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
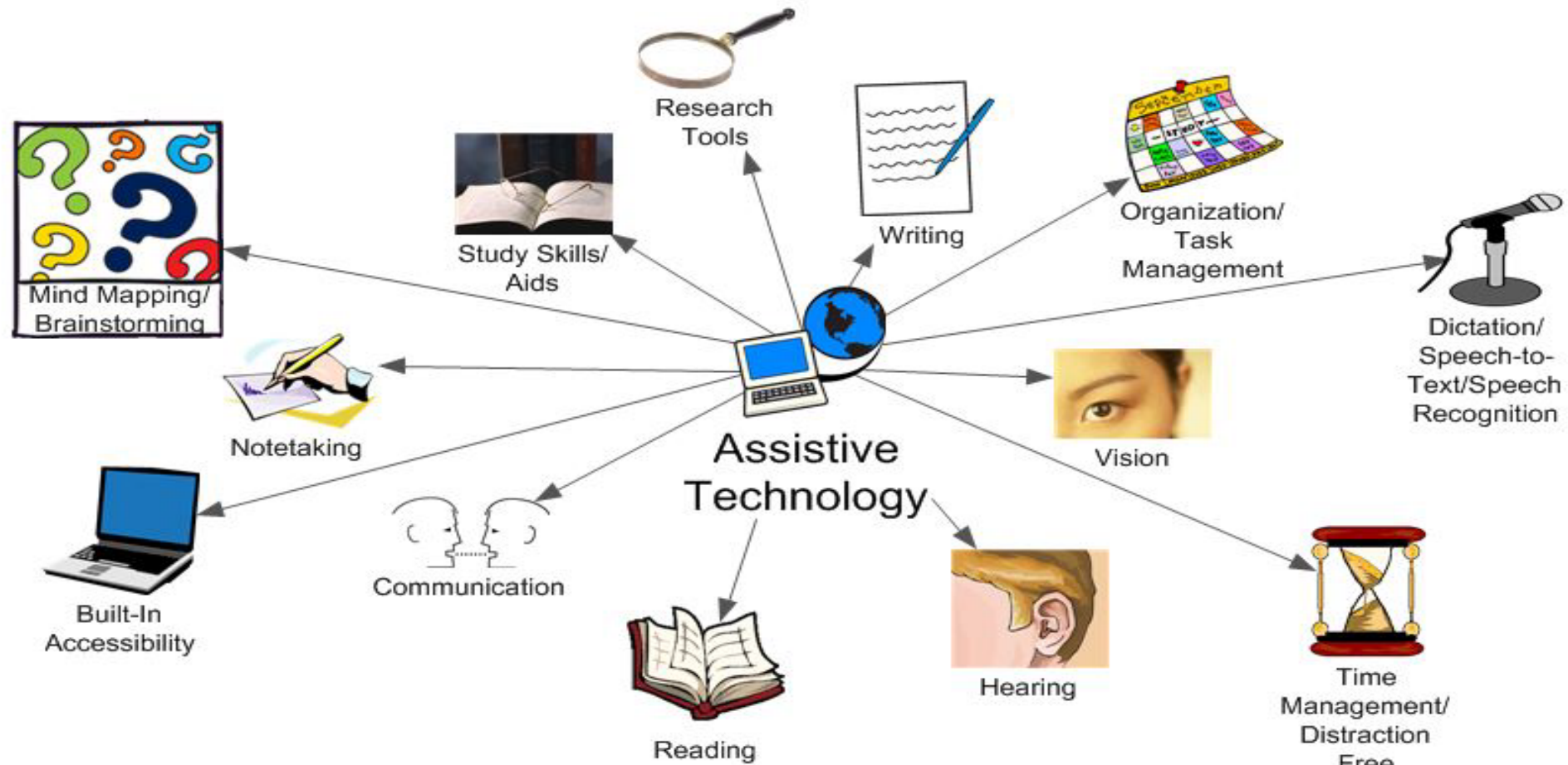
PUBLIC SCHOOLS MUST COMPLY WITH ALL THREE LAWS

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).

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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)]

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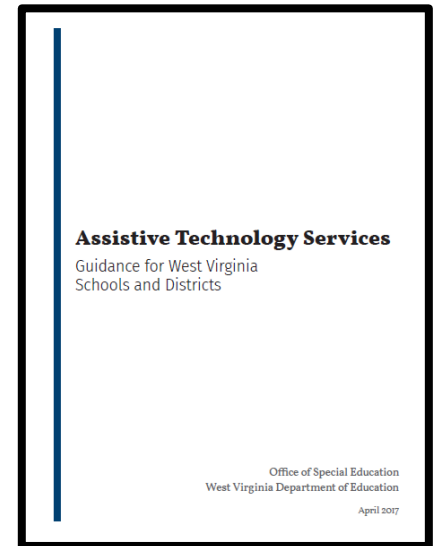
https://wvde.us/wp-content/uploads/2018/06/2017assistivetechnology_guidance.pdf

Assistive Technology Services
Guidance for West Virginia
Schools and Districts

Office of Special Education
West Virginia Department of Education

April 2017

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

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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

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)

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ASSISTIVE TECHNOLOGY CONTINUUM
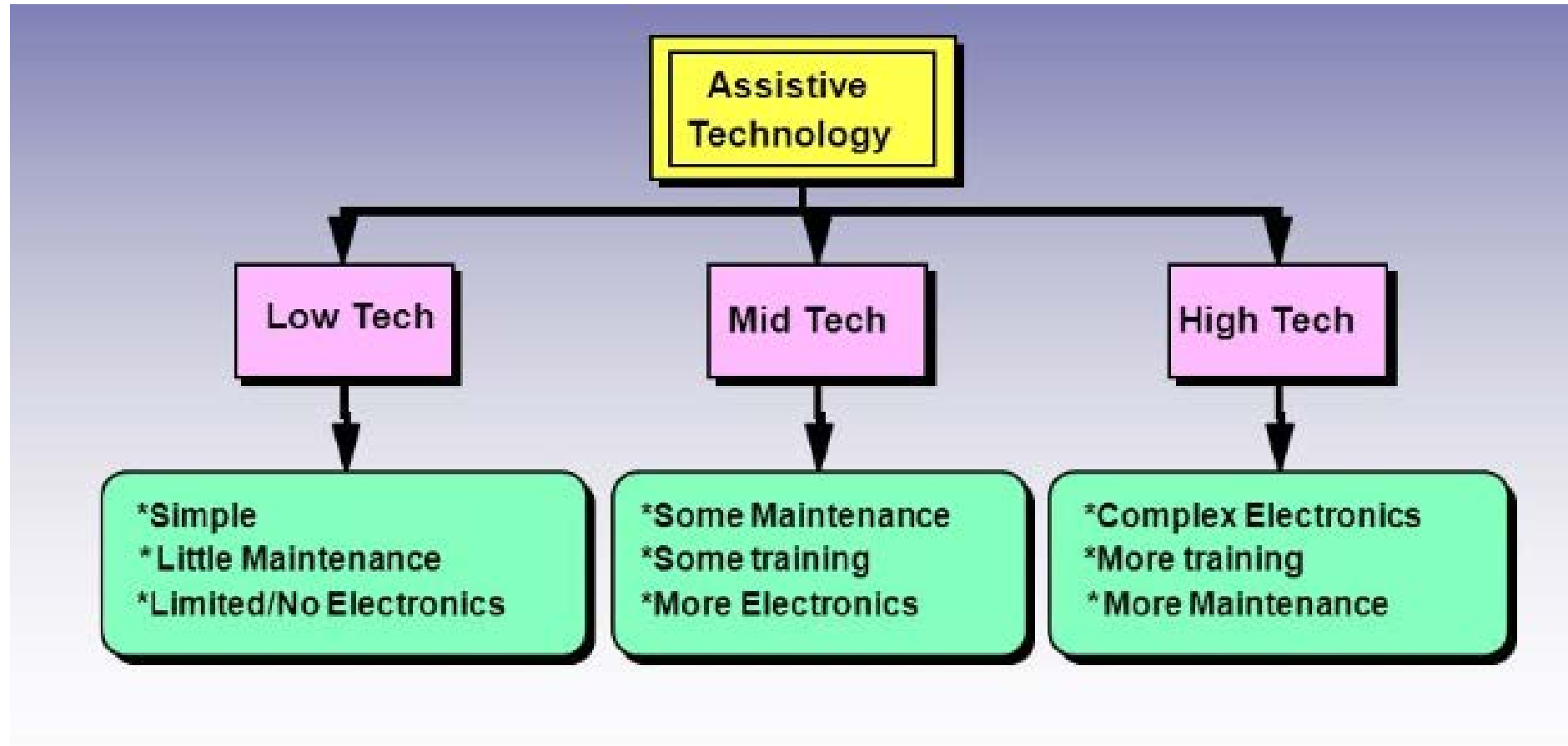
IT TAKES A TEAM

together everyone **TEAM** achieves more

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ASSISTIVE TECHNOLOGY
Communication

SWITCHES

BigMack

BigRed

Jelly Bean Twist

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SWITCHES
(Proximity/Alternate Method)

Candy Corn

Joystick w/ Push

Wobble

SWITCHES
(Allow for Limited Mobility/Control)
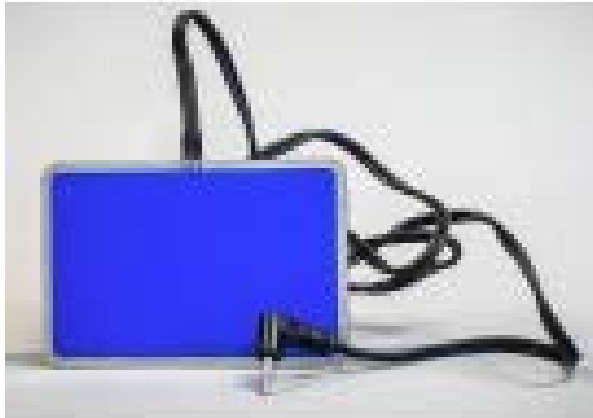
Pal Pad

Movement Sensor Switch

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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!
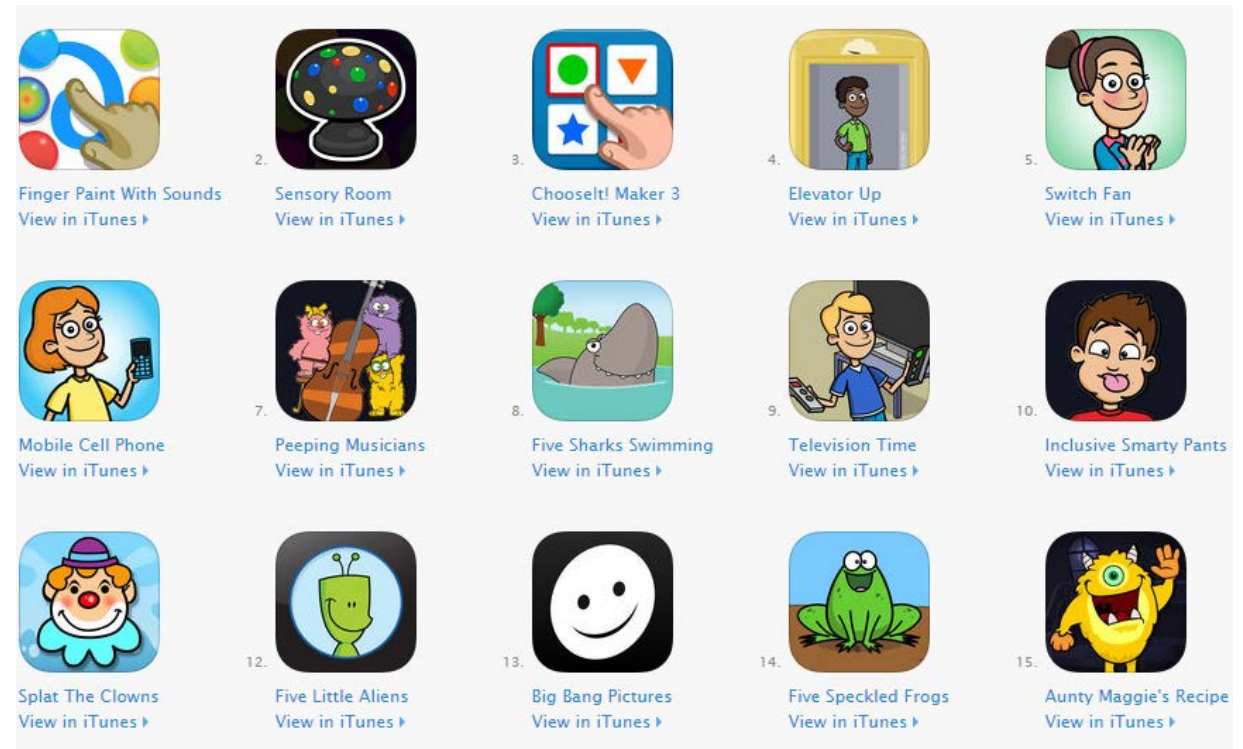
QUICKVOICE RECORDER – FREE

- 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

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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 VISUAL DIFFICULTIES
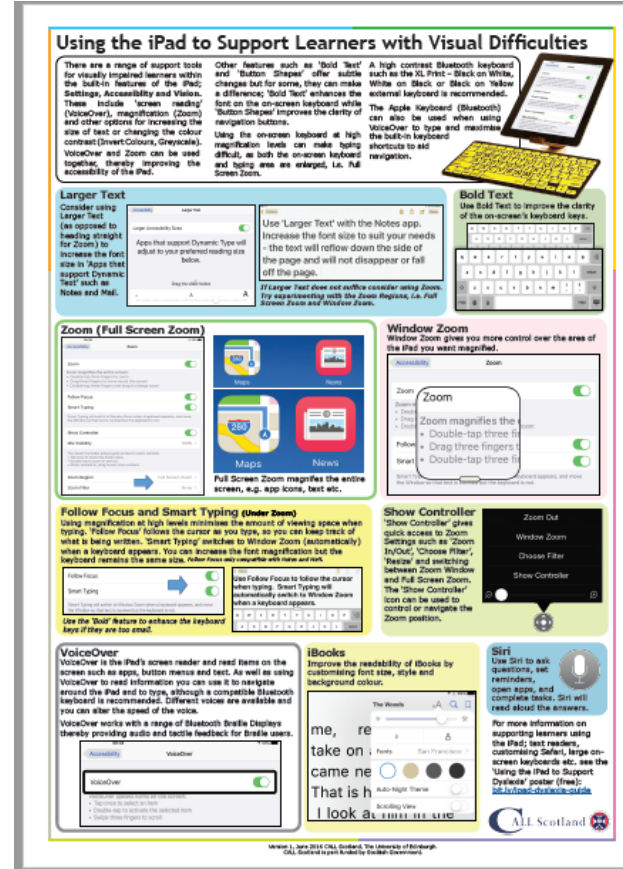
ASSISTIVE TECHNOLOGY
Computer Access

SEATING, POSITIONING AND MOBILITY
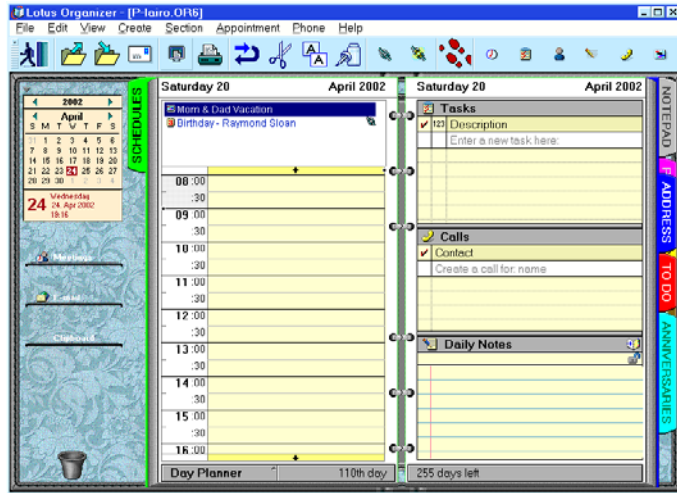
GENERAL AND DAILY LIVING SKILLS

MATHEMATICS

ORGANIZATION

RECREATION AND LEISURE

VISION

HEARING

READING
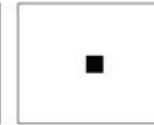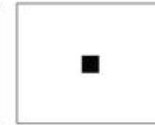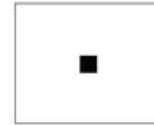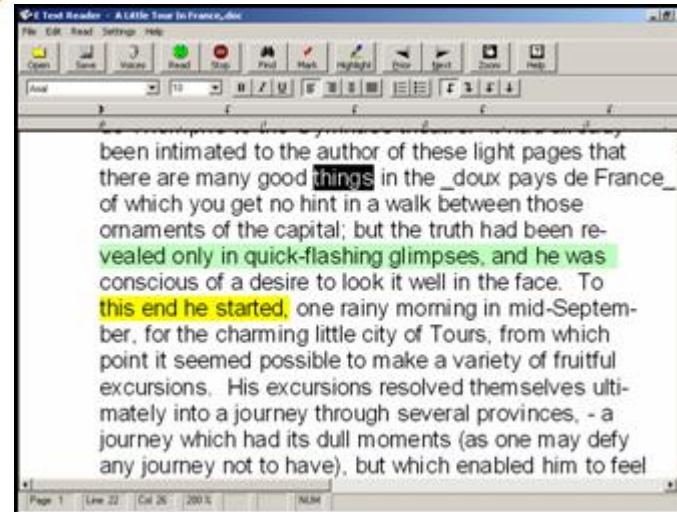
LOW TECH ASSISTIVE TECHNOLOGY FOR PRESCHOOL
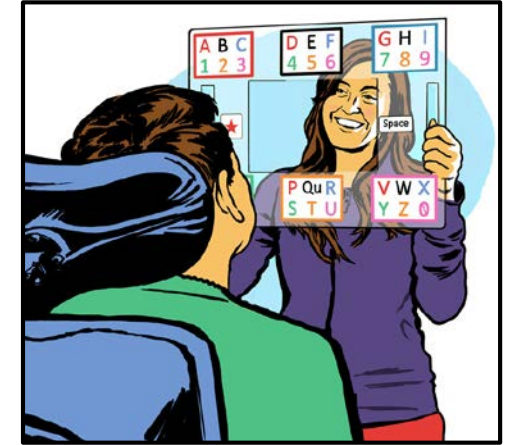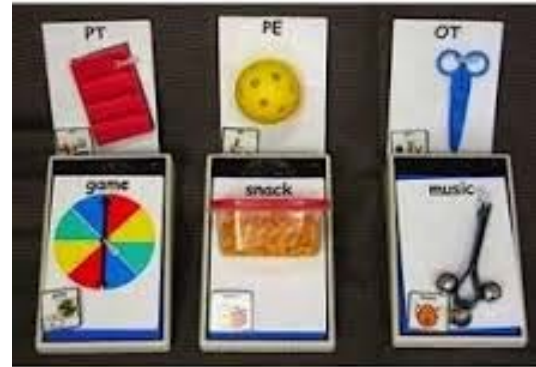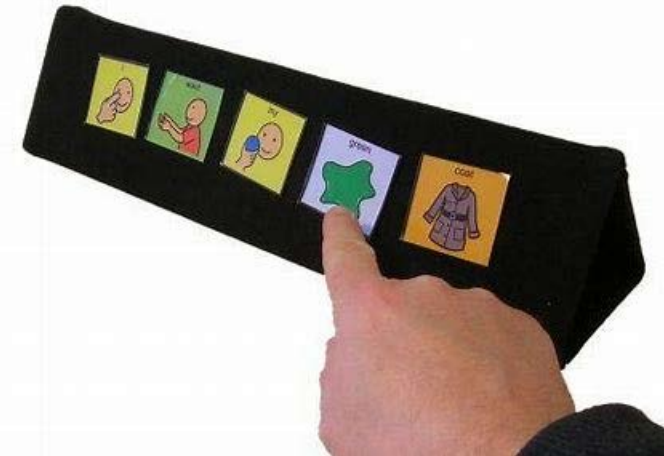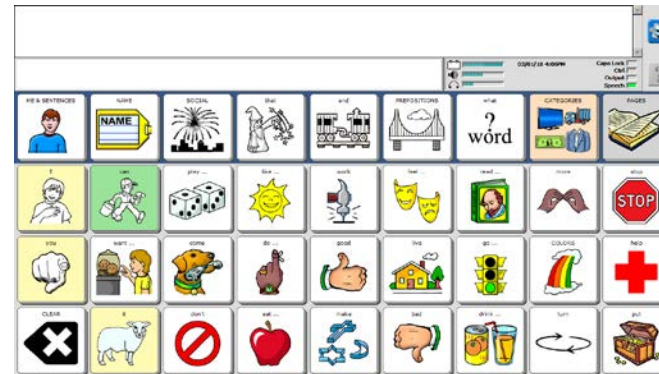
CELEBRATING CONNECTIONS

"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

The 22nd Annual Celebrating
Connections Conference

April 10-12 2019

Civic Center
Charleston, WV

Check us out on Facebook for updates, and a
chance to win one of eight FREE conference
registrations being given away!

https://www.facebook.com/CelebratingConnectionsConference/

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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 (ECRLL) - 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

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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.

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THANK YOU!

Contact Information

Lee Ann Brammer, Coordinator, WVDE

lbrammer@k12.wv.us   304.558.2696

QUESTIONS