

# What Families Need to Know About Assistive Technology



George Mason University - SciTech Campus  
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# What is Assistive Technology?

## Devices

According to IDEA (1997) and the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, an AT device is defined as:

*“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.”*



# Services:

*“any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.”*

*Including:*

- *Evaluation*
- *Acquisition of assistive technology devices*
- *Customizing and repairing devices*
- *Coordinating with other therapies and existing educational and rehabilitation plans and programs*
- *Training or technical assistance for a child, family and professionals*

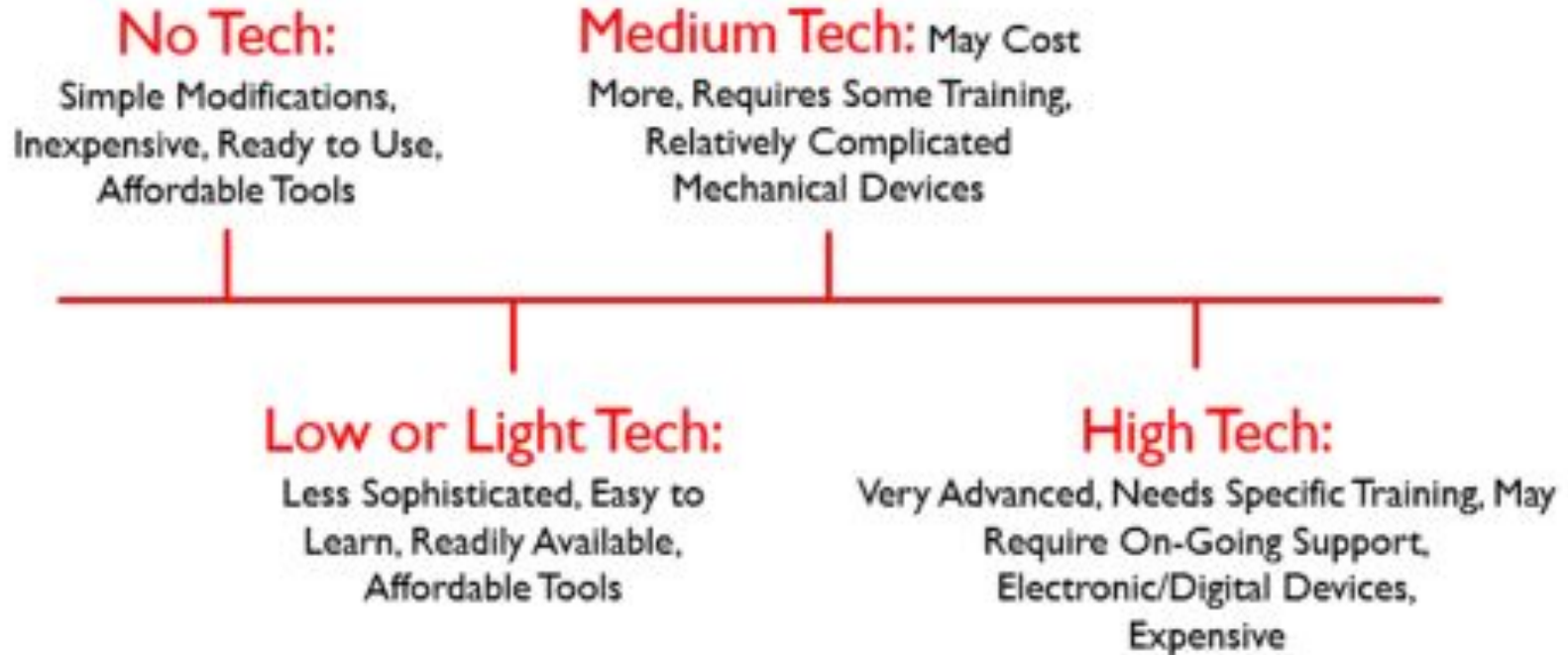


*Does not include a medical device that is surgically implanted, or the replacement of such device.*

*IDEA, 2004 P.L.108-446, Section 602(1)(b)*



# Assistive Tech Exists on a Continuum



# Examples of Assistive Technology

## NO TECH

Pencil grip  
Post-it-notes  
Slanted surfaces  
Raised lined paper  
Covered overlays  
Tactile letters  
Magnifying bars  
Weighted pencils



## LOW TECH

Buzzers  
Portable word processors  
Talking Calculator  
MP3 player  
Electronic organizers  
Switches/Buzzers  
Lights



## HIGH TECH

E-Readers  
Touch screen devices  
Computerized testing  
Speech Recognition Software  
Word Processors  
Text-to-Speech(TTS)  
Progress Monitoring Software



# Examples of Devices on this Continuum (Literacy Example)

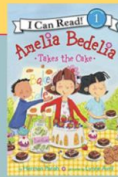
## Low Tech

- Highlighters/  
Highlighter Tape
- Pencil Grips
- Adapted Pencils
- Slant Boards



## Mid Tech

- Reading Pens
- Dictionary Apps
- Voice Magnification
- Audio Books



## High Tech

- Text to Speech Apps
- Voice Recognition Apps
- Accessibility features in Google Chrome
- Digital Books with Access Features





## NO TECH

### UNAIDED COMMUNICATION

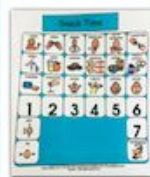
No additional tools  
or technology needed.  
Requires only the  
user's body.



## LIGHT TECH

### AIDED COMMUNICATION

Utilizes various  
symbols/tools which  
do not require  
electronics.



## MID TECH

### VOICE OUTPUT COMMUNICATION AIDS

Typically, battery-  
operated with a static  
non-changing display,  
simpler functions, and  
recorded voice output.



## HIGH TECH

### DYNAMIC SYSTEMS

A dynamic, changing  
display using a  
computerized screen.  
Typically utilizes  
computer-generated voice  
output and requires a  
power source.



# AAC CONTINUUM



Photo Credit:

<https://atnetwork.ttaconline.org/>

Quizzical - Find a Fun way to do a knowledge  
check - T/F, multiple choice, etc. America  
Says!

Knowledge check

# Assistive Technology can support...

- Literacy (Reading and Writing)
- Numeracy
- Communication
- Social-Emotional Development
- Play
- Environmental Controls
- Computer Access
- Sensory Modulation
- Executive Functioning
- Activities of Daily Living
- Positioning, Seating and Mobility
- Hearing
- Vision



# And, that's not all, it...

- Helps students achieve academic success
- Increases participation in the general education curriculum
- Reduces frustration and supports behavioral challenges
- Increases confidence
- Increases vocational and transition skills
- Improves Independence in home, school and communities



Photo credit: [unsplash.com](https://unsplash.com)



## High-Leverage Practices in Special Education

*Instruction*

**HLP19**

**Use assistive and instructional technologies.**

Teachers select and implement assistive and instructional technologies to support the needs of students with disabilities. They select and use augmentative and alternative communication devices and assistive and instructional technology products to promote student learning and independence. They evaluate new technology options given student needs; make informed instructional decisions grounded in evidence, professional wisdom, and students' IEP goals; and advocate for administrative support in technology implementation. Teachers use the universal design for learning (UDL) framework to select, design, implement, and evaluate important student outcomes.

# Did you know?

**According to Bouck (2016),  
across all disability categories,  
only 5% of students nationwide  
with an IEP are currently  
utilizing assistive technology in  
school.**

# Research about the use of text to speech programs (TTS)

## More on TTS

- Several studies show that the use of TTS increases reading comprehension and reading rate
  - *Young, Courtad, Douglas, & Chunr, 2019; Moorman, Boon, Keller-Bell, Stagliana, & Jeffs, 2010; Gruner, Ostberg, & Hedenius, 2017; Perelmutter, McGregor, & Gordon, 2017; and Wood, Moxley, Tighe & Wagner, 2017 ).*
- Gruner, et. al. also found that using TTS increased the time students spent on reading.

# Impact of using Augmentative and Alternative Communication (AAC)

*There is increasing evidence that the "magic" of AAC can be achieved for all, and that appropriate intervention can lead to improved education, employment, community participation, and independent living outcomes.*



Hajjar et al., 2016; McNaughton & Arnold, 2010; Mirenda, 2014; Trottier et al., 2011



# Postsecondary Outcomes for Students with High-Incidence Disabilities

Outcome	Students Who Received AT	Students Without AT
Graduation	99.8%	79.6%
Postsecondary enrollment	80.9%	40.1%
Paying job	80%	50.8%

Bouck, 2016

# Student Shame

- The experience of continued difficulty and failure to learn to read in the first few years of school has the most profound impact on the child's feelings of competence and confidence (Shelton, 2001).
- As early as elementary ages, we see the lack of self-efficacy in struggling readers. To avoid the feelings of failure, they attempt to hide their reading difficulties. (Shelton, 2001)

# Student Success

- When using AT, motivation for reading/listening to text increased.
- Motivation for school work in general increased too.
- Students reported the benefit of having access to assistive technology in everyday schoolwork.  
(Svensson, Nordstrom, Lindeblad, Gustufson, Bjorn, Sand)

# Quizzical

Knowledge check

# How can we help students gain access to AT?



Photo credit: [unsplash.com](https://unsplash.com)

# Why Consider AT?

IDEA 2004 mandates that AT be considered in the IEPs of all children who have identified disabilities.



Photo credit: nyt.com

# VATTS Resources for Decision- Making

1. [VATTS: Consideration and Assessment Guidance Document](#) (PDF)- Guidance for school divisions in the consideration and assessment of AT, including planning and implementing those services for students with disabilities.
2. [VATTS: Consideration Guide](#) (PDF)- Designed to organize data and facilitate the decision-making process for the consideration and assessment of AT, other technology tools, and strategies that may be required by the student.
3. [VATTS: Instructions and Definitions](#) (PDF)- Provides instructions for completing the VATTS: Consideration Guide as well as definitions for many of the terms used within the document.
4. [VATTS: Resource Guide](#) (PDF)- Provides instructional strategies, AT solutions, modifications, accommodations, and examples used to address areas of need identified through the AT consideration process to support student success.

# VATTS Consideration Guide - Part I



## Virginia Assistive Technology, Tools, and Strategies (VATTS): Consideration Guide

Student's Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Grade: \_\_\_\_\_

Age: \_\_\_\_\_

School: \_\_\_\_\_

Participants: \_\_\_\_\_

Guidance for the consideration and assessment of assistive technology (AT) can be found in the [Virginia Assistive Technology, Tools, and Strategies: Consideration and Assessment Guidance Document](#). General instructions and definitions that accompany this document are located in the [VATTS: Consideration Guide Instructions and Definitions document](#).

### Part I

Check all area(s) below where the student has Individualized Education Program (IEP) goals that may benefit from the use of AT, tools, strategies, and/or area(s) where the student is making insufficient progress.

- Communication
- Auditory Processing
- Reading
- Mechanics of Handwriting
- Written Composition
- Spelling
- Math
- Executing Functioning: Study Skills, Organization Skills, Self-Regulation and Attention, and Task Completion
- Behavior
- Sensory Processing
- Sensory: Vision and/or Hearing
- Recreation, Leisure, and Adaptive Play
- Technology Access
- Environmental Controls
- Positioning, Seating, Mobility
- Activities of Daily Living
- Vocational Skills

# Part II - SETT

## Part II

Summarize data for the area(s) identified in Part I using the Student, Environment, Tasks, and Tools (SETT) Framework.

Teams are encouraged, but not required, to use the SETT Framework to strengthen conversations before making decisions about AT. The SETT Framework considers the student in the environments where the tasks occur in order to consider tools that may be necessary to access their education.

Area(s) Identified in Part I	Student: Describe the student's strengths and needs related to the area(s) of concern	Environments: Describe the environments (home, school, community) and environmental factors, including accommodations, tools, and strategies.	Tasks: Describe the area(s) of concern, including the specific tasks, activities, and assignments the student needs to complete.	Tools: <a href="#">VATTS: Resource Guide</a> Describe features and/or characteristics of potential tools needed to address the challenges. Include tools to try.



# Picking a Tool using feature matching

- Used whenever selecting an AT Tool or strategy to trial
- First, gather information on the student, environment, and task using the SETT process
- Do not name a device to try at first!
- List the features needed for the AT tool or strategy
- Now, you can list tools that may match those features.
  - Resources: AT Tools in Schools, VA AT Resource Guide, TTAC AT lending Libraries, Division AT team members, etc
- Finally, reflect on each tool and check off if they have the identified features.
- The tool with the most columns checked may be the best to trial!



# Feature matching explained



Download the WATI Tool  
Identification Guide  
here:

<https://bit.ly/WATImatch>



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# Portability

- ▶ Weight of devices
- ▶ Charging?
- ▶ Length of time to set up in new environment
- ▶ Will you take it to a party??



# Durability – consider environment and student factors



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# Accessibility

- ▶ Scanning
- ▶ Ease of positioning
- ▶ Response of touch
- ▶ Options for ease of use



# Style

- ▶ Pictures vs Objects
- ▶ Photos vs Symbols
  - Symbol set
- ▶ Recorded voice vs digital voice



# Size of Device, Icons, Vocabulary



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# VATTS: Resource Guide



## Virginia Assistive Technology, Tools, and Strategies: Resource Guide

The Virginia Assistive Technology, Tools, and Strategies: Resource Guide was developed to assist educational teams in the identification of relevant tasks that may require assistive technology (AT), tools, and strategies within different areas of need. It also includes potential accommodations, modifications, assistive technology solutions, other tools, and strategies needed by a student to meet identified goals and independently engage in those tasks to access a free appropriate public education (FAPE). This resource may be referenced by teams at any time to assist in the identification of potential assistive technology, tools, and strategies, including discussion of consideration and/or assessment of assistive technology in the development of a student's Individualized Education Program (IEP).

Each section of this document corresponds to potential areas in which students may have IEP goals and potential transition/postsecondary needs and may need assistive technology, tools, and/or strategies. Each area provides potential tasks, standard tools, modifications, accommodations and strategies, and assistive technology tools and supports that may be considered to support that area of need.

- **Instructional or Access Area Sample Tasks:** List of potential tasks that may require the use of assistive technology, tools, and/or strategies for students to independently engage in or access.
- **Standard Tools:** Standard educational technology that may be available for all students. Even if standard tools are available for all students, this technology may be considered assistive technology if the student with a disability would be less able or unable to independently participate in a task or independently access the resources in the environment relevant to their IEP goals without the technology.
- **Modifications, Accommodations, and Strategies:** Potential modifications or accommodations, not including assistive technology, that may be provided to build independence, make progress toward IEP goals, and access FAPE. Modifications and accommodations are for instructional areas and are not to be considered accommodations for Standards of Learning (SOL) testing. For more information, visit the Virginia Department of Education's [Assessment and Accommodations webpage](#).
- **Assistive Technology Tools and Supports:** Potential assistive technology tools and solutions to support the student in this area of need to build independence, make progress towards IEP goals, and access FAPE.

This is not an exhaustive list. Additional tasks and solutions should be considered by teams to address individual student need(s), including consultation with related services providers and others, including the student and family, to assist with consideration and/or assessment of potential AT and other instructional needs. Teams are encouraged to use the principles of Universal Design for Learning when designing instructional activities prior to selecting and implementing assistive technology, tools, and strategies.

*This guide was developed and updated by the Virginia Department of Education's (VDOE's) Assistive Technology (AT) Network (2022). The identification of any products, private vendors, or links to websites in this guide is only for the purpose of providing examples and information and does not constitute the VDOE or AT Network's endorsement of these products. The selection of products and implementation of practices should be based on individual student needs and local regulations and policies.*

## Auditory Processing

Instructional or Access Area Sample Tasks	Standard Tools	Modifications, Accommodations, and Strategies	Assistive Technology Tools and Supports
<ul style="list-style-type: none"> <li>• Follow verbal directions</li> <li>• Listen to stories, books, and answer comprehension questions</li> <li>• Listen to classroom discussion and apply information (answer questions, record notes)</li> <li>• Listen to teacher lecture and apply information (answer questions, record notes)</li> <li>• Listen to verbally presented information and retell with correct sequencing and facts</li> <li>• Listen to videos to gather information about current instructional topics</li> <li>• Respond to environmental stimuli (someone knocking on classroom door, bell ringing, fire alarm)</li> </ul>	<ul style="list-style-type: none"> <li>• Television or monitor</li> <li>• Interactive whiteboard</li> <li>• Digital device (tablet, iPad, mobile device)</li> <li>• Headphones to reduce extraneous noise</li> <li>• Document camera to provide visual outline during note taking</li> <li>• Closed captioning</li> </ul>	<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Use teacher proximity</li> <li>• Elimination of extraneous noise (air conditioner)</li> <li>• Chunk directions into smaller steps/segments</li> <li>• Use verbal prompts</li> <li>• Use gestures</li> <li>• Pre-teach vocabulary and components of the lesson</li> <li>• Digitize verbally presented information for repeated presentation</li> <li>• Use visual aids (picture symbols, diagrams, maps) to illustrate key points</li> <li>• Provide a written outline of lecture</li> <li>• Use a peer to record notes in class</li> <li>• Provide printed script of video</li> <li>• Provide sign language interpreter</li> <li>• Frequent checks of understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Personal amplification system</li> <li>• Classroom sound field system</li> <li>• Auditory trainer</li> <li>• Cued Speech Transliterater</li> <li>• Personal hearing aids</li> <li>• Digital recorder with indexing capability</li> <li>• Cloud-based programs for transferring teacher written notes to student computers for viewing and printing (Google docs)</li> <li>• Environmental alert system</li> <li>• Speech-to-text application for converting teacher lecture to text</li> <li>• Closed captioning for instructional materials</li> <li>• Real time captioning of class lecture and discussion</li> <li>• Smartpen (Livescribe)</li> <li>• Smart notebooks or digital notepads (Rocket Book, Everlast, Elfin, Boogie Board)</li> </ul>

# Now, where do I list that tool?

Once you have determined which tool you will trial with you student, list it under the “Tools” Column.

You will also list it again in the “Details and Timeline” section.

**Tools:** [AT Resource Guide](#)

Describe features/characteristics of potential tools needed to address the challenges.

# Part III -Decisions, Details and Timelines

## Part III

For each area of need identified in Part I, use the analyzed data gathered in Part II to identify the next steps in Part III. More than one decision may be considered and applied for each area of concern.

Summary of Consideration	Area:	Area:	Area:
Existing AT, Tools, and Strategies are appropriate. It is anticipated that progress can be made using existing technology and/or assistive technology available to the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate AT, Tools, and Strategies are identified and require AT services (customizing, coordinating, training, coaching) to support the student, staff, and/or family. This may include newly identified AT.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trials are needed to identify AT, Tools, and Strategies. It is anticipated that appropriate progress cannot be made without the support of assistive technologies, tools, and strategies. Trials are needed to ensure suggested AT, tools, and strategies will meet the needs of the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional information is needed. Further investigation/assessment is necessary to determine if or what AT devices and/or services may be required. Follow division assessment procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Details and Timeline

For each area of need, use the table below to identify a plan for implementation of the AT, tools, and strategies considered by the team. This includes a detailed plan for the trial of specific assistive technology, educational/instructional tools or materials, instructional strategies, or AT assessment. The team should identify any tasks associated with accessing or trying out the materials, individuals responsible for providing devices/services, data collection, reporting, and implementation dates.

List AT, Tools, and/or Strategies to Try	Implementation Task(s)/Plan	Responsible Parties	Implementation Dates

# What's the plan? Action Planning

- Having a clear plan can increase the likelihood of success during the trial!
- What do you need to do to get the device and set it up?
- Identify who is responsible for each element of the trial
- Don't forget to consider who will train the student and the IEP team on the use of the device!
- Identify an amount of time for the trial and plan to come back together after the time has elapsed.

## Details and Timeline

For each area of need, use the table below to identify a plan for implementation of the AT, tools, and strategies considered by the team. This includes a detailed plan for the trial of specific assistive technology, educational/instructional tools or materials, instructional strategies, or AT assessment. The team should identify any tasks associated with accessing or trying out the materials, individuals responsible for providing devices/services, data collection, reporting, and implementation dates.

List AT, Tools, and/or Strategies to Try	Implementation Task(s)/Plan	Responsible Parties	Implementation Dates

# Results of Trials

List AT, Tools, and/or Strategies to Try	Implementation Task(s)/Plan	Responsible Parties	Implementation Dates

## Date the team will meet to review results of trials and/or AT assessment

Identify when the team will reconvene and discuss the results of the trials and/or AT assessment. When the team reconvenes, record the results of the trials and/or assessment, including any next steps for implementation and inclusion within the IEP, as needed.

Date	Describe Results (AT Tried, Assessment Summary, Team Decision)

All assistive technology (devices and services) should be documented in the IEP.

Virginia Department of Education (2022). Acknowledgment is given to the Wisconsin Assistive Technology Initiative, Joy Zabala, and the many Virginia School Division staff and Assistive Technology Team members that participated in the development of this guide.

# What's the plan? Data Collection

- Data lets you know if the trial was successful
- During a trial, we are not collecting data on mastery of a tool.
- We are looking to see if the tool may be a good fit for the student in order to facilitate meeting their IEP goals.
- The student may need additional training and support after the trial
- Take data on:
  - Increasing independence in use of the tool
  - Increased success in the task identified
  - Increased accuracy in demonstrating knowledge of a certain topic

# Reviewing trial data

- Review the data from the trial.
- Document the details of the trial results in the final section of the VATTS Guide.
- Possible outcomes:
  - Was it a success? Great! Continue to use it, monitor its use, revisit at least yearly, and add it to the IEP.
  - Does the team need more time? Just set a new date!
  - Are any additional tools or services needed? Note that in the consideration guide document and add it to the IEP.
  - Did the trial data show the tool may not be effective for the student?



# How do we document it in the IEP?

Refer to your division-specific IEP procedures.

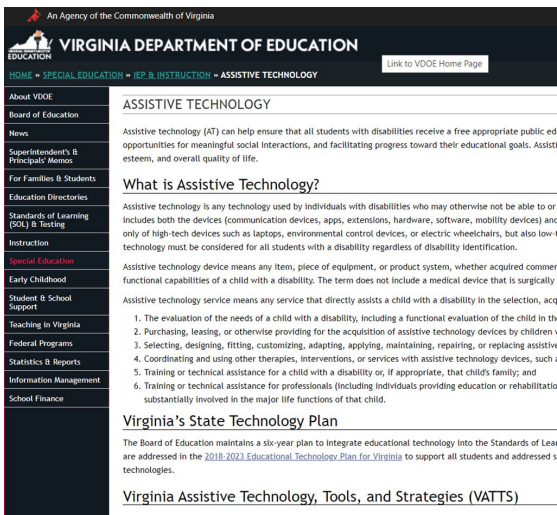
AT documentation is usually found in:

- Present Level of Academic Achievement and Functional Performance (PLAFP)
- Accommodations & Modifications
- Related services (if AT training and instruction is provided)
- Testing Accommodations

The process of developing a student's IEP may differ from one school system to another.

Every school must contact parents in writing to request consent and invite the parent to all IEP meetings.

# Where can these resources be found?



An Agency of the Commonwealth of Virginia  
**VIRGINIA DEPARTMENT OF EDUCATION**  
EDUCATION

HOME • SPECIAL EDUCATION • IEP & INSTRUCTION • ASSISTIVE TECHNOLOGY

Link to VDOE Home Page

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### ASSISTIVE TECHNOLOGY

Assistive technology (AT) can help ensure that all students with disabilities receive a free appropriate public education opportunities for meaningful social interactions, and facilitating progress toward their educational goals. Assistive technology, and overall quality of life.

### What is Assistive Technology?

Assistive technology is any technology used by individuals with disabilities who may otherwise not be able to or includes both the devices (communication devices, apps, extensions, hardware, software, mobility devices) and only of high-tech devices such as laptops, environmental control devices, or electric wheelchairs, but also low-tech technology must be considered for all students with a disability regardless of disability identification.

Assistive technology device means any item, piece of equipment, or product system, whether acquired commensurate with 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 an item.

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, and use of the device.

1. The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the classroom;
2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
3. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
4. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as braille, to maximize the child's access to and use of the device;
5. Training or technical assistance for a child with a disability or, if appropriate, that child's family; and
6. Training or technical assistance for professionals (including individuals providing education or rehabilitation) to meet the needs of a child with a disability.

### Virginia's State Technology Plan

The Board of Education maintains a six-year plan to integrate educational technology into the Standards of Learning. The plan is addressed in the [2018-2023 Educational Technology Plan for Virginia](#) to support all students and address digital learning technologies.

### Virginia Assistive Technology, Tools, and Strategies (VATTS)



**TTAC Online**  
A community sharing resources to educate students with disabilities

Home My TTAC Online VA Projects VA Assessments Disability Info Resources Events Online Trainings

ReachDeck  
This website uses ReachDeck, which provides: text reader, language translator, picture dictionary, audio recording, screen-reading, text magnifier, and page navigation...  
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Learn how to use it here!

Highly Rated Virtual Professional Development Opportunities

IEP Webinars

- Real Co-Teachers of Virginia Discover High Leverage Practices (HLP) - Elementary
- Real Co-Teachers of Virginia Discover High Leverage Practices (HLP) - Middle/High

Math & IEP Webinars

- 1. Maximizing Student Engagement in Math: Planning & Assessment using Just in Time Quick Checks & High Leverage Practices (HLP)
- 2. Maximizing Student Engagement in Math: Applying Just in Time Quick Checks & HLPs to Scaffold & Differentiate Instruction
- 3. Maximizing Student Engagement in Math: Applying Just in Time Quick Checks & HLPs to Create Flexible Grouping & Provide Meaningful Feedback

Literacy Webinars & Webinars

- Dec/Jan 2020-21 See Me, Hear Me, Touch Me, Read Me: Adopting Books So They Can
- 2 Part Workshop: See Me, Hear Me, Touch Me, Read Me: Building a Foundation for Literacy and Learning with Adapted Books and Lit Kits
- Instructional Strategies in Literacy: Systematic Process Instruction

Technology (Assistive Technology) Webinars



**ASSISTIVE TECHNOLOGY NETWORK**  
Virginia Department of Education's Training and Technical Assistance Centers

Home Consideration & Assessment Featured Trainings AT Teams AAC Contact us TTAC Online

Consideration of Assistive Technology in the IEP

It is the responsibility of the IEP team to consider the need for assistive technology devices or services. The consideration process is a short discussion among team members to determine if the use of low tech or high tech supports will assist the student in making academic progress. The IEP team should document the consideration process.

AT Consideration Guide (Available in English and Spanish)  
Sample AT Consideration Guide  
AT Resource Guide

HOME  
Consideration of AT  
Referral Process  
Information Gathering

**Check out our new  
Service Delivery  
Framework!**

Please visit »  
<https://ttac.gmu.edu>

VDOE Region 4 TTAC at GMU



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