! For professional, educational, and personal use.
- Free version only allows up to five minutes per recording.
- Ease of use is great for students to read into and listen to themselves.

SOUNDING BOARD

Free App for Communication



- Ablenet, Inc.
- Can be used with preschoolers up to adults
- Can be used with an Ablenet Blue2 Switch for scanning
- Has symbols included or can import photos from camera roll
- Offers In App Purchases for additional voices and vocabulary

MY CHOICE BOARD CREATOR - \$1.99



- Large buttons, and black/white contrast for visual attention
- Clean board design to minimize visual distraction
- Customizable for 1, 2, 3, 4 or 6 choices
- User can download their own photos
- Allows users to create multiple pages

DOWNLOADING IMAGES FROM GOOGLE

- Go to google.com on your iPad
- Touch “Images”
- Type in the name of the image
- When you find an image that you want, press and hold the picture
- “Save Image” will pop up – touch it
- The photo is saved in your Camera Roll to be imported into an AAC app



ACCESSIBILTY SETTINGS ON THE IPAD

- Enable accessibility features on iPad.
 - From the Home screen, go to settings and select **General**.
 - Select **Accessibility**.
 - Select and turn on the features you want to use.
- Features address the needs of students with difficulties with
 - Vision
 - Hearing
 - Physical and Motor Skills
 - Learning and Literacy
- <https://www.apple.com/accessibility/ipad/>

GUIDED ACCESS

- Allows you to lock a program so that it can't be exited through the home key.
- Go to “**Settings**”, “**General**”, “**Accessibility**”
- Toggle on “**Guided Access**”
- The first time you do it, it will ask you to set up a passcode
- REMEMBER YOUR CODE
- Get into the program you want to use
- Touch the “home” button 3 times rapidly
- You will see a screen come up that says, “**Guided Access**” and on the top right it says “**Start**”
- When you're ready to exit the program, you simply touch the “**Home**” button 3 times rapidly, enter the passcode and press “**Stop**” in the top left corner

USING THE IPAD TO SUPPORT LEARNERS WITH PHYSICAL DIFFICULTIES

Using the iPad to Support Learners with Physical Difficulties

The iPad includes a range of built-in features to support learners with physical disabilities. **Settings, Accessibility and Interaction.** These include Assistive Touch, Switch Control, Touch Accommodations, Support for 3rd party keyboards, and Siri.

The availability of Bluetooth extends the potential for adding external devices such as accessible keyboards, switches and even joysticks.

External (Bluetooth) keyboards can also be connected to the iPad to enhance access. For example, under **Keyboard and Hardware** there are options to activate Sticky Keys and Slow Keys to help with motor difficulties when typing.

Bluetooth switches can also be connected to an iPad for learners who are unable to 'tap', 'touch' and/or 'swipe'. Assistive Touch can also replicate these pinching actions with one finger.

Touch Accommodations

Touch Accommodations can help someone who is having trouble using the screen, e.g. tapping and holding, or accidentally tapping and launching apps.

Touch Accommodations allows you to adjust the settings to change how the screen will respond to touches.

The timer can be set between 0.10 - 4.00 seconds. When an item is tapped a 'circular timer' appears acting as 'countdown'. The time can be set to suit individual preference.

Keyboard

If you find the iPad's default on-screen keyboard difficult to use, consider using an external Bluetooth or wireless keyboard. In **Settings, Accessibility, Keyboard and Hardware** you can customise the way the keyboard responds. For example:

- **Key Repeat** - helps to avoid characters being entered multiple times with a single key press.
- **Sticky Keys** - sets the Modifier keys, e.g. Shift, Ctrl, Alt; use the keyboard with one finger or hand.
- **Slow Keys** - adjusts the amount of time between when a key is pressed and when it is activated.

Switch Control

If you are unable to use a keyboard or a joystick, Switch Control could be a potential alternative to navigate and access the iPad. Switch Control lets you control your iPad using a single switch or multiple switches (by accessing items in rows and columns) allowing you to tap, type, and perform other tasks.

You can find Switch Control in **Settings, Accessibility and Interaction**. A switch can be attached directly using Bluetooth (i.e. the Blue Z Switch) or indirectly using a switch interface such as the Pretorian Application.

As well as using an external switch, there are also options to use the 'Screen' as a switch (by tapping the screen) or, alternatively, the iPad's front facing Camera.

Assistive Touch

Assistive Touch helps to simplify gestures and movements such as 'pinching', 'tapping', 'flipping' and 'pressing' the Home button.

With Assistive Touch you can control many features from the screen such as the volume, screen rotation, Siri and more. You can even create personal 'Custom Gestures' such as 'page turning'.

Useful tip

In **Accessibility and Home Buttons** you can adjust the 'Click Speed' to double or triple click.

Accessories

iPad Accessories such as Bluetooth/wireless joysticks and keyboards as well as T-bar styluses, head pointers and mounts are available from:

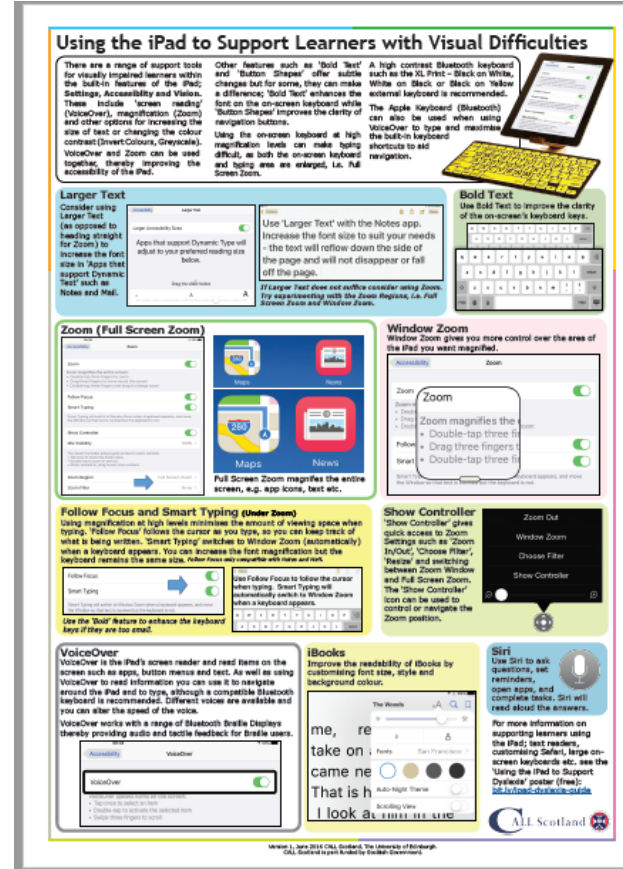
- www.joystick.com
- www.disabled.com
- www.disabled-living.co.uk
- www.disabled-living.co.uk
- www.disabled-living.co.uk

iPad Mounts

A range of iPad mounts and accessories are available so the iPad can be clamped to a wheelchair or securely stuck to a desk. For more information on iPad's and mounts visit: www.all-scotland.com/Information/mounts-and-accessories

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USING THE IPAD TO SUPPORT LEARNERS WITH VISUAL DIFFICULTIES



ASSISTIVE TECHNOLOGY

Computer Access



SEATING, POSITIONING AND MOBILITY



GENERAL AND DAILY LIVING SKILLS



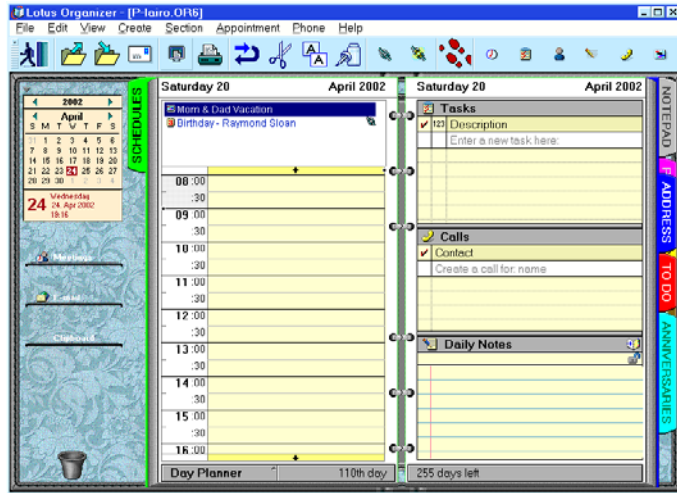
MATHEMATICS



1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100



ORGANIZATION



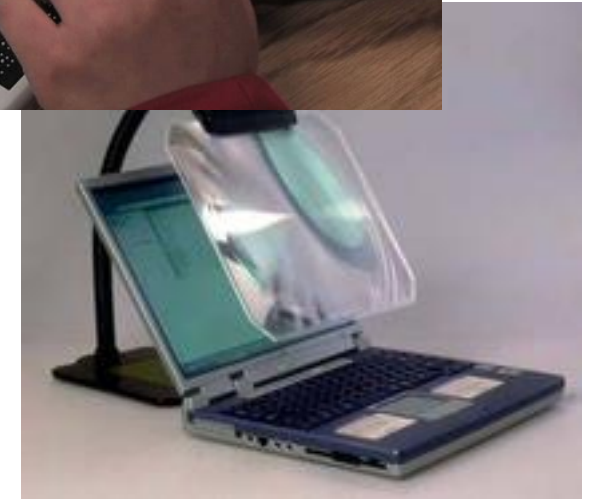
My Daily Schedule



RECREATION AND LEISURE



VISION



HEARING



READING

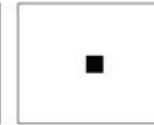
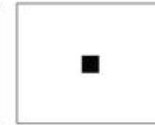
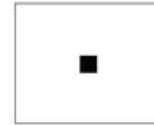


I See - Matching Animals-Level 1

Able2LEARN



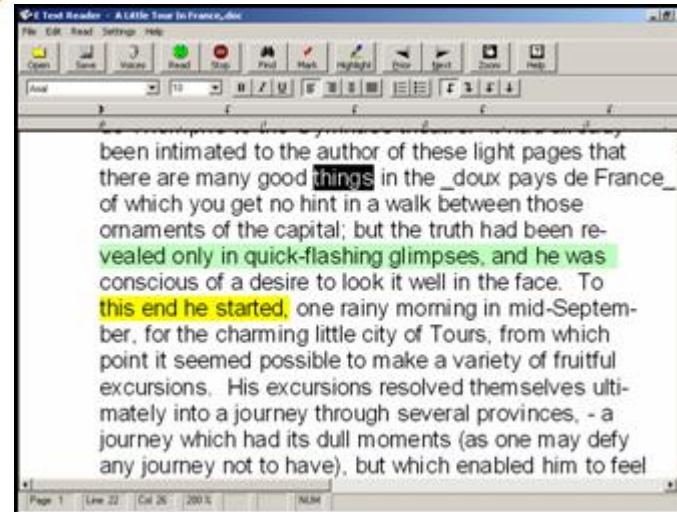
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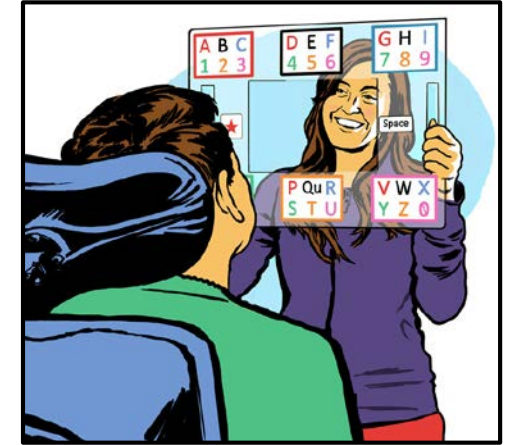
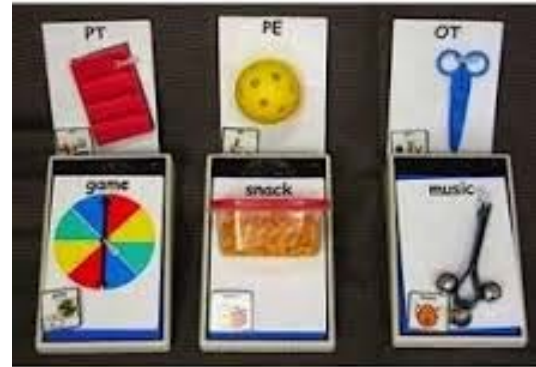
www.Able2Learn.com

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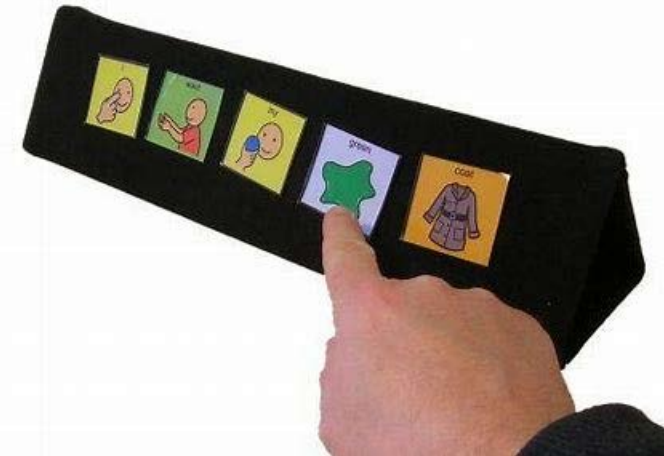
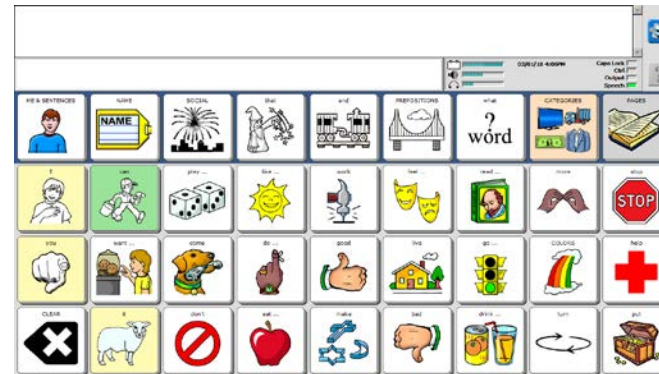
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LOW TECH ASSISTIVE TECHNOLOGY FOR PRESCHOOL



Little



CELEBRATING CONNECTIONS

“How to Incorporate Low Tech AAC Throughout Your Day
(Core, Visuals, and a Few Surprises)”

- Wednesday, April 10, 2019
- 9:00-4:00
- Preschool Teachers/Staff and Speech-Language Pathologists
- Limit 65 participants
- Bring Your Classroom Schedule



RESOURCES FOR OBTAINING AT EQUIPMENT



- **West Virginia Assistive Technology Systems (WVATS)** <https://vll.cedwvu.org/welcome.aspx>
short term loans - located in Morgantown
- **Instructional Resources Center (IRC)** – Donna Brown and Mary Jo Wagner -
https://www.wvsdb2.state.k12.wv.us/apps/pages/index.jsp?uREC_ID=832088&type=d&pREC_ID=1194661

WVDE ASSISTIVE TECHNOLOGY SUPPLEMENTAL FUNDING GRANT

Based on “unanticipated need”

- New preschoolers
- Transfer students from other counties, states
- Eye Gaze Systems
- Students with expensive AT needs
 - County purchases equipment
 - AT is incorporated into the IEP
 - Special Education Director applies for the grant including invoices and IEP

<https://wvde.us/special-education/initiatives/assistive-technology/>

ASSISTIVE TECHNOLOGY FREQUENTLY ASKED QUESTIONS IN THE SCHOOLS

Are school districts required to pay for assistive technology devices and services as a part of my child's IEP? **YES**

Can school districts require parents to use their private insurance to pay for necessary assistive technology devices and or service? **NO, they can ask if you are willing to do it, but they cannot require it. It is your right to say NO.**

ASSISTIVE TECHNOLOGY FREQUENTLY ASKED QUESTIONS IN THE SCHOOLS (CONTINUED)

Do school districts have responsibility to pay for an independent educational evaluation regarding assistive technology? **YES**

Requirement in Policy 2419

Are school districts responsible for customization, maintenance, repair and replacement of assistive technology devices? **YES**

ASSISTIVE TECHNOLOGY

FREQUENTLY ASKED QUESTIONS IN THE SCHOOLS

(CONTINUED)

Can families be asked to purchase the devices or augment the identified assistive technology needs of their child?

Education is a shared responsibility between school, families, employers and community. It is well recognized that assistive devices and services are used across a broad spectrum. These devices and services serve functional as well as educational needs. When viewed in this manner, the possibility of joint funding is entirely appropriate as long as the parents' willingness to share the financial responsibility is voluntary. Even if the family does purchase the assistive technology device, the schools cannot mandate that the device be brought to school. Families can insist that another device be provided for school use.

WEST VIRGINIA RESOURCES

West Virginia Department of Education - 1.800.642.8541 or 304.558.2696

Contacts:

Mary Anne Clendenin mclenden@k12.wv.us – Low Incidence, Deaf/Blind

Ginger Huffman vhuffman@k12.wv.us – Preschool

Lee Ann Brammer lbrammer@k12.wv.us – Speech-Language Impaired, AT and AEM

Nancy Cline nmcline@k12.wv.us – Parent Support

Betsy Peterson bpeterson@k12.wv.us – Parent Support

West Virginia Department of Health and Human Resources – WV Birth to Three Program - 1.800.642.9704 or 304.558.6311

Contacts:

Pam Roush or Mel Woodcock Regina.K.Woodcock@wv.gov

West Virginia Early Childhood Resource Lending Library (ECRL) - 304.5356.4384

Contact:

Raeshon Wilson rywilson1@hsc.wvu.edu

West Virginia Assistive Technology Systems (WVATS) - 1.800.841.8436

Contact:

Jessi Wright jdwright@hsc.wvu.edu

West Virginia Division of Rehabilitation Services - 1.800.642.8207

<http://www.wvdrs.org>

Instructional Resources Center/AEM – 855.435.4584

Contact:

Donna Brown Dnmbrown@k12.wv.us

CAMP GIZMO

- Now accepting applications
 - Deadline for application – April 15, 2019
 - July 13-17, 2019
 - Ages – Birth to 8
 - Significant and multiple developmental needs
-
- Camp Gizmo is funded by the WV Dept of Ed/Office of Special Education and Early Learning, WVDHHR/Bureau for Public Health/Office of Maternal, Child and Family Health/WV Birth to Three, and WVDHHR/Bureau for Children and Families/Division of Early Care and Education and in-kind support is provided by WVATS, WVU Center of Excellence in Disabilities, National Seating and Mobility, and Assistive Technology Works, Inc. Support and coordination provided by WV Early Childhood Training Connections and Resources.



THANK YOU!

Contact Information



Lee Ann Brammer, Coordinator, WVDE
lbrammer@k12.wv.us 304.558.2696

QUESTIONS

