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)
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

Definitions:
Assistive Technology - Any item, piece of equipment or product system, whether acquired commercially off the shelf or customized, that is used to increase, maintain or improve the functional capabilities of an individual with a disability.

Assistive Technology Service - Any service that directly results in a change for the benefit of a student in the selection, acquisition or use of an assistive technology device.

These services may include activities, such as an assistive technology evaluation, purchasing, leasing, loaning, customs, installation, training of the student or other team members, training or technical assistance for the student, child family and other professionals.

Consideration:
Every IEP Team is required to consider the student’s need for assistive technology.

This “consideration” is a legal term that includes a brief discussion about whether the student has a measured need for assistive technology, what type of assistive technology may be helpful, the potential benefits of assistive technology, and the availability of assistive technology resources, as well as any other issues 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 know enough knowledge of AT to support the decision.
- Based on IEP Goals - The goals of the IEP should be modified to support the use of AT.
- A team process - It is important that all team members provide input. A discussion of the data and how the assistive technology would support the goals of the student should be a part of the IEP meeting.
- A clear conclusion - The AT Considerations Guide should be completed during the team meeting.

When to Consider AT:
- Initial Evaluation: The Multi-disciplinary Evaluation Team may determine that an assistive technology evaluation should be recommended based on the IEP’s comments.
- IFSP: Every time an IFSP is written, assistive technology should be considered.
- IEP: The IEP team can request an assistive technology evaluation through an IEP amendment or through a Supplemental Evaluation Form.
- Transition: When the student transitions into the post-school system (from birth to 120), AT may need to be considered.

Areas To Consider:
- Communication
- Motor Skills
- Cognitive Functioning
- Social Skills
- Self-Help Skills
- Mobility

Possible Team Conclusions:
- No Assistive Technology is Needed: The IEP Team determines that the student does not need AT.
- Assistive Technology is Needed: The IEP Team determines that the student needs AT.

The AT Considerations Guide should be completed during the team meeting.

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
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
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.
• “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
ACCESSIBILITY 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/](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 VISUAL DIFFICULTIES
ASSISTIVE TECHNOLOGY
Computer Access
SEATING, POSITIONING AND MOBILITY
GENERAL AND DAILY LIVING SKILLS
MATHEMATICS
RECREATION AND LEISURE
HEARING
LOW TECH ASSISTIVE TECHNOLOGY FOR PRESCHOOL
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](https://vll.cedwvu.org/welcome.aspx)
  short term loans - located in Morgantown

• **Instructional Resources Center (IRC)** – Donna Brown and Mary Jo Wagner -
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/
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.**
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**
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 ibrammer@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