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ABSTRACT

These guidelines were developed to address training and planning needs for North Dakota educators in the area of assistive technology for students with disabilities. The guidelines provide recommended practices to assist teams in making decisions about an individual student's need for assistive technology using a decision-making process that meets the legal requirements of the Individuals with Disabilities Education Act (IDEA) 1997 and Section 504 of the Rehabilitation Act. Following a brief introduction and definitions of key terms, individual sections address the following topics: (1) legal responsibilities; (2) assistive technology as part of the special education process; (3) training issues, (4) equipment considerations; (5) funding issues; (6) frequently asked questions and answers; and (7) technology accommodations. The final two sections list resources and references. Five appendices include federal letters of clarification on assistive technology, information on the range of assistive technology, guidelines for selecting assistive technology, the Medicaid funding procedure, and state assessment and individualized education program forms. (Contains 22 references.) (DB)

GUIDELINES

Assistive Technology for Students with Disabilities

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I. Acknowledgments

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II. Introduction

The *Guidelines: Assistive Technology for Students with Disabilities* was developed by the North Dakota Department of Public Instruction Assistive Technology Task Force to address training and planning needs in the area of assistive technology. These needs were determined by data gathered through statewide surveys that identified these assistive technology needs as high priority areas for general and special educators in North Dakota schools.

The purpose of the *Guidelines: Assistive Technology for Students with Disabilities* is to provide guidance for assessment and individualized education program (IEP) planning teams regarding the consideration of assistive technology. The *Guidelines* provide: (1) recommended practices that will assist teams in making decisions about an individual student's need for assistive technology, and (2) a decision-making process that meets the legal requirements of the Individuals with Disabilities Education Act (IDEA).

The need for guidance in the area of assistive technology for all general and special educators is strengthened by new requirements described in the IDEA Amendments of 1997. One of these new requirements indicates that a group of "special factors" must be considered by every IEP team. One of these "special factors" specifies that every student's IEP team must consider the need for assistive technology devices and services. All IEP teams must have the knowledge and skills to make informed decisions regarding assistive technology for all students with a disability.

Assistive technology devices and services must also be considered for students under Section 504 of the Rehabilitation Act. Information available in the *Guidelines: Assistive Technology for Students with Disabilities* will assist teams that are considering the assistive technology needs of students who have a Section 504 Student Accommodation Plan.

III. Definitions

The purpose of this section is to provide guideline terminology as defined by IDEA and North Dakota regulations. Other definitions relating to the special education process can be found in guidelines developed by the North Dakota Department of Public Instruction (see Resource section).

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 functional capabilities of a child with a disability.

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- (a) the evaluation of the needs of such child, including a functional evaluation of the child in the child's customary environment;
- (b) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for a child with a disability;
- (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 a disability or, if appropriate, that child's family; and
- (f) training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.

Free appropriate public education (FAPE) means special education and related services that:

- (a) are provided at public expense, under public supervision and direction, and without charge;
- (b) meet the standards of the State educational agency;
- (c) include appropriate preschool, elementary school, or secondary school education in the state involved; and
- (d) are provided in conformity with an individualized education program required under Section 614(d).

Individuals with Disabilities Education Act (IDEA) is the federal special education statute and regulations, recently amended in 1997 (P. L. 105-17).

Least Restrictive Environment (LRE)

- (1) Each local educational agency shall ensure:
 - (a) that to the maximum extent appropriate, students with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled; and
 - (b) that special classes, separate schooling, or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- (2) Each local educational agency shall ensure that:
 - (a) each student's educational placement is determined at least annually, is based on his or her individualized education program, and is as close as possible to the student's home;
 - (b) various alternative placements are available to the extent necessary to implement the individualized education program for each student with disabilities;
 - (c) unless a student's individualized education program requires some other arrangement, the student is educated in the school which he or she would attend if not disabled;
 - (d) in selecting the least restrictive environment, consideration is given to any potential harmful effect on the student or on the quality of services which he or she needs; and
 - (e) in providing or arranging for the provision of non-academic and extracurricular services and activities, including meals and recess periods, each student with disabilities participates with children without disabilities in those services and activities to the maximum extent appropriate to the needs of that student.

Related services means transportation and any developmental, corrective, and other supportive services that are required to assist a child with a disability to benefit from special education, and includes orientation and mobility training, speech-language pathology, audiology, occupational therapy, physical therapy, recreation (including therapeutic recreation), early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parental counseling and training. This list is not exhaustive and may include other developmental, corrective, or other supportive services if they are required to assist a child with a disability to benefit from special education. While the terms assistive technology devices and services were not specifically used in the original act, they clearly would be a functional part of the services defined (e.g. a communication device to implement a goal as part of speech pathology services) as well as other developmental, corrective, or supportive services.

Section 504 of the Rehabilitation Act is a civil rights law that prohibits discrimination based on a person's disability.

Special education means specially designed instruction, provided at no cost to the parents or guardians, to meet the unique needs of a child with disabilities, including but not limited to instruction conducted in a classroom, home, hospital, institution, or other setting and instruction in physical education.

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

● IV. Legal Responsibilities

In accordance with the Individuals With Disabilities Education Act P.L.105-17 (IDEA), public schools are required to provide assistive technology devices and services to an eligible student under IDEA if the student's Individualized Education Program (IEP) team determines that the student needs an assistive technology device and/or service to receive a free appropriate public education (FAPE). Assistive technology may be a part of a student's special education program, a related service to special education, or a supplementary aid or service. The determination as to what is an appropriate program for each student must be identified in the content of the IEP. IDEA regulations address the district's obligation for assistive technology, and reads as follows:

IDEA Regulations

Each public agency shall ensure that assistive technology devices or assistive technology services, or both, are made available to a child with a disability if required as a part of the child's:

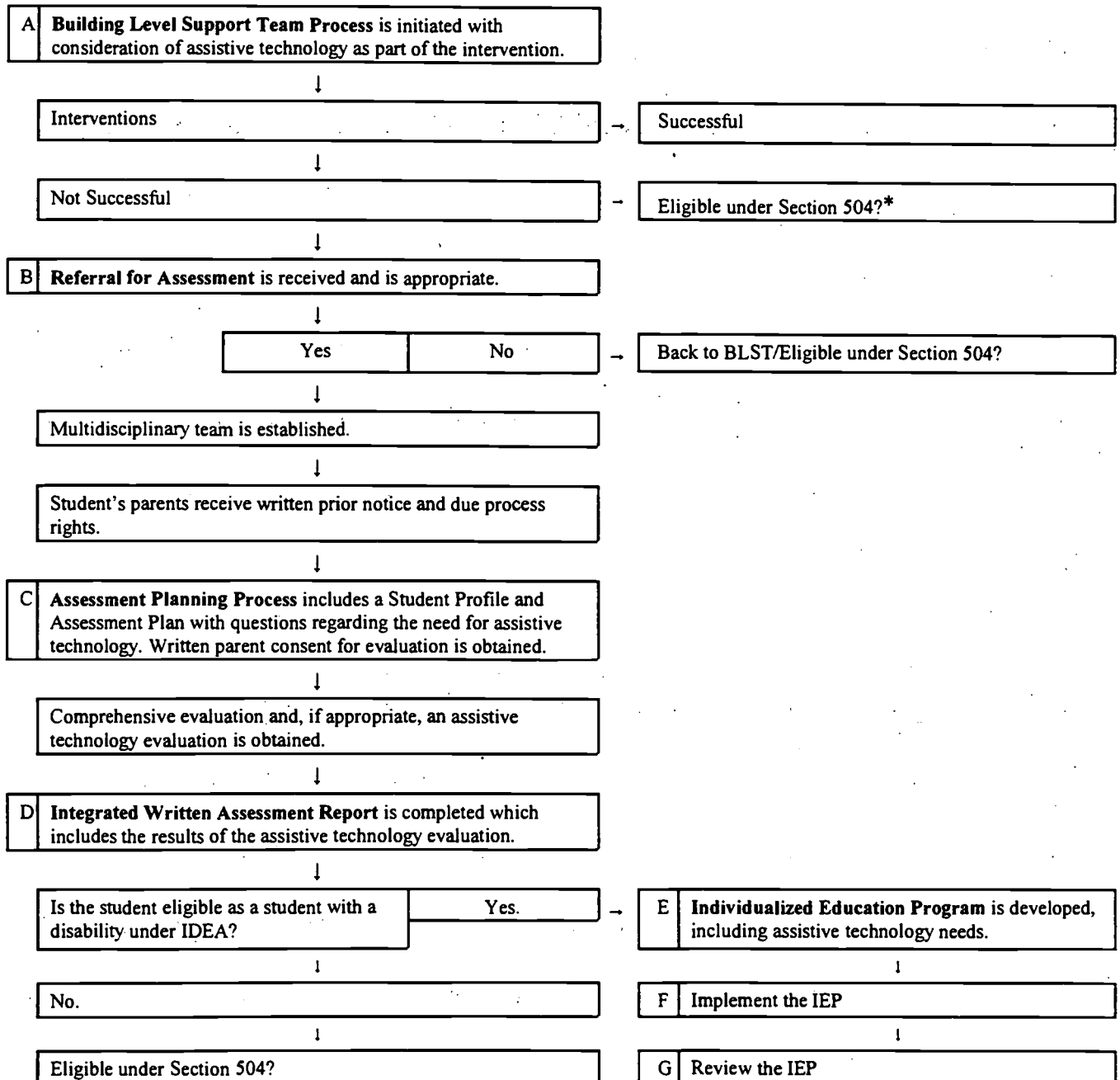
- (a) Special education,
- (b) Related services, or
- (c) Supplementary aids and services.

Assistive technology devices or services also apply to eligible students under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act if there is a physical or mental impairment that substantially limits a major life activity and the student needs a form of assistive technology. For a detailed explanation of Section 504, see the North Dakota *Section 504 and Americans with Disabilities Act Guidelines for Educators*.

Summaries of the important U.S. Department of Education policy letters that relate to assistive technology have been included for reference in Appendix A.

V. Assistive Technology as Part of the Special Education Process

The procedures used to identify a student's need for assistive technology under the Individuals With Disabilities Education Act (IDEA), are the same as those used to determine the need for special education and the development of an Individualized Education Program (IEP). It is not a new or different process. The following chart and narrative illustrate how assistive technology considerations can be addressed in the special education process. State suggested forms, with examples that illustrate how assistive technology can be integrated into the North Dakota Assessment and IEP Process, are provided for reference in Appendix E.



* See North Dakota Section 504/ADA Guidelines for Educators

A. BUILDING LEVEL SUPPORT TEAM

The Building Level Support Team (BLST) process is a general education activity that is used to provide support to the classroom teacher. Some schools refer to this as the teacher assistance team (TAT) process. The BLST process is a structured problem-solving process used by school professionals and parents to develop interventions for a student who is experiencing difficulty in classroom achievement or behavior. The Building Level Support Team process occurs prior to a referral for a comprehensive assessment.

As part of the classroom interventions, the Building Level Support Team should consider a student's need for assistive technology as a means of addressing the specific difficulty the student is experiencing. Sometimes readily available assistive technology utilized in the general education classroom could provide appropriate support, making it unnecessary to refer the student for a special education evaluation. Examples of assistive technology devices that may address a student's needs may include, but are not limited to, devices such as: calculators, spell checkers, word processors, tape recorders, slant boards, pencil grips, and other alternative writing tools. Building Level Support Team members and all classroom teachers should receive training regarding the use of these and other assistive technology devices.

As part of the Building Level Support Team process, the team should consider the following assistive technology questions.

Technology Questions - General Education Interventions

- What assistive technology options should be tried before referral?
Example: The student is able to function well academically but exhibits difficulty with handwriting. Would a word processor help to resolve the problem? Is one available for the student to use?
- If assistive technology was used as part of the intervention strategy, how effective was it in assisting the student to achieve satisfactorily in the classroom?

If the interventions tried by the classroom teacher and the parent do not assist the student in eliminating the difficulty they are experiencing with classroom achievement or behavior, additional information should be obtained through a referral for a comprehensive assessment.

B. REFERRAL FOR ASSESSMENT

Referral is the first point in the process at which parent involvement is required. It is strongly recommended that parents, and the student when appropriate, be involved in the Building Level Support Team process from the beginning.

Referral for assessment may come through different entities: the Building Level Support Team process, school or agency screenings, a parent request, or through agencies involved with the student. The school district is responsible for informing parents of the referral for assessment. The school must provide parents with a written notice of the referral and a complete listing of due process rights.

A referral begins the process of gathering information about a student in order to decide if the student's learning difficulties are due to a disability. The individual making the referral should document the reasons for referral, describe any options the school personnel considered, including documenting general education interventions, and the reasons why those options were rejected. If assistive devices were used as part of the interventions, the specific device(s) used should be documented on the referral. This will assist members of the evaluation team in determining evaluation needs of the student, as outlined in the assessment plan.

Once a referral for assessment is made, the multidisciplinary team is identified. A multidisciplinary team rather than an individual diagnostician ensures that observations and other sources of data are gathered from a variety of settings in which the student demonstrates strengths and needs. The multidisciplinary team members are active participants in the complete assessment process. If the multidisciplinary team establishes that a referral for assessment is not appropriate, the student is referred back to the Building Level Support Team or considered for eligibility under the Section 504 of the Rehabilitation Act.

Members of the multidisciplinary team should include: the student's parent(s), the student's classroom teacher(s), a school administrator, the student (when appropriate), and a teacher or specialist with knowledge in the area(s) of suspected disability. If it is suspected that the student will need an evaluation which could include assistive technology, professionals with knowledge and experience in conducting assessments in assistive technology must be part of the multidisciplinary team.

C. ASSESSMENT PROCESS

Once a referral for assessment is made and a multidisciplinary team is established, the assessment process will begin. The purpose for the assessment is to determine if a disability exists and to provide a basis for appropriate programming.

The assessment process includes:

- (1) completion of the **student's demographic** information to provide background on the student;
- (2) development of a **student profile** to provide a comprehensive picture of information already gathered, indicate patterns of current student functioning, and indicate areas where further information is needed;
- (3) formulation of an **assessment plan** which includes a list of questions regarding the student's performance, how information will be gathered to address these questions, and who will gather the information;
- (4) obtaining **written consent to evaluate** from the parents;
- (5) **completion of the individualized assessments** as identified in the assessment plan; and
- (6) preparation of an **integrated written assessment report** which addresses all assessment findings.

Additional information on the assessment process is located in the North Dakota Department of Public Instruction *Guidelines: Assessment Process*.

Assistive Technology Considerations in the Assessment Process

Schools must ensure that tests and evaluation materials are selected and administered to accurately reflect the student's educational levels or whatever other factors the test purports to measure. As part of the initial planning for a comprehensive assessment of a student with assistive technology needs, the multidisciplinary team members must consider the following technology questions.

Technology Questions - Initial Assessment Planning

- Can the student be evaluated accurately with standard assessment procedures without accommodations?
- If the student uses assistive technology, should it be utilized during the evaluation process? Is the assistive technology functioning appropriately?
- Did the student have an assistive technology evaluation in the past? What were the results?
- Is there a need for an assistive technology evaluation?

Once the multidisciplinary team decides that an assistive technology evaluation is needed, the team must decide what questions need to be asked, who will conduct the evaluation, where and when the evaluation should take place, and the timeline for completion of the evaluation.

What should be considered in an assessment plan when addressing assistive technology needs?

An assistive technology assessment must be tailored to the unique needs of the student. Questions to be addressed during the assistive technology assessment are related to the specific tasks the student needs to be able to perform and what, if any, assistive technology would help. There is not a specific "test" for evaluating the need for assistive technology. Therefore, prior to conducting the evaluation, a well developed assessment plan needs to be in place. Listed below are a few of the considerations that need to be addressed as part of the assessment plan.

Technology Questions - Assessment Plan

- What tasks do we want the student to do that she/he is unable to do?
- What types of assistive devices may assist the student in doing the task and remaining in the least restrictive environment?
- Is there a low-technology device that will meet the student's needs?
- Is the device(s) suited to the student's educational needs and abilities?
- Is the suitability of the assistive technology device appropriate over time?
- If this is a re-evaluation, what additional information is needed?

Who should conduct an assistive technology evaluation?

When the multidisciplinary team decides, through the assessment planning process, that a student needs an assistive technology evaluation, the team must decide who will provide the assessment. A school district may utilize its own personnel or contract with an outside evaluator for the assistive technology evaluation. In either case, individuals conducting the evaluation must be knowledgeable and have experience in conducting these assessments.

Depending on the unique needs of the student, the assistive technology evaluation may be conducted by a team of individuals, including the family, or it may be conducted by a single individual. It is important to recognize that no one person or discipline will know everything about assistive technology. Therefore, access to knowledgeable people at the local level and through other agencies, programs, and services is essential. Individuals conducting an assistive technology evaluation should have knowledge of and access to an array of assistive technology devices and be familiar with the student's education setting. They should also be knowledgeable about the student's current levels of functioning in all settings and be able to communicate effectively with parents and educators.

If it is necessary for the school to contract with an outside provider for an assistive technology evaluation, a listing of programs and agencies that provide contracted services are identified in the funding section of this document. When contracting with a provider, it is important that the school and the provider have a mutual understanding of: the purpose of the evaluation; what will be included in the evaluation; the methodologies; the time frame for completion of the evaluation; the information to be included in the written report to the school; and the cost of the evaluation.

Questions to Ask in Selecting an Outside Evaluator

- In what areas of assistive technology do you conduct assessments?
- Are devices and/or equipment available for use during the actual assessment?
- Does your assessment include site visits to the student's environment?
- If a device and/or equipment is recommended as a result of your assessment, do you provide assistance in obtaining funding?
- If the equipment you recommend is purchased, do you provide training?
- What age groups do you assess?
- What type of experience do you have working with assistive technology?
- What type of training do you have in this area?

Where should the assistive technology assessment take place?

Whether it is school personnel conducting the assistive technology evaluation or an outside evaluator, it is preferable to have the assistive technology evaluation done at the school the student currently attends. The evaluation is being conducted for the purpose of determining assistive technology for the educational setting. If the evaluation cannot be conducted on site, it will be necessary for the school to communicate with the parent(s) the details of the evaluation (e.g. date, time, location, transportation) to ensure that the evaluation can be completed within projected timelines and that all necessary arrangements have been made. If the school and the parent(s) agree that the transportation will be provided by the parent to the evaluation site, the school is obligated to provide for the costs of transportation and other related costs, as appropriate.

D. INTEGRATED WRITTEN ASSESSMENT REPORT

After the completion of an assistive technology evaluation, a report which addresses the evaluation findings will be completed by the professionals conducting the assessments. The written assistive technology report should address the following points:

- procedures used to evaluate the student;
- instruments employed in the evaluation, assuring that a range of levels of technologies have been considered;
- results of evaluations, including both qualitative and quantitative measures;
- recommendations for levels of technology appropriate to the student's capabilities and potentials; and implications for educational programming, including discussion of both individual technology needs and recommended environmental and instructional modification.

The results from the assistive technology evaluation report will become a part of the integrated written assessment report that integrates findings from all sources. The integration of all assessment data ensures that attention has been given to all information shared by team members. In addition, it protects the student from being labeled inappropriately, which might occur if a decision was made by one person or on the basis of one procedure or situation. The integrated written assessment report is not a reiteration of test scores. It is written in a manner that is understandable to parents and other professionals.

When the integrated written assessment report is completed, the team will determine whether the unique educational needs of the student are due to a disability as defined by IDEA. Once a student has been determined to have a disability, the IEP process rather than the assessment process determines whether the student is in need of special education and related services. Students who do not meet the eligibility criteria under IDEA may meet the eligibility requirements under Section 504 of the Rehabilitation Act. Information on Section 504 can be found in the technical assistance manual titled: *Section 504/Americans with Disabilities Act Guidelines for Educators*, published by the ND Department of Public Instruction.

E. INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The purpose of the IEP process is to design an individualized education program to ensure that students with disabilities have adequate educational planning to accommodate their unique instructional needs, and that these needs are met in appropriate learning environments. The data gathered from the comprehensive evaluation conducted by the multidisciplinary team must be utilized in the development of the IEP. Therefore, if an assistive technology evaluation was conducted as part of the comprehensive evaluation, the IEP team members must consider the results and recommendations of the evaluation when developing an IEP. At least one IEP team member must be knowledgeable about what assistive technology exists to help the student with specific tasks and to identify needed assistive technology services.

Technology Questions - IEP Considerations

- If a student has not already had an assistive technology evaluation, is there any reason to believe that the student may require an assistive technology device to accomplish the IEP goals and objectives? If so, the IEP team should discuss referral of the student for an assistive technology evaluation.
- Is the assistive technology that is being considered needed for the student to meet one or more of the goals of the IEP?
- If assistive technology is used as part of the student's educational program:
 - Are assistive technology services needed to enable the student to use the device?
 - Is the device to be used in the general education curriculum?
 - Will staff require training to use or help the student use the device? If so, which staff members?
 - Will training or technical assistance be necessary to assist the family in implementing the use of the technology for the student?
 - Will the device be necessary for home use by the student in order to complete assignments?
 - Will goals and objectives be developed specific to teaching the student to use the device?
 - Does the assistive technology device or service enable the student to be served in the least restrictive environment?

Additional Considerations for IEP Documentation of Assistive Technology Needs

The following are examples of where and how assistive technology needs are documented within the IEP process.

1. **Present Levels of Educational Performance:** These statements of the student's unique pattern of functioning lay the foundation for succeeding components of the IEP. Statements generated from the integrated written assessment report are incorporated into the present levels of educational performance summary. The results from the assistive technology evaluation report are part of the integrated written assessment report and the present levels of educational performance.
2. **Goals/Objectives:** Goals are related to the unique needs of the student and are achievable within one calendar year. Objectives are subtasks for an annual goal which form the basis for determining the student's progress. If assistive technology is needed to enhance a student's potential to achieve a goal, it should be viewed as a tool in the learning process and not as a goal itself.
3. **Characteristics of Services:** Characteristics of services become the basis for establishing the least restrictive environments in which the student will receive special education and related services. This essential analysis incorporates how the assistive technology devices and/or services enable the student to participate in a particular setting and who will monitor the progress of objectives relating to assistive technology.

4. **Adaptations of Educational Curriculum and Services:** A summary of adaptations of educational curriculum and services will include how the assistive technology will be used in the student's education program. In this section, the IEP team will include items such as a monitoring plan for the assistive technology device and a contingency plan which would be implemented if the equipment fails to operate.
5. **Special Education and Related Services:** The team must specify "what" will be provided, "how much time" the service will entail, and "when and where" it will be provided. If assistive technology devices and/or services will facilitate the attainment of objectives specified in the student's IEP, then technical assistance regarding selection, application, and evaluation of identified equipment should be provided. Services required should also be specified. An example of a services relating to assistive technology is parent training, in which the parent might need to learn how to use and care for the device.
6. **Least Restrictive Environment:** The team will determine when the assistive technology devices and/or services will be provided, and how their use leads to the least restrictive educational setting for the student and access to the general education curriculum.
7. **IEP Notes:** In the notes or minutes of the IEP meeting, describe the assistive technology device(s) to be provided, the provider (school/parent/other), the funding source and ownership of equipment (if funds such as Medicaid or private insurance are to be used) and the anticipated date the device will be provided. If funding sources are being explored, record who is responsible for this activity, and timelines. As appropriate, describe the training to be provided to the parent(s) and professionals involved in implementing the student's educational program, including the timelines.

F. IMPLEMENTATION

Consideration should be given for day-to-day equipment operation and maintenance, such as who will check to see if the equipment is operating, what repairs are required, or if backup equipment is needed. It is important to identify, in the IEP, a person who will be responsible for monitoring the assistive technology device as well as its implementation. It may be the special education teacher or another member of the staff who is knowledgeable of the student's program and the device(s) used. A contingency plan should be in place if a piece of equipment fails to operate.

Time should be provided for staff to meet and coordinate the use of the student's technology in all settings. Additionally, education staff need to be aware of other sources of information and support to develop their own expertise in the area of assistive technology. Consideration should be given for the training of professionals and paraeducator staff regarding the use of assistive technology and how to properly integrate these devices into the classroom setting. It is crucial that assistive technology does not become a barrier for the inclusion of a student with a disability into the general education classroom. The following questions should be continually asked by all IEP team members after the use of an assistive technology device has been initiated.

Technology Questions - Implementation of Assistive Technology Devices and Services

- Are the assistive technology devices and/or services that were provided being utilized?
- Are the assistive technology devices and/or services functioning as expected?
- Are the assistive technology devices supporting the student as expected? If no, why not?
- Who is responsible for each of these actions?
- Who is responsible for monitoring each aspect of the implementation of assistive technology goals and objectives?
- How will student progress on IEP goals be reported to the parents?

G. ANNUAL REVIEW

IDEA requires that each student's IEP be reviewed at least annually, and more frequently if requested by any IEP team member, including parents. This review should include the evaluation of the effectiveness of the assistive technology that has been implemented and whether any revisions or adjustments need to be made.

Reviews should also occur more frequently if the assistive technology is not operating correctly or the student is ready to advance to a new technology device or service. A review is particularly important if the student is transitioning to a different educational environment. Staff members who are unfamiliar with the devices should be trained and the new setting should be analyzed to ensure its compatibility with the assistive technology.

VI. Training Issues

Schools must provide assistive technology services which include, if determined appropriate by the IEP team, "...training or technical assistance for a student with a disability or, if appropriate, that student's family; and training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities." To address training needs, the school should be aware of training resources within its own school, as well as outside resources. Review of training should be regularly scheduled and occur whenever there has been a change in the student's educational program. Retraining may be necessary when the IEP is revised, new staff are employed, or the student's placement is changed. A list of resources for training has been included in the resource section of these guidelines.

Since each student's technology needs are unique, the support necessary for implementing technology requires a variety of types of training for school personnel and others. Training can take place on several different levels and for various audiences: general staff training, more specific training for administrators and special education personnel, parent training, Building Level Support Team, related services personnel, student-specific training, and awareness training for peers.

Note: The North Dakota Department of Public Instruction has developed materials to assist school districts with training. Refer to *Assistive Technology Awareness, Inservice Training Manual, September, 1996*, and *Assistive Technology, Inservice Training Materials, March, 1999*.

A. GENERAL STAFF TRAINING

It is to the benefit of all educators that they have awareness training regarding assistive technology devices, services and resources. Such awareness training could be provided as a staff inservice training under the school's comprehensive system of personnel development (CSPD) plan under IDEA.

B. ADMINISTRATORS, SPECIAL EDUCATION, AND RELATED SERVICE STAFF

Trainers could use these guidelines as the basis for assistive technology training. It is important that all school districts provide, or make available, inservice training in the following areas:

- legal issues relative to assistive technology
- awareness training in serving students with assistive technology needs
- information on how assistive technology relates to the evaluation process
- how to write IEPs for students who require use of assistive technology devices
- the relationship between assistive technology and service options
- common assistive technology devices
- resources to contact for information on assistive technology
- information on how to integrate assistive technology into the regular classroom setting

C. PARENT TRAINING

In some cases, parents will require training so the device may be used at home for the student to complete homework assignments. The parents will become a resource to the student for proper care and maintenance of the device.

D. STUDENT-SPECIFIC TRAINING

School personnel who work with the student should have training on the assistive technology device, as appropriate, and should know who to contact if they need assistance in using the device when working with the student or who to contact if the device needs maintenance or service. Training should include, but not be limited to, the following:

- review of the student's educational and assistive technology needs
- a review of goals and objectives, supplementary aids/services, and/or related services on the IEP
- methods to evaluate the effectiveness of the assistive technology
- training on how to use and maintain the device
- plans for transition from one grade or environment to another
- integration of assistive technology into classroom curriculum and activities

E. PEER GROUP AWARENESS TRAINING

Depending on the type of assistive technology used by the student and the student's needs, it may be an advantage to the student if assistive technology information is shared with the student's peer group. Such training will help fellow students to gain an understanding of the student's assistive device, foster acceptance in the social environment, and reduce fears other students may have about socializing with the student who uses technology.

Prior to peer group awareness training, the training should be discussed with the parent and, if appropriate, with the student. The school should invite the parent to participate in the training.

VII. Equipment Considerations

Assistive technology must be evaluated in relation to the student's unique needs, strengths, and weaknesses, and the goals and objectives identified by the IEP team. Technology or equipment that is difficult for the student and staff to operate only becomes a frustration and an eventual hindrance. Trial periods, maintenance of equipment, and liability are three issues the team should consider before purchasing a technology device.

TRIAL PERIODS

Trial periods are very useful to determine whether the assistive technology selected is an appropriate choice for the individual. The length of a trial period will vary with each individual, depending on the type of assistive technology. It may be necessary for the student to try several types of technology before the appropriate one can be selected.

There are several factors that may increase the length of the trial period. First, if the technology is complex, the educational staff will need time to become proficient in its use and application. Then the staff must train the individual to use and apply it. Next, it will take a certain amount of time for everyone involved with the individual to be able to evaluate its benefits. The primary issues in evaluating the technology are that the technology meets the individual's needs and that the individual uses the technology.

While it would be helpful if assistive technology companies would allow free trial periods or offer loan devices at no cost, this rarely happens. Companies have a variety of reasons for not doing so. They are concerned that the device would not be returned in good condition, if at all. They also contend that there would be too many requests, and that there are too many people "shopping" for devices. Companies are also concerned that individuals not informed in areas of assistive technology would choose inappropriate equipment in trying to meet the student's needs. Decisions like these would reflect negatively on the company and its equipment. However, some companies will rent their products, and a portion or all of the rental may be applied to the purchase. It is recommended that assistive technology be tried before it is purchased. As an alternate to trial periods from companies, school districts can access loan libraries from various resources in North Dakota. See the Resource Section for more information.

Many of the companies have a return policy. If, within the specified number of days it is decided the assistive technology is not appropriate, it can be returned to the company and all or most of the purchase price will be refunded. Check the company's catalog or call the company to find out exactly what their return policy is. Do not assume that it is thirty days.

As a result of public school purchase practices, difficulties in meeting the return policy timelines of companies may arise. Because public school materials are typically ordered at the end of the school year, orders are processed and arrive during the summer when teachers are not available to examine and use the technology prior to the return policy deadlines.

If you have questions about a company's policies regarding equipment trial periods, loan equipment, rentals, or returns, it is recommended that direct contact be established with that company. In addition, support staff from these companies are available to discuss specific assistive technology issues and provide recommendations. These companies also are frequent participants in conference exhibits, may be willing to demonstrate equipment in other situations, and will provide this information upon request.

MAINTENANCE OF EQUIPMENT

You can avoid many problems regarding maintenance and repair of school-owned equipment by asking the right questions before you make the purchase. These questions may include, at a minimum, the following:

1. *What is the warranty?*
Check the length of the warranty and find out exactly what is covered. One-year warranties are common. Extended warranties and service contracts will probably be available. For some devices, the manufacturer suggests annual maintenance. Call someone who owns the device to find out about the costs and types of repairs they have experienced.
2. *What kind of support is provided?*
The manufacturer should have a toll-free help line for you to call with questions about repairs or other problems. Knowledgeable school staff should be utilized to call the company representative to ask questions about the device or service. At what hours is the help line available?
3. *Is the manual user-friendly?*
Look at the user's manual for the device you may be purchasing. Is it easy to understand? Does it have a section on common questions and answers?
4. *What happens if the device needs repair? Is a loan device available while your device is repaired and returned to you?*
Ask if the company will provide a loan device if your device cannot be repaired within a certain time frame. Some won't, but will promise a reasonable turnaround time for repairs. For example, one company promises a two-day turnaround for repairs to their voice-output scanner and overnight shipping both ways. Make sure the company's repair policies are convenient for you.
5. *What if you think you can repair the device yourself?*
If you have problems, you may void your warranty by tinkering with the device.
6. *What is the return policy for the device?*
It is important to know the return policy if the device just isn't the appropriate one for the student. Common return policies for devices can range from fourteen to forty-five days.

North Dakota has a "Lemon Law" to protect consumers of faulty and unreliable equipment. Section IX - Question #18 provides additional information regarding the "Lemon Law".

LIABILITY

Negligent use by a staff member of a technological device that causes injury to a student is one area of potential liability. School officials should consult their district attorneys and insurance carriers regarding potential liability and insurance coverage limits.

Staff who are not covered under school district liability insurance (for claims made against them as individuals) should consider obtaining personal liability policies if they are concerned with potential liability. Such coverage has always been advisable. The increased use of advanced technology is another reason to consider insurance coverage.

To lessen the risk of liability and mitigate damages in any lawsuit, a school district should document any training of staff regarding the use of particular assistive devices, including presenter, topic, nature and extent of training, and persons trained.

VIII. Funding Issues

If a student eligible under IDEA requires assistive technology to receive a free appropriate public education, the school must provide the appropriate assistive technology and assistive technology services at no cost to the parent(s). Because some assistive technology devices can be quite expensive, it is important for school districts to be proactive in coordinating efforts to secure supplemental funding. Districts may use state special education funds, local funds, and/or federal funds provided for special education and related services under IDEA for eligible students with disabilities, as well as other available sources of funds.

Funding is available from a variety of public and private sources. The following list includes some of the programs which may pay for equipment if the student meets their requirements. Refer to IPAT's *Guide to Policy and Funding for Assistive Technology in North Dakota*.

PUBLIC PROGRAMS

Schools — Schools are required to provide appropriate assistive technology for students with disabilities if it is needed for his or her education. The technology must be included in the student's Individualized Education Program (IEP).

School-to-School — Schools should enter into agreements to transfer devices when a student moves from one school district to the next. This also may be applicable when a student transitions from secondary to post-secondary programs.

School-to-Work Transition Programs — Provide job-related training and placement services for teenagers with disabilities to help them move from school to work. For more information contact special education or vocational rehabilitation offices.

Vocational Rehabilitation Services — The state office of Vocational Rehabilitation provides information, evaluation services, training, and funding for technology and education to help individuals go to work or live more independently. Check the telephone directory under state government listings.

Medicaid — Medicaid is a joint federal and state program that covers the cost of some equipment if it is considered medically necessary. For more information about Medicaid and who and what is covered in the state, contact the special education unit director. Parents must give permission to use their private insurance and Medicaid. A parent's private insurance must be accessed before Medicaid can be used for assistive technology. (See Medicaid Funding Procedures - Appendix D)

Medicare — Although not a usual source of funds for assistive technology, Part B of Medicare provides coverage for some durable medical equipment if it is considered medically necessary and is for use in the person's home. For more information about Medicare benefits, contact your Social Security Administration Regional Office.

PRIVATE PROGRAMS

Private Insurance — Some health insurance plans will buy equipment, but it depends on the policy. The equipment must be considered medically necessary and therefore requires a doctor's prescription. Parents' private health insurance may only be used with parents' permission.

Non-profit Disability Associations — There are many disability organizations, some of which may be able to loan equipment or tell about other funding sources or support groups. These groups include, but are not limited to:

- ◇ National Easter Seal Society
- ◇ March of Dimes
- ◇ Muscular Dystrophy Association
- ◇ United Way
- ◇ United Cerebral Palsy Association
- ◇ Braille Institute

Foundations — Some foundations may offer money to buy assistive technology. The librarian at the local library or the Interagency Program for Assistive Technology (800-265-IPAT) should be able to help you identify these types of foundations.

Service Organizations — There are many local service organizations which may provide money to help someone in their community. A list of these groups is available from the local Chamber of Commerce. Examples of these organizations are:

- ◇ Lions Club
- ◇ Masons
- ◇ Veterans of Foreign Wars (VFW)
- ◇ Elks Club
- ◇ Rotary Club
- ◇ Kiwanis
- ◇ Knights of Columbus
- ◇ Shriners

OTHER WAYS OF GETTING EQUIPMENT

A local church, high school, neighborhood, labor union, or special interest groups (computer clubs, ham operators, etc.) may plan a fund raiser.

College student organizations (fraternities and sororities, or student government volunteer offices) may give money or students' time to help a special cause. Even if money is not available, they may be willing to help organize a fund raiser.

Try to borrow or rent the equipment from an equipment loan program, a dealer, a manufacturer or another family. Loans are usually for a limited time. If there is a fee for loaned equipment, some vendors will apply the fee to the purchase price. See the Resource Section of this manual for other options to obtain assistive technology devices.

IX. Frequently Asked Questions and Answers

FUNDING: RESPONSIBILITY AND RESOURCES

1. **Q. Are schools required to pay for technology devices and services?**
 - A. It is the responsibility of the school district to provide the equipment, services, or programs identified in the IEP. The school district may pay for the equipment, service, or programs itself, utilize other resources to provide and/or pay for the device and/or services, or cooperatively fund the device(s) and or services. Other resources may include, but are not limited to, Medicaid, foundations, fraternal organizations, church or social groups, charitable organizations, businesses, and individuals.

2. **Q. Can schools require the parents to pay for assistive technology device(s) or service(s) identified in the student's IEP or require the parents to use their own private health insurance to pay for the device and/or services.**
 - A. The “free” in “Free Appropriate Public Education” is significant regarding students with disabilities who may require assistive technology devices or services. As stated in IDEA and its regulations, all special education and related services identified in the student's IEP must be provided “at no cost to the parents”. The term “free” is interpreted broadly and goes far beyond the simple paying of deductibles and co-payment. The courts have interpreted “free” to apply to, but not be limited to, future insurability, depletion of maximum lifetime caps, raised premiums, discontinuation of policies, and pre-existing condition exclusions. Parents’ health insurance and/or Medicaid may be used to pay for assistive technology devices and services. However, parents must give permission to use their private insurance and Medicaid.

3. **Q. How can school districts use Medicaid funds to purchase assistive technology devices?**
 - A. A parent’s private insurance must be accessed before Medicaid can be used for assistive technology devices.

4. **Q. Are there other options for schools to consider in lieu of purchasing the assistive technology device?**

A. Yes. There are times when the outright purchase of equipment or devices is not necessary or even advisable. In such instances, schools might consider rental or long-term lease options. There are certain advantages worth considering, depending on the individual needs of the student. For example, renting equipment might be a reasonable strategy if the student's needs change significantly, or when it is necessary to try out the equipment before purchase for a student. Long-term leasing or lease/purchase agreements also have potential benefits for schools which include: no obligation on behalf of the school to purchase the device, reduction of obsolete inventory, flexible leasing terms, use of equipment without a lump-sum purchase, upgrading of equipment as more improved technology becomes available, and upgrading of equipment as the student's needs change.

5. **Q. Are group homes a funding source for assistive technology devices/services?**

A. No, but it would be possible to work out agreements with the public or social agencies associated with the group homes.

EQUIPMENT OWNERSHIP AND USE OF EQUIPMENT

6. **Q. Who owns the assistive technology that is purchased for a student?**

A. If the school district purchases the equipment, the equipment belongs to the district. If the device(s) is purchased by using private insurance funds, then the device belongs to the student and is meant for the exclusive use of that student.

7. **Q. Can students take the assistive technology device(s) owned by the school to their home?**

A. Yes. If the IEP team determines that the student needs access to an assistive technology device at home to implement the educational program, the student may take it home. For example, a student with a physical disability may not be able to complete homework assignments without access to a calculator at home. "If an IEP team determines that a particular assistive technology item is required for home use in order for a particular student to be provided FAPE, the technology must be provided to implement the IEP." (OSEP Letter of Clarification dated 11/27/91).

8. **Q. If a piece of assistive technology is no longer needed or relevant to a student and the device was paid for by Medicaid or private insurance, can it be donated for another student's benefit?**

A. Yes, it is a parental decision. The parent(s) could donate the device to the school for use by other students with disabilities.

9. **Q. When a student moves from one level of schooling to another, such as from elementary school to middle school, does the device follow the student?**
- A. If an assistive device is necessary to fulfill the requirements of a student's IEP, such a device must be provided in the school the student attends. The same device may not necessarily follow the student from one school to another, but a comparable device which fulfills the IEP requirements would need to be provided in the new school.
10. **Q. What happens to assistive technology devices when students leave the school system?**
- A. If the school district purchased the device, the device is the property of the school. The school could keep the device for use by other students, sell it, or decide to transfer the device to another district in which the student enrolls. If the family purchased the device, it is the property of the student and the family. For secondary students, this issue should be addressed in the transition plan.

REPAIR, MAINTENANCE, INSURANCE

11. **Q. Are schools responsible for customization, maintenance, repair, and replacement of assistive technology devices?**
- A. Assistive technology services such as customization, maintenance, repair, and replacement are included as considerations in the acquisition of equipment or devices purchased/provided by the school. Responsibilities for these services should be discussed at the IEP meeting and identified in the IEP notes or the IEP document.
- If family-owned assistive technology is used by the school and is listed in the IEP as necessary for providing free appropriate public education, the school might also be responsible for maintenance, repair, and replacement.
12. **Q. If a device is broken and is beyond repair, who replaces the broken device?**
- A. If an assistive device is necessary for the student's IEP to be implemented, the school district will have to replace a broken device. If the device is broken at home through negligence, the parents could be held responsible for the repair costs.
13. **Q. What about the warranty for new equipment?**
- A. The school should check the length of the warranty and find out exactly what is covered. One-year warranties are common. Extended warranties and service contracts will probably be available. For some devices, the manufacturer suggests annual maintenance. School districts should weigh the cost of warranties with the cost of the device.

14. Q. Should the school district repair a broken piece of equipment?

- A. The school may wish to check the warranty for the equipment prior to it making its own repairs. In some cases, warranties can be voided if persons other than the manufacturer attempt to repair the device.

15. Q. Should assistive devices be insured?

- A. It is in the school district's best interest to have insurance; however, cost of insurance versus the item(s) expense should be considered. Many insurance policies offer riders at a minimal expense that include assistive technology. Many school district liability policies will cover devices purchased by the district for student use. Devices purchased by other funding sources may or may not be covered while on school premises or involved in school activities. It is important for school staff to investigate the district's property insurance to determine what the policy currently covers and whether the policy insures against loss or damage of assistive devices.

16. Q. What is the North Dakota Assistive Technology Lemon Law?

- A. The North Dakota Assistive Technology (AT) "Lemon Law" protects consumers when a device is defective or does not work right to meet the needs of the consumer. What are "AT Devices"? Examples can include: wheelchairs, elevators, magnification systems, communication devices, environmental control units, computer equipment, software, and adaptable toys. The Lemon Law does not cover: hearing aids, eyeglasses, dental prostheses, surgical implants, devices altered by consumer design.

17. Q. How does the Lemon Law protect consumers?

- A. When buying or leasing an AT device, the consumer should receive a written guarantee. If one is not provided, the consumer should ask for it. With or without a written guarantee, the AT Lemon Law says that the device is guaranteed for at least one year. The problem with the device needs to be reported to one of the following before the end of the guarantee: the manufacturer, or the business leasing the device, or the business who sold the device. It is recommended that the report be made in writing, with the consumer keeping a copy for his or her own records. The manufacturer or business may be able to repair the device. They may attempt, up to four times, to fix the returned device so long as the total repair time is less than 30 days. If the repairs take ten days or more, the consumer is entitled to a "loaner" device at no cost while the repairs are being made. If the device cannot be repaired, it should be returned to the company. The consumer may receive either: a replacement device, or a full refund, including any finance charges and transaction costs, such as shipping.

PERSONNEL: TRAINING, QUALIFICATIONS

- 18. Q. What professionals are considered qualified to assess a student in the area of assistive technology?**
- A. North Dakota does not have licensing or certification standards for specialists in assistive technology. However, school districts often have professionals who have received training to conduct assistive technology evaluations and who are able to provide the services identified in the IEP. If a district does not have personnel who are knowledgeable in conducting such evaluations, the district can arrange for such services from other knowledgeable providers.
- 19. Q. How can a staff member receive individualized training for a specific need?**
- A. It is the school district's responsibility to train appropriate staff members in proper use of the technology. Requests for this kind of specialized training should be made to the school principal who is a member of the IEP team, and/or the school district special education director.
- 20. Q. If a school district decides to develop a team of professionals to review assistive technology needs, who should be included?**
- A. A school district assistive technology team may include some or all of the following: parents, student, special education teacher, occupational therapist, speech/language pathologist, physical therapist, administrator/principal, school technology coordinator, general education teacher, school nurse, and maintenance worker. These individuals should receive ongoing training regarding the effective use of assistive technology. (For more information on training issues, see Section VI.)

IEP: RELATED ISSUES

- 21. Q. Under what circumstances may assistive technology be considered a related service?**
- A. Assistive technology can be a related service if the service is necessary for the student to benefit from his or her education. Training of staff, parents and the student would be an example of a related service benefiting the student.
- 22. Q. Can the IEP team refuse to consider assistive technology devices on the IEP?**
- A. All IEP teams have the responsibility to consider a student's need for assistive technology devices and services, and for specifying those devices and services. Therefore, it is important that IEP teams are informed of the requirement to determine if a student needs an assistive technology device and service and the need for an assistive technology evaluation to assist in making the determination.

23. Q. How is assistive technology integrated into the curriculum?

- A. The IEP team needs to discuss how the device will be used by the student and how it will be integrated into the curriculum. The IEP team should identify in the IEP document how the device will be used by the student in the classroom. This information should be shared with the general classroom teachers, who are members of the IEP team, so that they are aware of how it is to be used. Assistive technology should be used to help the student be involved in and progress from the general education curriculum.

24. Q. How can continuity be achieved in the student's program with regard to assistive technology devices and services from classroom to classroom, teacher to teacher, school to school, year to year?

- A. Each student's IEP must be reviewed no less than annually. At the review, the IEP team should discuss and identify personnel training needs as they relate to the student's movement through the school program. The school should develop policies and procedures to ensure that involved teachers are familiar with the student's assistive technology needs and use of the device(s). This will help to provide continuity. For example, districts may assign case managers to oversee this process, or IEPs may describe the processes as they relate to individual students. Policies and procedures could also outline the process for providing training for new staff who will interact with the student and need to be knowledgeable about the device.

25. Q. How can one distinguish between assistive technology and personal items?

- A. Currently, IDEA does not make a distinction between assistive technology devices and personal items. This stems in large part to IDEA's broad definition of assistive technology. If a student with a disability needs an assistive technology device to ensure FAPE, then the school district and parents need to work together to find fiscal resources to purchase the item.

ADMINISTRATIVE ISSUES

26. Q. Who determines how assistive technology will be purchased and with what available funding resources – the IEP team or administration?

- A. Once the IEP team makes the determination that assistive technology must be provided as part of the student's IEP, it is the responsibility of school administration, with input from the IEP team, to determine how the assistive technology will be provided and with which funding resources.

27. Q. Is a school district responsible for providing “state of the art” equipment for a student?

- A. No. However, the school must provide appropriate technology for the student's needs to ensure FAPE. The decision as to what type of assistive technology is appropriate should be based on the assistive technology evaluation recommendations and IEP team decision. If a less-expensive device would accomplish the same goals, the IEP team is under no obligation to choose a more expensive option.

- 28. Q. If a student needs a computer, can a school-owned computer be used in the lab or classroom?**
- A. Yes, if the student has access to the equipment as needed. If the student does not have the necessary access, then the appropriate equipment should be purchased for the student's use. The IEP team will decide as a group the need and use of computers on a case-by-case basis.
- 29. Q. Can an assistive technology device be used by more than one student?**
- A. Yes, an assistive technology device may be shared if it is the property of the school and each student who requires use of the device has access to it as needed.
- 30. Q. Can an independent evaluation be requested to address assistive technology?**
- A. Yes. The school district is required to evaluate a student in all areas of suspected disability including, if appropriate, evaluating the student's need for assistive technology. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the school. However, the school may initiate a hearing to show that its evaluation is appropriate. If the final decision is that the evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. Individuals conducting the evaluation must be knowledgeable and have experience in conducting these assessments. If the parent obtains an independent educational evaluation at private expense, the results of the evaluation (1) must be considered by the school in any decision made with respect to the provision of FAPE to the child; and (2) may be presented as evidence at a hearing under this subpart regarding that child.

OTHER QUESTIONS

- 31. Q. What is a product system?**
- A. A product system is more than one piece of equipment working together to produce a result. Examples are an FM system utilized in conjunction with a student's hearing aid to provide amplification in the classroom, or a computer with a voice synthesizer.
- 32. Q. Can the school require the student to bring a personally owned assistive device, such as a laptop computer, to school to do his/her schoolwork?**
- A. No. However, the family may wish the child to use his/her own equipment in school since he/she may be most familiar or comfortable with it. The IEP team should decide who is responsible for repair and maintenance of family-owned devices and document that decision.

33. Q. Will the student become too dependent on technology and not learn to use the skills they have?

A. Assistive technology should be used as support for access, learning, and performing daily tasks. If assistive technology is necessary for a student to have access to educational opportunities or to benefit from education, then it is a legitimate support. Some skills are too laborious or taxing to accomplish at a rate or with the degree of proficiency to allow participation in the least restrictive environment. With assistive technology, the student can participate more fully and more closely approximate the levels of achievement and interaction of his or her peers.

X. Technology Accommodations

This is only a sampling of possible accommodations in assistive technology. The assessment and IEP team must decide which devices and services are appropriate for the individual student.

HANDWRITING

Method Accommodations	Material Accommodations	Technology Accommodations
<p>peer support tape paper to the desk chalk board practice Instructional strategies: tracing exercises “talk through” letter formation “walk through” letter formation write letters in the air dot-to-dot multimodality instruction Modifications: adapt tests to “fill-in-the-blank” use multiple choice/true-false provide additional time shorten assignments photo copy notes try different writing implements paper position student position peer dictation cross-age tutoring</p>	<p>different kinds of paper different colors of paper different line spacing/line colors pencil holders/grips large/primary pencils “chubby” sized crayons markers grease pencils acetate sheets/transparency markers paper stabilizers arm stabilizer/arm guide light pen dycem for positioning tactile letters stencils/templates clipboards tracing paper electric eraser correction tape/pen/fluid rubber name stamps other rubber stamps bingo blotter to make selections labels/stickers with name etc. automatic number stamp highlighters easel slant board/wedge personal chalkboard avoid using short pencils</p>	<p>Typewriter: typing/keyboarding instruction positioning device positioning student arm stabilization wrist rests, movable/stationary custom keyguard correction tape/pen/fluid</p> <p>Word Processors: peer support typing/keyboarding instruction portable/stationary preferences lightweight options down linking to computer positioning device positioning student arm stabilization wrist rests – movable/ stationary custom keyguard cross-age tutoring</p>

VISUAL INTEGRATION

<p style="text-align: center;">Method Accommodations</p>	<p style="text-align: center;">Material Accommodations</p>	<p style="text-align: center;">Technology Accommodations</p>
<p>enlarged worksheets enlarged reading material worksheet free of blotches/ streaks font changed on worksheets/tests double-spaced worksheets/tests wide margins on worksheets different colors of paper lighting changed different line spacing/color darker lines on paper raised lines on paper limited amount of information on a page “finger-for-spacing” strategy peer support multimodality instruction</p>	<p>magnifying glass magnifying bars page magnifiers slant boards easel paper holders workstation copy holder stencils rulers colored acetate sheets colored stickers for visual cues Post-it tape flags peer support highlighter word window line marker anti-glare shield on pages</p>	<p>mini book light other additional lighting Typewriter: positioning device positioning student key labels enlarged text output change fonts lighting issues colored paper correction tape/pen/fluid typing/keyboarding instruction peer support cross-age tutoring Word Processor: positioning device positioning student key labels portable/stationary preferences lightweight options down linking to computer enlarge text change font colored paper peer support cross-age tutoring typing/keyboarding instruction</p>

SPELLING/GRAMMAR/PUNCTUATION

Method Accommodations	Material Accommodations	Technology Accommodations
<p>Modifications: extra time for completion reduced number of words</p> <p>Instructional strategies: paired word associations self-verbalization imagery mnemonic devices multimodality instruction peer support cross-age tutoring “word wall” of common words spelling word booklet problem word lists word blanks</p>	<p>flash cards magnetic board and letters flannel board and letters rubber word stamps rubber letter stamps peer support highlighters personal chalkboard pocket dictionary 3-ring notebook dictionary</p>	<p>tape recorder electronic pocket spell checkers electronic dictionary Language Master Speaking Language Master Spelling Ace/Spell Master</p> <p>Word Processor: spell checker peer support cross-age tutoring typing/keyboarding instruction</p>

READING

Method Accommodations	Material Accommodations	Technology Accommodations
<p>Modifications: extra time for completion shortened assignments simplified text highlighted key concepts chapter outlines</p> <p>Instructional strategies: story frame before, during, after echo reading positive approaches story mapping vary approach multimodality instruction information organizer structured study guides "what-you-need-to-know" chart study carrel for individual work peer support cross-age tutoring</p>	<p>magnifying bars page magnifiers colored acetate word window line marker flash cards letter cards word cards sentence cards tactile letters and words magnetic board and letters felt board and letters/words colored paper clips to mark pages notebook tabs Post-it tape flags peer support highlighter</p>	<p>Digital Book System tape recorder "Books on Tape" programs record books/reading material headphones Language Master Speaking Language Master Word Master electronic dictionary</p>

MATH

Method Accommodations	Material Accommodations	Technology Accommodations
<p>fewer problems eliminate the need to copy problems enlarged worksheets avoid mixing "signs" on a page minimize number of items on a page provide more time for completion graph paper raised number lines large number lines life-sized number line mnemonic devices "two-finger" counting aids instructional strategies multimodality instruction computational aids color coding strategies green marker to start/red to stop peer support cross-age tutoring</p>	<p>abacus counters – spools, buttons, etc. containers for counters manipulatives flash cards set cards flannel board and numbers tactile numbers/signs automatic number stamp peer support highlighter personal chalkboard number facts charts</p>	<p>hand-held calculator calculator with printout talking calculator Language Master + Math tape recorder — counting basic facts multiplication tables combinations formulas</p>

WRITTEN EXPRESSION

Method Accommodations	Material Accommodations	Technology Accommodations
<p>Modifications: extra time for completion shorten assignments</p> <p>Instructional strategies: content outlines "webbing" strategies process writing strategies writing/story starters positive approaches study carrel for individual work formulate sentences verbally "finger-for-spacing" strategies color coding strategies peer support cross-age tutoring</p>	<p>note cards word cards sentence cards clipboards pocket dictionary pocket thesaurus peer support highlighter</p>	<p>tape record thoughts before writing tape record story to proofread headphones electronic dictionary electronic thesaurus Word master Speaking Dictionary Companion electric eraser</p>

DAILY ORGANIZATION

Method Accommodations	Material Accommodations	Technology Accommodations
bulletin board schedule pocket schedule schedule in notebook appointment book assignment sheets reminder cards strategies to keep workspace clear strategies to organize desk study carrel for individual work color coding strategies peer support cross-age support homework journal structured study guides signs posted and areas labeled in the room schedule taped on the desk	pocket organizer/planner personal organizer clipboards stapler peer support sticky notes for reminders notebook tabs Post-it tape flags colored paper clips highlighter storage cubicles	electronic memo/schedule masters electronic pocket organizer/ planner schedule/assignments on tape digital diary electric stapler

XI. Resources

North Dakota Interagency Program for Assistive Technology (IPAT) Products and Services (1-800-265-IPAT)

AT Info-Line: A place to begin finding answers to all types of AT questions. 1-888-214-2780.

"AT Key": IPAT's bi-monthly assistive technology newsletter available at no charge. Articles include current assistive technology trends, funding information, consumer AT anecdotes, a calendar of events, equipment spotlights, and more.

Adaptive Equipment Services: Services subcontracted by IPAT which provide outreach services for fabrication and customization of equipment. 1-800-252-4911, ext. 4583.

Advocacy Services: Contact for help in resolving AT service/device barriers. 1-800-472-2670.

Assistive Technology Trigger (ATT): A screening document for potential assistive technology needs for school-age children. This document is also within *Technology for All: A Guide to Solving the Puzzle*. 1997

AT Financial Loan Program: A financial loan program providing unsecured personal loans for the purchase of assistive technology devices.

Compilation of North Dakota Public Forums: A compilation of a series of forums where comments on any and all aspects of assistive technology in North Dakota were gathered. 1995

Consumer-to-Consumer Assistive Technology "Hands-On" Outreach Kits for Seniors: Demo kit filled with low-tech items for seniors. These kits (10) are routed throughout the state by consumers. Each kit is equipped with a script and purchasing information for each device.

Consumer-to-Consumer Assistive Technology "Hands-On" Outreach Kits for Young Children: Demo kit filled with low-tech items for young children. These kits (10) are routed throughout the state by consumers. Each kit is equipped with a script and purchasing information for each device.

Doodads, Gadgets, and Thingamajigs: A booklet highlighting simple assistive technology tools for daily tasks. 1998

Guide to Policy and Funding for Assistive Technology in North Dakota: This instrument was developed in response to statewide consumer requests and contains policies and regulations relating to funding for assistive technology in North Dakota. 1996

IPAT Brochure: Brochures describe IPAT's mission, its structure, and services.

IPAT Equipment Expo: A resource for people with disabilities, educators, senior citizens, advocates, service providers, and employers to explore simple to complex assistive devices through demonstration and hands-on opportunities. Call IPAT to arrange an Expo.

IPAT Equipment Loan Library: The IPAT Equipment Loan Library is housed at the School for the Blind, in Grand Forks, North Dakota. Consumers may access the loan library to borrow AT equipment for trial use. 1-800-421-1181

IPAT Regional Coordinators: Call for help in identifying AT barriers, problem solving, and locating AT resources. 1-800-265-4728

IPAT Video Resource Library Directory: A compilation and description of IPAT's video lending library inventory. 1997

Key Facts Information Sheets: Information sheets developed for general dissemination in regard to Technical Assistance (advocacy, funding, assessment, IPAT programs, accessibility, and miscellaneous) and Devices and Implementation (communication, mobility/seating, environmental control, computer access, vision/hearing, transportation, and recreation). These fact sheets will be developed on an on-going basis.

Nine Critical Components for Comprehensive Assistive Technology Plan Development: A table that provides recommendations which are intended to serve as a guide in program analysis and plan development for assistive technology. 1998

The North Dakota Assistive Technology Program (IPAT) (Videotape): A videotape describing IPAT's purposes, goals, and services in North Dakota and examples of assistive technology. 1995

North Dakota Medicaid Coverage Policy for Augmentative & Alternative Communication Devices & Services: Decision making criteria describing the scope of North Dakota Medicaid coverage and funding for augmentative and alternative communication devices and services, as well as reviewing criteria that will be applied to funding requests by North Dakota Medicaid beneficiaries for these devices and services. 1995

Program Analysis for Assistive Technology (PAAT): A tool designed to help an organization assess their existing assistive technology program. 1998

Selecting and Obtaining Assistive Technology Brochure: A brochure which defines assistive technology devices and services, and provides guidance in their selection.

A Survey of Assistive Technology Assessment Providers Within North Dakota: This summary reflects the data compiled through interviews with twenty-one evaluation centers in North Dakota that include assistive technology in their assessments. 1995

A Survey of Regional Special Education Assistive Technology Practices in North Dakota: This survey provides statewide information regarding policies and practices relating to assistive technology within local special education units. 1995

A Survey of State and Regional Vocational Rehabilitation Assistive Technology Practices in North Dakota: Survey conducted to study the delivery of rehabilitation/assistive technology services in North Dakota. 1997

Technology For All: A Guide To Solving The Puzzle: A guide to assist systems in writing comprehensive assistive technology plans. It includes checklists, worksheets, tables, and other resources to assist in analyzing and designing an assistive technology program. 1998

Training Modules: Examples include: 1) Basic computer Technology, 2) Adaptive Computer Access, 3) Augmentative Communication Devices and Medicaid of North Dakota, 4) Assistive Technology and the Writing Process for Individuals with Learning Disabilities, and 5) Writing with the AlphaSmart Pro. New modules are being developed on an on-going basis in response to requests. Please call IPAT for current information.

Used Equipment Bulletin Board: List and look for AT equipment - sell, swap, or donate. 1-888-214-2780

State Resources

Adaptive Equipment Services
West Sixth Street
Grafton, ND 58237
Phone: (800) 252-0491, ext. 4583

AgrAbility
15-21 Street South
Fargo, ND 58103
Phone: (800) 548-1372

Center for Innovation in Instruction
101 College Street SE
Valley City, ND 58072
Phone: (800) 804-8550

Department of Human Services
600 East Boulevard Avenue
Bismarck, ND 58505
Phone: (701) 328-2310

Department of Public Instruction, Special Education
600 East Boulevard Avenue
Bismarck, ND 58505
Phone: (701) 328-2277

Developmental Disabilities Council
Dacotah Foundation Building
600 2nd Street #1B
Bismarck, ND 58504
Phone: (701) 328-8969

Division of Vocational Rehabilitation
Dacotah Foundation Building
600 South 2nd St. #1B
Bismarck, ND 58504
Phone: (701) 328-8957

Interagency Program for Assistive Technology (IPAT)
P.O. Box 743
Cavalier, ND 58220
Phone: (800) 265-IPAT

Media Resource Center
Anne Carlson Center for Children
301 7th Avenue NW
Jamestown, ND 58401
Phone: (800)568-5175

North Dakota Assistive Technology Info-Line
(Also includes a bulletin board exchange for used equipment)
Phone: (888)-214-2780

North Dakota School for the Blind
500 Stanford Road
Grand Forks, ND 58203
Phone: (701) 795-2700

North Dakota School for the Deaf
1401 College Drive
Devils Lake, ND 58301
Voice or TDD: (701) 662-9000

Pathfinder Parent Training and Information Center
1600 2nd Avenue SW
Minot, ND 58701
Phone: (701) 852-9426
TDD: (701) 852-9436
Website: <http://www.ndcd.org/pathfinder>

State Library (Talking Books)
604 East Boulevard Avenue
Bismarck, ND 58505
Phone: (701) 328-1477

National Resources

ABLEDATA (Information)
8455 Colesville Road
Suite 935
Silver Spring, MD 20910-3319
Phone: (800) 227-0216 or (301) 608-8998
FAX: (301) 608-8958
Website: www.abledata.com

Alliance for Technology Access (Advocacy, Information, & Services)
2175 East Francisco Blvd., Suite L
San Rafael, CA 94901
Phone: (415) 455-4575
Website: www.ataccess.org

APPLE Disability Solutions
Website: www2.apple.com/disability

Assistive Technology On-Line Home Page
Website: www.asel.udel.edu/at-online

Augmentative Communication Inc. (Augmentative & Alternative Communication Special Interest Division #12)
One Surf Way, Suite #237
Monterey, CA 93940
Phone: (408) 649-3050
FAX: (408) 646-5428

Center for Literacy and Disability Studies (Information Services)
University of North Carolina at Chapel Hill
730 Airport Road, Suite 200, CB#8135
Chapel Hill, NC 27599-8135
Phone: (919) 966-7486
FAX: (919) 996-3864

Center on Disabilities (Information, Conference, Proceedings, Leadership & Technology Management Program)
18111 Nordhoff Street
Northridge, CA 91330-8340
Phone, TDD: (818) 677-2578
FAX (818) 677-4929
E-mail: ltm@csun.edu
Website: www.csun.edu.cod

Closing the Gap (Information, Newspaper, & Conference)
P.O. Box 68
526 Main Street
Henderson, MN 56044
Phone: (507) 248-3294
FAX: (507) 248-3810
E-mail: inform@closingthegap.com
Website: www.closingthegap.com

Council for Exceptional Children (CEC) (Technology & Media Division, Publications, Conferences)
1920 Association Drive
Reston, VA 22091-1589
Phone: (703) 620-3660
TTY: 703-264-9446
FAX: (703) 264-9494
E-mail: cec@sped.org
Website: www.cec.sped.org

DO-IT Program
E-mail: doit@u.washington.edu
Website: weber.u.washington.edu/~doit/

Exceptional Parent (Magazine)
120 State Street
Hackensack, NJ 07601
Phone: (201) 489-0871
FAX: (201) 489-1240

Family Support Bulletin (Newsletter)
UCPS, Inc.
1522 "K" Street, NW
Washington, D.C. 20005
Phone: (800) 872-5827

IBM Special Needs

Phone: (800) 426-4832

TDD: (800) 416-4833

Canada: (800) 465-7999

Website: www.austin.ibm.com/sns/

International Society for Augmentative & Alternative Communication (ISAAC) (Information, Newsletter, & Conference)

P.O. Box 1762, Station R

Toronto, ON M4G 4A3

Canada

Phone: (905) 737-9308

FAX: (905) 737-0624

**National Center to Improve Practice in Special Education Through Technology (NCIP)
Education Development Center, Inc.**

55 Chapel Street

Newton, MA 02158-1060

Phone: (617) 969-7100 x 2387

TTY: (617) 969-4529

FAX: (617) 969-3440

E-mail: ncip@edc.org

Website: www.edc.org/FSC/NCIP/

National Lekotek Center (Regional Centers, Toy Lending Libraries, Trainings)

2100 Ridge Avenue

Evanston, IL 60201-1796

Voice and TTY: (847) 328-0001

FAX: (847) 328-5524

E-mail: lekotek@interaccess.com

National Parent Network on Disabilities (Information, Referrals, Newsletter, & Conferences)

1727 King Street, Suite 305

Alexandria, VA 22314

Phone: (703) 684-6763

Fax: (703) 836-1232

E-mail: npnd@cs.com

PACER Center

4826 Chicago Avenue South

Minneapolis, MN 55417-1098

Phone: (612) 827-2966, (800) 53-PACER in MN

TDD: (612) 827-7770

Website: www.pacer.org

PURSUIT

1207 South Oak Street
Champaign, IL 61820
Phone: 1-800-367-1736
Voice or TDD: (217) 244-0840
FAX: (217) 244-0841
E-mail: webmaster@pursuit.rehab.uiuc.edu
Website: pursuit.rehab.uiuc.edu/pursuit/homepage.html

RESNA (Rehabilitation Engineering and Assistive Technology Society of North America) (Information and Referrals)

1700 North Moore Street, Suite 1540
Arlington, VA 22209-1903
Phone: (703) 524-6686
FAX: (703) 524-6630
TTY: (703) 524-6639
Website: www.resna.org/resna/reshome.htm

TASH (The Association for Persons with Severe Handicaps) (Information, Referrals, & Conference)

29 West Susquehanna Avenue, Suite 210
Baltimore, MD 21204
Phone: (800) 828-8274
FAX: (410) 828-6706
E-mail: comments@tash.org
Website: www.tash.org

Tech Tots (Regional Centers, Lending Libraries, Trainings)

UCPA, Incl
1522 K Street, NW
Washington, D.C. 20005
Phone: (202) 842-1266
FAX: (202) 842-3519

Trace Center (Information, Publications, & Media)

University of Wisconsin
1500 Highland Avenue
Room S-151 Waisman Center
Madison, WI 53705
Phone: (608) 262-6966
TTY: (608) 263-5408
FAX: (608) 262-8848
E-mail: info@trace.wisc.edu
Website: trace.wisc.edu/

United States Department of Education
600 Maryland Avenue, SW
Washington, D.C. 20202
Phone: 1-800-USA-LEARN
E-mail: CustomerService@inet.ed.gov
Website: www.ed.gov

United States Society for Augmentative and Alternative Communications (USSAAC) (Information, Newsletter, & Conference)
P. O. Box 5271
Evanston, IL 60204-5271
Phone: (847) 869-2122
FAX: (847) 869-5271
E-mail: ussaac@aol.com

University of Kansas Special Education Department
3001 Dole Human Development Center
The University of Kansas
Lawrence, KS 66045
Website: www.sped.ukans.edu

Publications

Assistive Technology for Persons with Disabilities
ISBN 0-910317-71-2
AOTA Products
1383 Piccard Drive
P.O. Box 1725
Rockville, MD 20849-1726
Phone: (301) 948-5512

Assistive Technology Sourcebook (&) Assistive Technology
RESNA Press
Suite 1540
1700 N. Moore Street
Arlington, VA 22209-1903
Phone: (703) 524-6686
TTY: (703) 524-6639
FAX: (703) 524-6630

Durable Medical Equipment Review
Benkey Publishing Company, Inc.
Queen Executive Center
167 Washington Street
Norwell, MA 02061

The Handbook of Assistive Technology
ISBN 1-879105-53-5
Singular Publishing Group, Inc.
4284 41st Street
San Diego, CA 92105
Phone: (619) 521-8000

Living in the State of Stuck: How Technology Impact the Lives of People with Disabilities
ISBN 0-912797-84-0 Cloth
ISBN 0-914797-81 Paper
Brookline Books
P.O. Box 1046
Cambridge, MA 02238
Phone: (617) 868-0360

Components of an Assistive Technology Assessment
IPAT
P.O. Box 743
Cavalier, ND 58220

Books

Alliance for Technology Access, (1994), *Computer Resources for People with Disabilities: A Guide to Exploring Today's Assistive Technology*. Alameda, CA: Hunter House, Inc. Publishers (Also available from: Special Needs Project, 3463 State Street, #282, Santa Barbara, CA 93105, 1-800-333-6867)

Beukelman, D., & Mirenda, P., (1992)
Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults. Baltimore, MD: Brookes Publishing Co., Inc., (1-800-638-3775).

Church, & Glennon, (1991) *The Handbook of Assistive Technology*. San Diego, CA: Singular Publishing Co. (4284 41st St., San Diego, CA 92105-1197, (619) 238-6777).

McGregor, G., Arango, G., Fraser, B., & Kangas, K., (1994) *Physical Characteristics Assessment: Computer Access for Individuals with Cerebral Palsy*. Wauconda, IL: Don Johnson Inc., (1-800-999-4660).

Journals/Newsletters

Augmentative Communication News, Augmentative Communication, Inc., 1 Surf Way, Suite #237, Monterey, CA 93940, (408) 649-3050.

Electronic Learning, P.O. Box 5397, Boulder, CO 80322-3797.

Exceptional Parent, P.O. Box 3000, Dept. EP, Denville, NJ 07834. 1-800-247-8080.

Journal of Special Education Technology, Peabody College, Box 328, Vanderbilt University, Nashville, TN 37203.

Team Rehab Report, Miramar Communications, Inc., P.O. Box 8987, Malibu, CA 90265-8987. (310) 317-4522.

Technology and Disability, Butterworth Heinemann, 80 Montvale Avenue, Stoneham, MA 02180.

Directories

Closing the Gap Resource Directory. Closing the Gap, Inc., P.O. Box 68, Henderson, MN 65044.

Co-Net CD-ROM, Trace R & D Center, UW-Madison, S-151 Waisman Center, 1500 Highland Ave., Madison, WI 53705.

TRACE Resource Book: *Assistive Technologies for Communication, Control and Computer Access*, TRACE R & D Center, UW-Madison, S-151 Waisman Center, 1500 Highland Ave., Madison, WI 53705.

North Dakota Department of Public Instruction — Technical Assistance Documents

The following guidelines and brochures are available through the DPI, Office of Special Education at no charge:

GUIDELINES

- *A Building Level Support Team* for Elementary and Secondary Teachers
- *Guide II: Education Programming for Students with Mild to Moderate Mental Retardation*
- *Three to Five Selective Screening Guide*
- *Guidelines: Individualized Education Program Planning Process*
- *Guidelines: Parent Rights, Prior Notice and Parent Consent Procedures*
- *Guidelines: Speech Language Services in the Public Schools*
- *Guidelines: Assessment Process*
- *Guide XI: Identification and Assessment of Students with Specific Learning Disabilities*
- *Educational Surrogate Parent Manual*
- *Planning the Transition Between Infant Development Programs and Special Education Unit Programs*

- *Transition into the Community Planning for the Future for Students with Moderate and Severe Disabilities*
- *Early Childhood Special Education for Children with Disabilities Ages Three Through Five*
- *Guidelines: Serving Students with Health Care Needs*
- *Bridging the Gap Transition Guidebook*
- *Assistive Technology Inservice Training Materials*

BROCHURES

- *The Complaint Process for Special Education*
- *Mediation in Special Education and Section 504*
- *Procedural Safeguards in Special Education for Children and Parents*

The following are available through the DPI, Office of Special Education, for a fee (which covers document printing and postage costs only):

GUIDELINES

- *Section 504/ADA Guidelines for Educators*. Each copy requested is \$5.00 + postage.
- *Guidelines for Gifted Programming Volume I: Program Handbook* and *Guidelines for Gifted Programming Volume II: Planning Handbook*. The cost for the set of guidelines is \$9 + postage.

BROCHURES

- *A Parent Guide to Section 504 of the Rehabilitation Act of 1973*. If only a single copy of this brochure is requested there is no charge. However, if more than one copy is requested, the cost per copy is \$.35 + postage.

XII. References

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- Cleveland Public School District, IDELR 353:307 (OCR 1989).
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- Montana Office of Public Instruction. *Assistive Technology Guidelines for Educators*, January, 1997.
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- OSERS Letter of Clarification, 19 IDELR 278 (1991).
- OSEP Letter of Clarification, 18 IDELR 1037 (1992).
- OSEP Letter of Clarification, 18 IDELR 1039 (1992).

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- Rancdo Rehabilitation Engineering Program. (1995). *Tips on Breaking the Funding Barrier*.
- Todis, B. & Walker, H. (1993). User perspectives on assistive technology in educational settings. *Focus on Exceptional Children*, 26(3).
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Appendix A

OSEP Letters of Clarification on Assistive Technology

23 IDELR 565
2 ECLPR ¶ 169

Fisher, Letter to (IEEs/Assistive Technology Devices)
Office of Special Education Programs

Digest of Inquiry [Date Not Provided]

- Must a local school system pay for independent assistive technology evaluations as they must for independent educational evaluations?

Digest of Response December 4, 1995

Right to IEE Includes Evaluation of Needs for Assistive Technology

A public agency must evaluate a student in all areas of suspected disability, including, if warranted, whether a student's functional capabilities require the use of assistive technology devices or services. Likewise, a parent's right to seek an independent educational evaluation (IEE) includes an assessment that will enable an IEP team to determine a student's needs for assistive technology. The right to an IEE extends to situations where the school neglects to evaluate the student for assistive technology needs as well as instances where the parent disagrees with the school's evaluation in that area. Alternatively, a parent can also request that the school conduct a reevaluation of the student's need for assistive technology.

22 IDELR 888

Naon, Letter to (Assistive Technology Devices)
Office of Special Education Programs

Digest of Inquiry March 6, 1995

- What obligation do educational agencies have to provide assistive technology?
- Is there a list of types of assistive technologies and equipment for each type of disability?

Digest of Response January 26, 1995

District Must Provide Assistive Technology/Devices Necessary for FAPE

34 CFR 300.5 and 34 CRF 300.6 of the Part B regulations require each public agency to ensure that a student with a disability receives the assistive technology devices and services which are necessary for FAPE. The determination as to whether the assistive technology devices and services are necessary for FAPE is to be made by the student's IEP team, and the relationship that must exist is between the student's educational needs and the device or service.

Need for Assistive Technology Devices/Services Must Be Based Upon Individual

There are no predetermined listings of assistive technology devices and or services which relate to particular types of disabilities. Rather, the need for a particular device or service must be based upon the unique needs of each individual student.

22 IDELR 629
2 ECLPR ¶ 100

Bachus, Letter to (Eyeglasses/Hearing Aids)

Digest of Inquiry

April 12, 1994

- Is a public agency required to provide eyeglasses to a visually impaired student whose parents cannot afford them? If so, who is responsible for the evaluation expense to determine the need for glasses, and for a hearing aid?
- Is a public agency responsible for providing eyeglasses to a student with a disability other than a vision impairment?

Digest of Response

January 13, 1995

LEA Must Provide Eyeglasses if They Are Necessary for FAPE and Included in IEP

If a student with a vision impairment requires eyeglasses regardless of whether he or she was attending school, then a public agency will NOT be required to provide them to the student. However, if the public agency determines that the child with a disability requires eyeglasses in order to receive FAPE and the child's IEP specifies that the child needs eyeglasses, then the public agency must provide the eyeglasses at no cost to the parents and could seek funds from outside of the agency to do so. When evaluating a student, the public agency must assess in all areas related to suspected disability, including if appropriate, vision and hearing. Thus, if the student is suspected to have visual or hearing deficits, then the public agency is responsible for the costs of the vision and hearing assessments.

For Students with Disabilities Other than Visual Impairment, IEP Team Must Determine Whether Eyeglasses Are Necessary for FAPE

The determination as to a public agency's duty to provide eyeglasses to a student with a disability other than a visual impairment is to be made by the student's IEP team in light of a consideration of whether the eyeglasses are necessary in order to receive FAPE.

21 IDELR 1057
2 ECLPR ¶ 68

Anonymous, Letter to (Assistive Technology)

Digest of Inquiry

June 9, 1994

- Is a school district responsible for an assistive technology device, purchased by the parent, if that device is utilized by the student in completion of his/her IEP goals and therefore his/her academic work?

Digest of Response

August 9, 1994

Although Not Mandatory, Assuming Liability for Family-Owned Assistive Technology Devices is Reasonable

Although a district must provide assistive technology devices that are necessary for FAPE at no cost to parents, federal law does not specify whether a district must assume responsibility for such a device when it is purchased by the parent and used by the district to implement the student's IEP, either in school or at home. However, it is reasonable for states to require districts to assume such liability, since the district is responsible for providing services and devices specified in a student's IEP, and without the use of the family-owned device, the public agency would be required to provide and

maintain a needed device. However, there may be some instances when assuming such liability would create a greater responsibility for the district than exists under federal law.

20 IDELR 1216
2 ECLPR

Seiler, Letter to (Assistive Devices)
Office of Special Education Programs

Digest of Inquiry

April 21, 1993

- If a student needs a hearing aid and the device is put on the student's IEP, does the IDEA require the school district to purchase the device?

Digest of Response

November 19, 1993

Hearing Aid Must be Provided at No Cost When Specified in IEP

A hearing aid is considered a covered device under the definition of "assistive technology device." Thus, where a district has determined that a child with a disability requires a hearing aid in order to receive FAPE and the child's IEP specifies that the child needs a hearing aid, the district is responsible for providing the hearing aid at no cost to the child and his or her parents in accordance with 34 CFR 300.308.

19 IDELR 278

Cohen, Letter to (Assistive Technology)

Digest of Inquiry

April 6, 1992

- How can school districts be expected to provide potentially expensive assistive technology services and devices with limited available resources?

Digest of Response

July 9, 1992

Alternate Funding Sources Are Available for Assistive Technology

State and local educational agencies (SEAs and LEAs) may access alternative funding sources such as Medicaid, Maternal and Child Health (MCH), and private insurance proceeds in order to defray the costs of providing assistive technology services and devices to children with disabilities. However, pursuant to 34 CFR 300.601, the use of alternative sources of public funding may not result in a reduction of the medical or other assistance available to children with disabilities or in an alteration of their eligibility under the Medicaid or MHC programs. Furthermore, any use of private insurance proceeds to provide assistive technology services or devices must comply with the Notice of Interpretation on the Use of Insurance Proceeds and must not pose a realistic threat of financial loss to parents of children with disabilities.

18 IDELR 1037

Anonymous, Letter to (Assistive Technology)

Digest of Inquiry

October 18, 1991

- Under what circumstances must a local school district allow a student with a hearing impairment to use an FM auditory training system as an assistive technology device?

Digest of Response

April 6, 1992

Use of FM Training System Should Be Discussed During IEP Process

If a student with a hearing impairment has a current IEP, but the IEP does not discuss the use of an FM auditory training system, then the parent may request that an IEP meeting be convened to consider the use of such a system. On the other hand, if the student does not have a current IEP, the parent may request an evaluation and, if a disability is identified, an IEP must be developed, at which time the use of an FM system can be discussed. In either case, if the parent believes that the student is entitled to, but is not receiving FAPE due to the denial of an FM system, then a request can be made to the school district to conduct an impartial due process hearing, or a complaint can be filed with the state educational agency.

18 IDELR 627

1 ECLPR ¶ 245

Anonymous, Letter to (Assistive Technology)

Office of Special Education Programs

Digest of Inquiry

[Date Not Provided]

- Is a school district responsible to provide assistive technology devices for home use?
- May a school board overrule a determination by an IEP team that a child with a disability needs access to an assistive technology device at home?
- What is the time limit on implementation of an IEP?

Digest of Response

November 27, 1991

Assistive Technology Devices May Be Required for Home Use

If an IEP team determines that a child with a disability needs access to an assistive technology device at home as a matter of FAPE, then the school district must provide the device for home use in order to implement the child's IEP.

School Board May Not Change IEP Team's Determination

Under Part B, a school board has no authority to unilaterally change any statement of special education or related services contained in an IEP, including a statement of a child's need to have access to an assistive technology device at home. Without reconvening the IEP team, the school board may not change the IEP, and the school district is obligated to implement the IEP requirements, regardless of the school board's objections.

IEPs Must Generally Be Implemented Immediately

Under Reg. 300.342(b), an IEP must be in effect before the provision of special education or related services and must be implemented as soon as possible following the conclusion of the IEP meeting(s). In accordance with Appendix C to the Part 300 regulations, an IEP should generally be implemented without delay after being finalized, although a reasonable delay may be permissible in limited circumstances.

Goodman, Letter to (Assistive Technology)

Digest of Inquiry
[Date Not Provided]

- Must a school district determine the need for “assistive technology” on a case-by-case basis for eligible children with handicaps?

Digest of Response
August 10, 1990

“Assistive Technology” Provided on Case-by-Case Basis

While neither EHA-B nor its implementing regulations define “assistive technology,” such assistance might qualify as special education, a related service, or a supplementary aid or service, in accordance with the definitions supplied by the Technology-Related Assistance for Individuals with Disabilities Act. If a type of “assistive technology” is covered by EHA-B, then the determination of a child’s need for a such assistance must be made on a case-by-case basis in connection with the development of the child’s IEP.

Appendix B

Range of Assistive Technology

The need for assistive technology can range from low to high technology. The following are some examples of a continuum in selected curriculum areas.

Technology for Students

Who experience handwriting difficulties:

- Specialized writing pens, pencils, and/or paper
- Pencil or pen with special grips
- Typewriter/word processor/computer to keyboard instead of writing in longhand
- Word processor/computer with spell checker
- Computer with keyguard, support for arm
- Computer with word predication software
- Alternate method for accessing keyboard
- Voice recognition software for computers

Who experience reading difficulties:

- Size of text, spacing, color of background, etc.
- Tape record text, talking books, or read along
- Talking Franklin Language Master to “pronounce” challenging words
- Materials scanned into computer and talking word processing to “read” text

Who experience socialization/communication difficulties:

- Communication boards
- Augmentative/alternative communication systems (computers/electronics)
- Long-distance communication devices (telephone relay system, fax, computers, etc.)
- Information networks, interactive electronic bulletin boards
- Specialized telecommunication devices for hearing, speech, and visually impaired
- Telephone Typewriter (TTY), text telephone (TT), telephone device for the deaf (TDD)
- Captioning devices

Who experience sensory difficulties with

Vision:

- increased lighting
- magnification
- low-vision aids
- large print
- Braille printer
- altering devices
- devices with synthetic speech

Hearing:

- noise reduction
- amplification aids
- assistive listening devices
- sound systems
- telecommunication devices
- cochlear implants

Appendix C

Selecting Assistive Technology

The steps used in selecting assistive technology are similar to those used in any selection or decision-making process, although the specific issues may be different and unfamiliar. With a systematic, student-oriented approach and comprehensive questions, the most appropriate product/services can be identified. The following nine steps should be followed as the assessment team considers and selects assistive technology that will meet the student's needs.

Step 1 - Identify the tasks to be accomplished in the school environment. Some possible considerations are listed below.

Communication:

- A student has no vocal output and needs a device to communicate with others.

Educational/Vocational:

- A student has excellent reading comprehension but has poor word attack skills. He will not be able to complete class assignments independently.

Mobility:

- The student wants to explore her school environment and be with her friends, without someone pushing her chair.

Recreation/Leisure:

- A student with a spinal cord injury wants to participate in a school sponsored field trip.

Environmental Control (ECU):

- The student wants to control his computer without the assistance of others.

Step 2 - Consider the background information of the student. Some possible considerations are listed below.

Student's Functional Abilities:

- Disability: type, severity, age at onset, prognosis
- Motor strength, endurance, range of motion, fine and gross motor, coordination, positioning to use device, type of control that they can operate
- Cognitive: intelligence, problem solving, attention span, memory
- Communication: voice quality, pronunciation, speed
- Sensory: vision, hearing, tactile, perception
- Education: math, reading, spelling levels, academic strengths and interests
- Vocational: employment history, vocational interests, vocational aptitude

Student's Personal Characteristics:

- Assistive technology experience
- Desire for and concept of independence
- Interests/activities
- Coping style
- Motivation/desire
- Attitude toward the use of devices

Student's Environment:

- Compatibility of assistive technology in the home, school, play, community
- Fits the existing space
- Impact of assistive technology on family members, peers, others
- Training provided, support services available

Step 3 - Match the student and assistive technology(AT)

- AT is individualized
- AT fits student's personal characteristics
- AT is as simple as possible
- AT interaction of all issues has been considered when the device was selected
- AT solution fits student's functional abilities

Step 4 - Consider the characteristics of the device

- Personal acceptance
- Ease of use: easy to set-up, learn to use, operate, maintain, and repair
- Aesthetics: attractive, quiet, well-designed
- Reliability: stands up to normal use, durable, safe to use
- Convenient: fits the environment, portable, easy to store
- Practicality: cost, maintenance, repairs, availability, flexibility
- Performance: effectiveness, reliability, durability, safety, comfort

Step 5 - Identify the trial period, if necessary

- Trial use of equipment arranged with an established criteria for a successful experience along with a timeline for review
- Support services are available during trial use

Step 6 - Review the match between the student and the equipment

- Adjust and/or modify the match, as appropriate
- Evaluate effectiveness
- If necessary, identify funding options

Step 7 - Provisions of equipment(possible options)

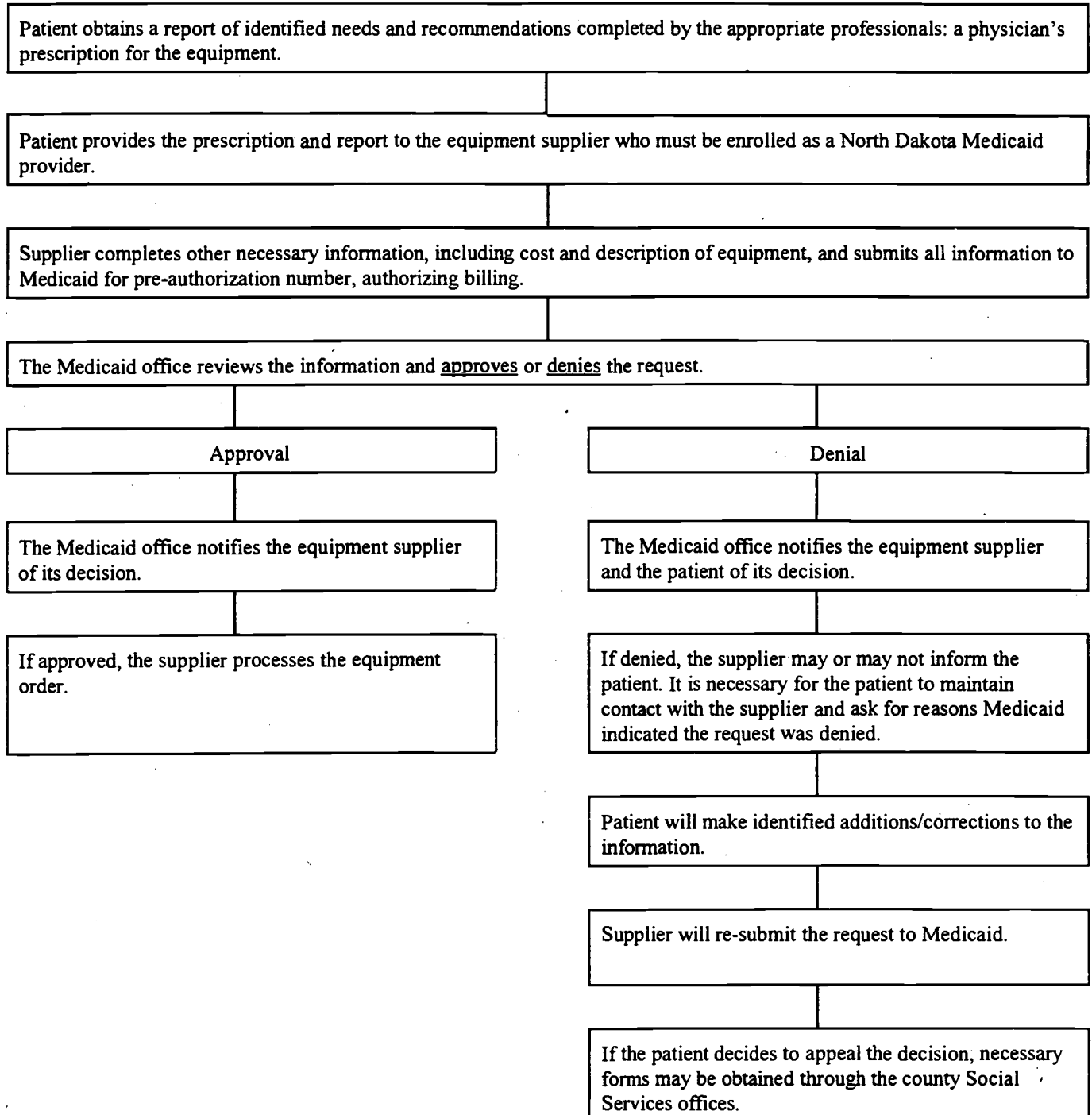
- Purchase - new or used
- Rental
- Loan program
- Share equipment
- Used equipment

Step 8 - Create a short term and long term follow up plan**Step 9 - Determine training plans for the student, family, and school personnel**

Appendix D

Medicaid Funding Procedure

Once an individual has been determined to be Medicaid-eligible, and a thorough evaluation has been completed by appropriate certified health care professionals, the following process is followed to access funding.



Appendix E

State Assessment and IEP Forms

Each of the following forms provide examples of how assistive technology information can be integrated into the assessment and IEP process.

STUDENT PROFILE

Student Name: <i>Shawn</i>	Date of Birth:	Grade:	Current Date:
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The student profile is an integration of information from many sources, including the student's family. The following characteristics/influences were considered in the team discussion. The areas stated on the profile are significant to meeting the student's unique needs.

Cognitive Characteristics: Language Skills, Listening Comprehension, Oral Expression, Written Expression, Reading Skills, Reading Comprehension, Math Reasoning, Math Calculation, Ability

Physical Characteristics: Medical, Vision, Hearing, Motor

Adaptive Characteristics: Self Care, Independent Living, Social Skills, Community Use, Self Direction, Health and Safety, Leisure, Work

Classroom Characteristics: Methods of Instruction, Group Learning Opportunities, Individual Learning Opportunities, Assignments

Environmental Influences: Home/Family, Neighborhood, Community

Other: _____

Student Characteristics/Influences	Sources of Information	Findings	Additional Information Needed
<i>Oral Expression</i>	<i>Observation within home and school environments, classroom performance</i>	<i>Area of strength for Shawn</i>	<i>Useful strength from which to build areas of weakness?</i>
<i>Ability</i>	<i>Formal test results</i>	<i>Above average ability, Area of strength for Shawn</i>	<i>Other areas having a gap between ability and performance?</i>
<i>Visual/Fine Motor Skills</i>	<i>Classroom performance; discussions with student, teachers, parents</i>	<i>Slow, laborious writing skills, legibility is poor, printing is more legible than cursive, "draws" letters</i>	<i>Potential of word processing and methods to reduce keystrokes?</i>

<i>Reading Skills</i>	<i>Classroom performance, standard scores of formal assessments, observation of and discussions with student</i>	<i>Strong decoding skills, reading comprehension is weak for details and for sequencing of information</i>	<i>Impact of auditory feedback?</i>
<i>Written Expression</i>	<i>Classroom performance; discussions with student, teachers, parents; standard scores of fundamental assessments</i>	<i>Significant gap between oral expression and written expression; poor proofing in spelling, word order, absence of words, sequence of ideas</i>	<i>Impact of text-to-speech? Word prediction? Spell Checking? Mapping/outlining software?</i>
<i>Organizational Skills</i>	<i>Observation within home and school environments; classroom performance; student, parent, and teacher discussions</i>	<i>Extremely disorganized paper management in all areas, assignment book is illegible and incomplete, difficulty with time management and prioritization of tasks, poor homework completion record.</i>	<i>Impact of color coding, personal filing system for home/school? Impact of features of daily planner software?</i>

ASSESSMENT PLAN

Student Name: <i>Shawn</i>	Date of Birth:	Grade:	Current Date:
----------------------------	----------------	--------	---------------

Purpose for Assessment:

Initial evaluation to determine disability and individual program needs.

Reevaluation to confirm disability. (Required every 3 years, or sooner if appropriate.)

Evaluation or reevaluation for individual program needs.

Considerations for Non-biased Testing:

Do any of the following areas impact how the student will be assessed? If so, check all that apply and address how areas will be assessed within the "Assessment Procedures" section.

Culture

Environment

Economic

Sensory (vision, hearing, motor)

Other: _____

**Questions should focus on the student's method of learning as well as the learning environment.*

Questions to Answer through Assessment	Assessment Procedures	Person(s) Responsible
<i>Which areas (i.e., decoding, math calculations) exhibit a gap between Shawn's ability and his performance?</i>	<i>Comparison of existing test results and the administration of formal tests in areas where current information is needed.</i>	<i>Guidance counselor, LD Instructor</i>
<i>What is the functional impact of this gap/these gaps? Long-term? Short-term?</i>	<i>Comparison of scores to functional performance in the classroom and at home.</i>	<i>Guidance counselor, LD Instructor</i>
<i>Does Shawn's written productivity and complexity increase when using a word processor? Word prediction?</i>	<i>Hands-on trial use of word processing software following supporting instruction in its use, and then using word prediction software.</i>	<i>School technology/media instructor, parents</i>
<i>Does Shawn's reading comprehension (details, sequencing) improve when provided auditory feedback? Auditory feedback paired with the written material?</i>	<i>Hands-on trial use of features having first been provided supportive instruction on the use of the features—tape recorded materials, i.e., Reading for the Blind tapes; taped materials <u>other than</u> Reading for the Blind.</i>	<i>Classroom teacher, parents</i>

Questions to Answer through Assessment	Assessment Procedures	Person(s) Responsible
<i>Does Shawn's written expression exhibit increased organization and improved sequencing of ideas when using mapping/outlining software?</i>	<i>Hands-on trial use of mapping/outlining software following supporting instruction in its use.</i>	<i>Classroom teacher, LD Instructor</i>
<i>Does color coding (i.e., each class; notes/tests/worksheets) improve Shawn's ability to manage his papers independently and efficiently?</i>	<i>Trial use of varied color coding methods jointly developed by the LD Teacher and Shawn.</i>	<i>LD Instructor, parents</i>
<i>What type of filing system does Shawn identify to be functional for him at school and at home?</i>	<i>Examination and trial use of varied filing systems and/or combination of systems jointly developed by the LD Teacher, Shawn and his parents for use at school and at home.</i>	<i>LD Instructor, parents, Shawn</i>
<i>Which features of daily planner software, if any, increase Shawn's independent management of his time and assist him in prioritizing his tasks? Does this impact his homework completion?</i>	<i>Hands-on trial use of daily planning software following supporting instruction in its use.</i>	<i>Shawn, parents, school technology/media instructor</i>

INTEGRATED WRITTEN ASSESSMENT REPORT

Student Name: <i>Shawn</i>	Date of Birth:	Grade:	Current Date:
----------------------------	----------------	--------	---------------

Note - Provided below are examples of incorporating assistive technology needs into the integrated written assessment report.

Classroom observations, examination of oral and written assignments, discussions with Shawn, his parents, and members of his IEP team, and review of hands-on trial use of a range of potential "no-tech" and "high-tech" assistive technology solutions have provided information necessary to identify Shawn's functional strengths and limitations.

Shawn has significant strengths in oral vocabulary and language structure, and has above average cognitive abilities. He is articulate and creative in oral expression. His performance in content area classes is not consistent with his abilities.

A significant gap exists between Shawn's oral and written expression. Written constructions exhibit numerous spelling errors, word omissions, and short and simple sentence forms. Ideas are disjointed and out of sequence. Through the use of word processing, Shawn is able to increase the productivity and complexity of his written tasks. Features which, through trial use, were noted to improve the general quality of his written expression include: increased font size, bolding, and mapping/outlining software. Shawn's accuracy in proofing is significantly increased through auditory feedback of his written constructions using text-to-speech (talking work processing) and talking spell-check. Word prediction features were distracting and less effective.

Shawn's reading decoding skills are good and, when auditory feedback is paired with written text, his comprehension is increased.

Shawn's poor organization skills directly and negatively impact time management, his study skills and the completion of his in-class/home work assignments. Through exploration and trial of several paper management systems, Shawn identified methods most helpful to him, including a three-ring binder for each class, stackable trays, assignment recording system, and color coding class-specific items and for paper management within each class.

Recommendations:

- 1) *Computer for use across the curriculum*
- 2) *Access to a printer in each class*
- 3) *Text-to-speech software, with talking spell check capability, and earphones*
- 4) *Mapping/outlining software*
- 5) *Reading for the blind texts on tape*
- 6) *Color coded notebooks, three-ring binders, stackable trays*
- 7) *Assignment book*
- 8) *Explore daily planner software and its features for potential application in short-term and long-term organization and prioritization of tasks.*

Signatures of Team Members:

Name/Title	Name/Title

Individualized Education Program

(Rev. 8/14/98)

Effective dates of the IEP (month/day/year)
_____ / _____ / _____ to _____ / _____ / _____

A. Student Name (Last, First, MI)		Birthdate (month/day/year)		Sex <input type="checkbox"/> M <input type="checkbox"/> F	
Grade	Race 1 2 3 4 5	Student's Primary Language or Communication Mode			
Current Address		City	State	Zip	Phone Number
Serving School		City	State	Zip	Phone Number
Resident School (If different from serving school)		Student Social Security Number (Optional)			
School District of Residence (If different from serving district)		Check items that apply. <input type="checkbox"/> Open Enrolled in same district <input type="checkbox"/> Agency Placed <input type="checkbox"/> Open Enrolled in another district <input type="checkbox"/> Home-based instruction			

B. Name of Parent(s)		Home Telephone Number		Other Telephone Number	
Address (if other than Student's Permanent Residence Address)				Primary Language at Home	
Is there a Guardian/Educational Surrogate/Foster Parent <input type="checkbox"/> Yes <input type="checkbox"/> No Name: _____					
<input type="checkbox"/> Guardian <input type="checkbox"/> Educational Surrogate <input type="checkbox"/> Foster Parent					
Address		City	State	Zip	

C. IEP Case Manager		Telephone Number	
IEP Type <input type="checkbox"/> Initial <input type="checkbox"/> Annual		Date of Last Comprehensive Individual Assessment Report (month/day/year)	
Federal Child Count Setting A B C D E F G H I		Primary Disability	Secondary Disability(ies)
D. Date of IEP Meeting (month/day/year)		List Names of All Team Members	
*Parent		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parent		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Student		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Administrator/Designee		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Special Ed Teacher		<input type="checkbox"/> Yes <input type="checkbox"/> No	
General Ed Teacher		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Representative of district of residence		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	

* If the parent did not attend the IEP meeting, describe effort to arrange a mutually agreed upon time and place. Include date, contact, and outcome of each effort.



E. Present Levels of Educational Performance

The present level of educational performance is an integrated summary of information from all sources including the student's family. Summarize and discuss parent information and student progress toward previous goals and objectives. Include the parents' perspectives and insights about their child's learning strategies, social skills, interests, and any existing medical diagnoses that are important contributions to creating a description of the whole child. The statement should include current information about the student's specific strengths and weaknesses, progress in the general education curriculum, unique patterns of functioning, and implications of the problem areas on the student's total functioning. Performance areas to be considered include the following:

- | | |
|-------------------------|--|
| ✓ Cognitive functioning | ✓ Sensory status |
| ✓ Academic performance | ✓ Health/physical status |
| ✓ Communicative status | ✓ Emotional and social development, and behavior skills (including adaptive behavior, if applicable), ecological factors |
| ✓ Motor ability | ✓ Functional skills, community participation |

Note:

The Present Levels of Educational Performance section is one place to address the issue of assistive technology.

EXAMPLES OF ASSISTIVE TECHNOLOGY STATEMENTS

- *Amy does not know how to use a cane.*
- *Jane needs assistance when operating a computer.*
- *Jack has difficulty spelling without the assistance of a spell checker.*
- *Sara has fine motor difficulties and cannot write without a pencil grip.*
- *Jenny requires a lapboard to complete work.*
- *George cannot access his algebra class without using the elevator.*
- *Jim cannot keep up with the pace of his math class without using a hand-held calculator.*

EXAMPLE 1

Use one page for each annual goal. Thoroughly state the annual goal. Annual goals should be reasonably achieved in one year and should be unique to the student. Related Services should appear ONLY as objectives that are integrated into the student's instructional program.

Annual Goal (behavior or skill, desired ending level of achievement, intent or purpose of the behavior):

Goal # _____ of _____ goals

Using a word processor, Jack will learn to compose and punctuate a complete paragraph with correct spelling. This will allow him to complete his 5th grade English assignment independently.

Short-Term Instructional Objectives and Characteristics of Services:

List *objectives* for each goal including conditions under which the behavior is performed, the specific behavior, measurable criteria, evaluation procedures, and schedules for determining if objectives are being achieved (initiation date, dates for progress checks). The person responsible for monitoring progress will be added upon completion of Section J.

For each objective, consider and document the following *characteristics of services* information:

Does the performance specified in the objective(s) promote the child's involvement and progress in the general education curriculum?

How might services be modified to enable greater involvement and progress in the curriculum? Describe the needed modifications or adaptations.

If the child will not participate in the general education curriculum, provide a justification for the alternative selected. Describe the specially designed instruction (e.g., specially designed driver education) or supportive training related to the disability (e.g., braille instruction/occupational therapy).

Who will provide the modifications/adaptations OR the specially designed instruction/supportive training related to the disability described above?

1. *With instruction from the teacher, Jack will learn how to compose a complete paragraph using a computer with 90% accuracy with 10 or more consecutive trials as monitored by the teacher by December 12, 1998.*
2. *Jack will demonstrate the correct usage of commas and periods within a paragraph using software that corrects punctuation errors; 80% accuracy in 5 or more consecutive trials as monitored by his teacher by March 1, 1999.*
3. *Using a word processor program with a spell checker, Jack will compose a paragraph using correct spelling and punctuation with 80% accuracy over 5 or more consecutive trials as monitored by the teacher by May 20, 1999.*

Characteristics of Services

These objectives will be met in the general education classroom using the classroom computer. Jack's IEP case manager will monitor progress on these objectives.

Progress reporting to parents will occur at least as often as reporting in general education (report cards). Written reports will be provided every:

6 weeks 9 weeks Other schedule (specify: _____)

F. Annual Goals, Short-Term Objectives, and Characteristics of Services

EXAMPLE 2

Use one page for each annual goal. Thoroughly state the annual goal. Annual goals should be reasonably achieved in one year and should be unique to the student. Related Services should appear ONLY as objectives that are integrated into the student's instructional program.

Annual Goal (behavior or skill, desired ending level of achievement, intent or purpose of the behavior):	Goal # _____ of _____ goals
<p><i>Amy will be able to use the cane within school and community settings so she can move within those settings without assistance.</i></p>	
Short-Term Instructional Objectives and Characteristics of Services:	
List <i>objectives</i> for each goal including conditions under which the behavior is performed, the specific behavior, measurable criteria, evaluation procedures, and schedules for determining if objectives are being achieved (initiation date, dates for progress checks). The person responsible for monitoring progress will be added upon completion of Section J.	
For each objective, consider and document the following <i>characteristics of services</i> information: Does the performance specified in the objective(s) promote the child's involvement and progress in the general education curriculum? How might services be modified to enable greater involvement and progress in the curriculum? Describe the needed modifications or adaptations. If the child will not participate in the general education curriculum, provide a justification for the alternative selected. Describe the specially designed instruction (e.g., specially designed driver education) or supportive training related to the disability (e.g., braille instruction/occupational therapy). Who will provide the modifications/adaptations OR the specially designed instruction/supportive training related to the disability described above?	
<ol style="list-style-type: none"> 1. <i>Amy will be trained to use a cane for the purpose of moving independently between classes as monitored by the vision consultant, by February 4, 1999.</i> 2. <i>Using the cane, Amy will be able to move independently between buildings and from the bus to the buildings as monitored by the vision consultant, by May 24, 1999.</i> 	
Characteristics of Service	
<p><i>The objectives can be met in Amy's general education and school environments. Progress will be monitored by the vision consultant and Amy's case manager on a daily basis.</i></p>	
Progress reporting to parents will occur at least as often as reporting in general education (report cards). Written reports will be provided every:	
<input type="checkbox"/> 6 weeks <input type="checkbox"/> 9 weeks <input type="checkbox"/> Other schedule (specify: _____)	

G. Adaptation of Educational Services

Describe changes in educational services that will be made to permit successful accommodation and education of this student (e.g. grading, credits, staff, transportation, facilities, materials, braille, equipment, technology, adaptive devices, curriculum, methods, and other services). Include procedures for monitoring equipment, if applicable.

Note: Modifications or supplementary aids and services are sometimes necessary for a student to remain in the regular classroom. Assistive technology should be considered if they would assist the student. These are listed on this section of the IEP.

Examples of Assistive Technology Modifications:

- *Judy will use a hand-held calculator and pencil grip during math class. (Implemented by the special education teacher.)*
- *Jodi will use a computer and overhead projector to give oral reports in her English class. (Implemented by the classroom teacher.)*
- *Conna will use a tape recorder to capture important teacher lectures in Science and Social Studies. (Implemented by the classroom teacher.)*
- *Susan will have access to a Language Master to increase spelling skills in the general education classroom. (Implemented by the SLD teacher.)*

Describe the student's participation in district-wide and statewide assessment.

- Student will participate without accommodations.
- Student will participate with accommodations specified below: [Note: Some students may participate in portions of district/statewide assessments.]
- Student will participate in alternate assessment. Justification for not participating in district or statewide assessments and the description of alternate assessment must be provided.

Positive Behavior Interventions and Strategies.

- Does the Present Level of Educational Performance include a description of problem behavior that impedes the student's own learning or the learning of others? Yes No
- Does the student's disability limit his/her understanding of school rules and consequences? Yes No
- Does the student's disability limit or influence his/her ability to follow school rules? Yes No

If "Yes" is checked for any of the above questions, then the components of a Behavior Intervention Plan must be documented.

Documentation of Behavior Intervention Plan can be found: in goals and objectives in adaptations section in an attachment.

H. Description of Activities with Students Who Are Not Disabled

Physical Education. Indicate type of physical education program that the student receives:
 regular P.E. adaptive/specially designed P.E. (include specific goals and objectives on page 3)
 separate facility provides P.E. (include specific goals and objectives on page 3)

Participation in Academic and Nonacademic Activities:
 Check any program options in the boxes below in which the student will be participating with students who do not have disabilities.

Program Options (300.305). <input type="checkbox"/> Art. <input type="checkbox"/> Industrial Arts <input type="checkbox"/> Music <input type="checkbox"/> Vocational Education <input type="checkbox"/> Home Economics <input type="checkbox"/> Other _____	Comments:
Nonacademic and Extracurricular Services and Activities (300.306). <input type="checkbox"/> Counseling <input type="checkbox"/> Meals <input type="checkbox"/> Employment Referrals <input type="checkbox"/> Recess <input type="checkbox"/> Athletics <input type="checkbox"/> Recreation <input type="checkbox"/> School Sponsored Clubs <input type="checkbox"/> Special Interest Groups <input type="checkbox"/> Transportation <input type="checkbox"/> Other _____	Comments:

I. Least Restrictive Environment Justification

This page is intended as a SUMMARY for all Goals, Objectives, Characteristics of Services, Adaptations, and Special Education and Related Services information included on pages 3 and 4. Check all sites and settings in which the special education and related services will be provided: Note: Use this setting and site information to determine the federal child count placement category and enter in Part C on front page of IEP.

FEDERAL CHILD COUNT SETTING: <input type="checkbox"/> A. Regular Class <input type="checkbox"/> B. Resource Room <input type="checkbox"/> C. Separate Class <input type="checkbox"/> D. Public separate school (day) facilities <input type="checkbox"/> E. Private separate school (day) facilities <input type="checkbox"/> F. Public residential facilities <input type="checkbox"/> G. Private residential facilities <input type="checkbox"/> H. Correction facilities <input type="checkbox"/> I. Homebound/hospital environments	SETTING:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 90%;"></th> <th style="width: 10%;">Percent of time/week</th> </tr> </thead> <tbody> <tr> <td>Regular Education</td> <td></td> </tr> <tr> <td>Special Education (select if not 100% regular ed)</td> <td style="background-color: black;"></td> </tr> <tr> <td><input type="checkbox"/> limited special services (< than 21% of time/wk)</td> <td></td> </tr> <tr> <td><input type="checkbox"/> resource room services (21-60% of time/wk)</td> <td></td> </tr> <tr> <td><input type="checkbox"/> separate class services (> than 60% of time/wk)</td> <td></td> </tr> <tr> <td>Integrated community</td> <td></td> </tr> <tr> <td>Other _____</td> <td></td> </tr> <tr> <td style="text-align: right;">TOTAL</td> <td>100%</td> </tr> </tbody> </table>		Percent of time/week	Regular Education		Special Education (select if not 100% regular ed)		<input type="checkbox"/> limited special services (< than 21% of time/wk)		<input type="checkbox"/> resource room services (21-60% of time/wk)		<input type="checkbox"/> separate class services (> than 60% of time/wk)		Integrated community		Other _____		TOTAL	100%
	Percent of time/week																			
Regular Education																				
Special Education (select if not 100% regular ed)																				
<input type="checkbox"/> limited special services (< than 21% of time/wk)																				
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<input type="checkbox"/> separate class services (> than 60% of time/wk)																				
Integrated community																				
Other _____																				
TOTAL	100%																			
Explain why options selected above are the most appropriate and the least restrictive. Describe other options considered, and provide reasons those options were rejected.																				
<p><i>Ben needs special education services provided in a general education second grade classroom. He can meet his objectives by partially participating in the general education curriculum with the use of assistive technology devices and with the support of a full-time aide, and six hours per week instruction by a special educator, in addition to the O.T., P.T., speech and health services as needed. By allowing Ben to use assistive technology devices such as a pencil holder, paper stabilizer and highlighter, he will be able to remain in the general education classroom for most academic subjects. Ben needs opportunities through the day to work on his objectives in the same activities and lessons as his second grade peers. He is not removed from his classroom except for community instruction and adapted physical education classes. The following placement alternatives were discussed: full-time inclusion in a general education second grade classroom without an aide and removal from the second grade classroom for all of Ben's academic subjects with inclusion within the second grade classroom for activities such as field trips or special events. The team agrees that Ben's needs can be met in a general education second grade classroom with supports and modifications as necessary to the second grade curriculum and with a full-time aide. The other placements discussed are not the least restrictive environment for Ben at this time.</i></p>																				
Is there a potential harmful effect to the student with this placement? <input type="checkbox"/> Yes <input type="checkbox"/> No Is there a potential harmful effect to the student's peers with this placement? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes to either question, make sure the explanation for the selection of the placement option documents this concern for potential harmful effect.																				

J. Special Education and Related Services

*Services	Min./ Week	Starting Date (month/day/year)	Service Provider and Telephone	Location of Services Building Name AND Room (if another school district, provide district name)
<i>Orientation and Mobility Training</i>	<i>45 minutes/ week</i>	<i>Sept. 4, 1998</i>	<i>Orientation Specialist 701-331-8520</i>	<i>School Grounds Wilson School</i>
<i>Braille Writer</i>	<i>2 hours/ week</i>	<i>Sept. 4, 1998</i>	<i>Resource Teacher 701-331-8721</i>	<i>Resource Room #32 Wilson School</i>

* The duration of these services may not exceed one year (12 months) from the date of this IEP.

Length of school day:

- The student will attend for the full school day.
- The student will attend for a shorter or longer school day than peers. (Explain why this is necessary.)

Extended school year MUST be considered for each student with a disability. Justification for the decision made MUST BE STATED BELOW.

- The review of each goal indicates that an extended school year is needed.
- The review of each goal indicates that services will be in effect for the normal school year.
- The team needs to collect further data before making this determination and will meet again by _____

Justification for the above decision:



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



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