

Technology Decisions in IEP Development

February 5, 2015

Susan Gill

PaTTAN



Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Technology Decisions in IEP Development

- Why Technology?
- What is Assistive Technology? (and what isn't)
- What *other* technologies do students with IEPs use?
- Technology in the IEP
 - Decision-Making
 - Documenting
- Resources

Preface. (And summary)

- Decision-making occurs at multiple points, and multiple frameworks exist for doing it well.
- AT decisions are IEP decisions, made by IEP teams, operating in compliance with all regulations.
- Teams may need/use AT Technical Assistance if they are not aware of “what’s out there” or how to proceed in an informed manner.

Technology terms

- Universal Design for Learning
 - Assistive Technology
 - Accessible Instructional Materials
- UDL, AT and AIM** are complementary supports for student achievement.

UDL and AT and AIM

- **UDL** principles help educators proactively design goals, methods, materials and assessment that address the full range of student variability in today’s learning environments.
- **AT** ensures that individual students have the tools they need for access and participation in whatever environments they find themselves.
- **AIM** ensure access to the content in educational materials used by all students

J. Zabala www.aem.cast.org

Universally Designed Technologies

- Designed and developed to be directly usable (without the need for adaptation or assistive technology)
- Typically include options that can be readily manipulated to meet the needs of a variety of users
- Designed and developed in ways that can be made usable with assistive technologies

J. Zabala www.aem.cast.org⁹

Assistive Technology

- Is an individualized system of no tech, low tech, and high tech tools, strategies, and services that match a student's needs, abilities, environments and tasks
- Is related to function, rather than to a specific disability category
- Provides a means for user to do what he/she otherwise might not be able to do effectively or independently

J. Zabala www.aem.cast.org

Accessible Instructional Materials

- ✓ *"If any student is unable to read traditional grade level print instructional materials at a sufficient rate and with adequate comprehension to complete academic tasks with success, relative to same-age peers, or cannot do this independently, or cannot do this across environments and tasks, then the student may need AIM."*
- ✓ May be digital, audio, braille, enlarged print.

UDL and AT

- Purpose of UDL:
 - ✓ To proactively support access to and progress in the general curriculum for students with and without identified disabilities
- Purpose of AT which includes AIM) :
 - ✓ To increase, improve or maintain the functional capabilities of individual students with disabilities
- Educational outcome for both:
 - ✓ Increased educational participation and achievement

J. Zabala www.aem.cast.org

AT in the IEP

- Starts with Consideration.
- May be reflected in
 - Present Levels
 - Annual Goals
 - Related Services, Supplementary Aids & Services,
 - Program Modifications, and Specially Designed Instruction
 - Postsecondary Goals and Transition Services
 - Statewide Assessment Participation

For every student with an IEP, the team must consider the need for assistive technology.

Do we think we might need to do something – or do something differently...

- To improve access to the general education curriculum?
- To make progress toward IEP goals?

15

Does the student need assistive technology:

- to meaningfully participate in the general curriculum?
- to participate in academic or functional activities?
- to access print materials?
- to access auditory information?
- for written communication and/or computer access?
- for augmentative/alternative communication (AAC)?
- to participate in state and local assessments (address in Section VI of the IEP (SDI))

(from Annotated IEP)

16

AT/UDL Examples

- Text-to-speech
- Word Prediction
- Highlighting
- Speech to Text
- Scan to PDF

(Tools used as examples: Google Docs, Read & Write, Snapverter, First Author)

Resources

PaTTAN Publications

- Teachers' Desk Reference: Assistive Technology
- AT in the IEP
- AT for Students with Disabilities: A Closer Look at Acquisition and Funding

Annotated IEP

- Annotated IEP (see pp 7-12 for guiding questions for consideration)

Resources

- National Center on Accessible Educational Materials <http://aem.cast.org/>
- National Center on UDL <http://www.udlcenter.org/>
- Free Technology Toolkit for UDL in All Classrooms <http://udltechtoolkit.wikispaces.com/>
- Quality Indicators in Assistive Technology (QIAT) <http://qiat.org/>
- Family Center on Technology and Disability <http://www.fctd.info/>

Resources

- Assistive Technology Internet Modules: AT Consideration in the IEP Process. www.atinternetmodules.org/mod_list.php.
- Wisconsin Assistive Technology Initiative: WATI Consideration Guide www.wati.org/?pageLoad=content/supports/free/index.php
- Oregon Technology Access Program, AT Consideration Guide www.otap-oregon.org/Pages/Considerations.aspx

Contact Information

www.pattan.net

Elizabeth Panek Christopher
epanek@pattan.net

Scott A. Dougherty
sdougherty@pattan.net

Susan Gill
sgill@pattan.net



Commonwealth of Pennsylvania

Tom Wolf, Governor