RESOURCE

AIU Assistive Technology (AT)

Frequently Asked Questions

Frequently Asked Questions - FAQ

AIU Assistive Technology Process

1. ***What is Assistive Technology (AT)?***
   - Individuals with Disabilities Act (IDEA) of 2004 (34 CFR Part 300.5) defines assistive technology (AT) as both devices and services.
     http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CA%2C300%252E5%2C
   - An AT device is, "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. The term does not include a medical device that is surgically implanted, or the replacement of such device."
   - AT Services refer to any service that directly assists a child with a disability in the selection, acquisition, or use of an AT device (34 CFR Part 300.6)

2. ***What is the AT process of the Central Intermediate Unit?***
   - Assistive technology services are provided via a consultative model for students with IEPs or 504 service plans for early childhood and K-21. Technical assistance is provided to the team by the Training and Consultation Coordinator-Assistive Technology (TaC-AT). Implementation of AT tools and strategies for the student's existing academic program are discussed with the team.

   - The request for an assistive technology consultation does *not* need to be listed on a Permission to Evaluate (PTE) as no testing/evaluation yielding scores is conducted by the CIU TaC Coordinator-AT.

   - Determinations are NOT made by the TaC-AT for individual students. Consideration, determination, and implementation for assistive technology are the sole responsibility of the team as a result of data collection and analysis to ensure a Free and Appropriate Publication Education (FAPE). There is NO requirement for a team to utilize services of the TaC-AT in order to fulfill the requirement of IDEA.

   - Consultative services are NOT provided directly to a family or individual, but are initiated solely at the request of the Local Education Agency (LEA). It is the responsibility of the LEA to maintain communication with the family and other relevant team members.

   - There is NO fee for Assistive Technology services provided by the TaC-AT. Assistive Technology services to school districts are fully funded under Component B of IDEA.

CIU AT Consultation

3. ***What is the format of the AT Consultation?***
   The TaC-AT reviews current student documentation as provided by the LEA: AT Consultation Request, IEP, and ER/RR or 504 service plan.
   Initial consultation may consist of:
   - Observation of the student in the class or classes where the need(s) have been identified
   - Direct work with the student
   - Team meeting with a minimum of two (2) members to develop the AT Action Plan

- Provision of the electronic copy of the AT Action Plan

Follow-up consultation is provided upon team request.

If support is requested three (3) or more years after the initial consultation, the team will be asked to again complete the AIU AT Consultation Request form.

4. ***What is the AT Action Plan?***
   - The AT Action Plan utilizes the SETT Framework (Student, Environment, Tasks, and Tools) in which the team discusses 1) tasks the student is expected to do across daily environments and 2) tools & strategies to be implemented with the student. Trials of AT tools & strategies are discussed with the team which may span from no to high technology. Tools with similar features may be discussed to determine the most appropriate support. CIU TaC-AT is available to facilitate loans for AT devices or software.

   Implementation of the AT Action Plan:
   - The decision of AT tools and/or strategies should be made based on the data the team has collected. The TaC-AT may assist with training to build team capacity during and/or after the trials.

   - AT is an on-going process, and the TaC-AT is able to provide follow-up consultations and/or trainings. As the student's needs, environments, and tasks change throughout their academic career, the original AT Action Plan can be revised by the team with supports of the TaC-AT to reflect these changes.

AT in the IEP

http://pattan.net-website.s3.amazonaws.com/images/2014/01/07/AssistTech%20In%20IEP%2011-13-wb.pdf

5. ***When should assistive technology devices or services be considered by the team?***
   - Federal and state regulations require teams to consider AT for every student with an IEP.*
   - Consideration should be a collaborative process and may necessitate technical assistance.
   - Teams should examine data and observations to determine if AT is needed for LRE, general education participation, access to print and auditory information, written communication, computer access, AAC, local & state assessments.
   - There are NO prerequisite skills necessary for a student to be considered for assistive technology.
   - AT should be considered as early as possible, upon parent/and/or team request, when progress is flat or negative in direction, when performance or potential is negatively impacted for play, accessing environments, communication, writing, and accessing print and auditory information. Source: http://www.believeability.com/faq.html

   *AT, however, is an important component of other federal and state legislation, such as Section 504 of the Americans with Disabilities Act (ADA).

6. ***IEP, Part II Special Considerations – When to check "Yes" or "No" for AT?***
   - AT is NOT a necessary part of IEP after review of assessment data and observation – Check "NO"

- AT is already in place and is effective & sufficient – Check "YES"
- More information is needed and/or team is not certain if student needs AT, or how AT may benefit the student – Check "YES." In this case, t*he team may want to follow-up by submitting a request for an AT Consultation.*

7. ***How is AT documented in the IEP?***
   - If AT is checked "YES" under Part II Special Considerations, it must be addressed in the following IEP sections: Present Education Levels, Transition Grid Services and Activities (if student is 14 years of age or older), Measurable Annual Goals, Program Modifications and Specially Designed Instruction (SDI), and Participation in State and Local Assessments.

   - The IEP document should clearly reflect the AT needed, describe the manner in which it will be used and the supports required.

   - Teams should utilize generic terminology rather than specific product names when including AT in the student's IEP. Examples of generic terminology can be found in the AIU AT Considerations Checklists. This allows the team to clarify the essential features of the AT that are required to ensure access to a Free and Appropriate Public Education (FAPE) rather than naming specific products that may or may not remain on the market for the duration of the IEP.

   AT is NOT a goal in itself but a condition of a goal. AT can be a tool to access the general education curriculum or achieve the IEP goals.

AT Funding
http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=4dc09560cd69f9ac7f050000

8. ***Who funds assistive technology devices and services that are recommended?***
   - AT devices that are deemed necessary to prove a Free and Appropriate Public Education (FAPE) are written into a student's IEP. Assistive technology is, therefore, a responsibility of the Local Education Agency (LEA). While a variety of funding options may be considered by a team, the ultimate responsibility to provide FAPE lies with the LEA.

   - State and federal laws do NOT require that the LEA purchase AT as needed in the IEP. It is appropriate for LEAs to purchase, rent or borrow AT, or to utilize AT that is acquired through the family's private insurance. However, the LEA may NOT require the family to utilize insurance or any other funding agency source. In the event that no alternative funding is available, the LEA remains responsible for the timely provision of AT needed as specified in the IEP.

   - When AT is provided for a student through a funding source other than the LEA e.g. Medical Access, private insurance or family purchase, the LEA remains responsible for any costs related to repair, maintenance or replacement of AT that is specified in the IEP.

Transfer of Ownership

A. AT is purchased via district ACCESS funds and is processed under the student's Medical Assistance (MA) number

- Transfer of Ownership is issued
- AT is the property of the student and transitions with the student

B. AT purchased via district ACCESS funds or other source of funding

- Transfer of Ownership NOT issued
- AT is the property of the LEA and transfer of equipment is at the discretion of the LEA

AT purchased via private and/or family insurance is the property of the student and moves with the student.

AT and Academic Transitions

It is in the best interest of the student, LEA, and other agencies to discuss expected transitions to ensure minimal to no disruption of needed technology.

- Early Childhood to School Age Transition: Mandates of any IEP current at the time of transition remain in effect and must be met by the new LEA to ensure a Free and Appropriate Public Education (FAPE).

- School Age to Post-Secondary Transition: Protections of an IEP are no longer afforded to the individual upon graduation (age 18 or 21) because IDEA protections only apply to school-age individuals. LEA may opt, as a courtesy, to transfer the assistive technology to the individual or may retain the assistive technology for use by other school-age students.