Nationwide Use of Assistive Technology Implementation Plans

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Closing The Gap
Assistive Technology Resources for Children and Adults with Special Needs

Minneapolis, MN
October 21, 2005
NATRI

Introduction

- Overview of the National Assistive Technology Research Institute
- Consideration to Implementation
- Data on AT Implementation Form Use in Nation
- Components of AT Implementation Plan
- Sample form
- Feedback from Participants
Introduction

What is NATRI?

National Assistive Technology Research Institute

The National Assistive Technology Research Institute at the University of Kentucky
NATRI

Background

- Funded by the U.S. Department of Education, Office of Special Education Programs
- Cooperative Agreement
- Funded October 1, 2000
- 4 year project-extended for 18 months
- $2.8 million award
NATRI

Project Goals

- To examine factors related to the planning, development, implementation, and evaluation of AT services in schools

- To disseminate the findings of the research in ways that will assist school personnel to develop or improve AT policies and practices for students with disabilities
NATRI

7 Proposed Research Areas

1- Status of AT use in schools and the role it provides in education

2- Policies & procedures in the development and delivery of AT services

3- AT decision-making by IEP teams

4- Integration of AT use in learning environments (facilitate instruction, access to curriculum)

5- Effects of AT use on academic, social, functional performance of students

6- Training and technical support needed by persons implementing AT

7- Extent to which IHEs are developing AT knowledge and skills

The National Assistive Technology Research Institute at the University of Kentucky
State Case Studies

[Map of the United States with states colored orange or blue]
State Case Studies

Research Questions

- What is the state-of-the-practice of AT service delivery in 10 states in the nation?
  - How do school districts plan and implement AT programs?
  - What policies and practices support the use of AT in the learning environment?
  - What AT training is needed by personnel providing AT services?
  - How are AT decisions made in IEP meetings?
State Case Studies in AT

Participants

States:
CA, FL, KY, OR, TX, VA, WI, KS, MA, MT

Subjects:
State Department of Education Personnel, Local Education Agency Personnel, School Personnel, Classroom Teachers, Parents, and Students
State Case Studies in AT

What is the State-of-the-Practice of AT Service Delivery?

- Participating states (10)
- Multiple districts in each state (43)
- Local data collectors (216)
- Multiple students in each district (323)
State Case Studies in AT

Procedures

- On-Site Data Collection
  - Train team of local AT data collectors
  - Select target students using AT
  - Conduct classroom observations
  - Attend IEP meetings
  - Interview teachers, parents, and students
State Case Studies in AT

Procedures - Interviews

- Participants
  - 268 Teacher interviews
  - 274 Family interviews
  - 153 Student interviews

- Teacher format
  - Audio taped interviews
  - Structured to open-ended
  - Asked questions in 14 categories
State Case Studies in AT

14 Categories of Interview Questions

- Overall Service Delivery Plan
- Policies/Guidelines
- State Initiatives
- Personnel
- Training
- IEP Meeting
- Documentation in IEP

- Consideration of AT
- Assessment of AT Needs
- AT Implementation
- Evaluation of Effectiveness
- Family/Consumer Responsiveness
- Evaluation of AT Services
- Funding
AT Implementation Plans

Consideration to Implementation

- Reauthorization of IDEA 1997, 2004
- Focus on consideration
- Less of Focus on Implementation
  - Field note data
  - Interview data
- Use of Written AT Implementation Plans
- Quality Indicators for Assistive Technology
AT Implementation Plans

Focus on Implementation

QIAT Quality Indicators for Assistive Technology Implementation

Assistive technology implementation proceeds according to a collaboratively developed plan.

Intent: Following IEP development, all those involved in implementation work together to develop a written action plan that provides detailed information about how the AT will be used in specific educational settings, what will be done and who will do it.

http://www.qiat.org
Some schools develop written plans to guide how the AT will be implemented following the IEP meeting for individual students. Does your school do anything similar to this and what is included?

- Who is responsible for implementing the AT plan?
- Is there a required or recommended form used by your state for a written AT plan?
- What is included in the plan?
AT Implementation Plans

Teacher Responses
Percent of Teachers Using AT Implementation Plans

N=138

- No AT Plan: 43
- Use IEP: 22
- Not Asked: 16
- Not Sure: 9
- Yes: 8
- Sometimes: 2
Teacher Responses

School Has Enough Forms

- “No, we have enough forms already, so we don’t need another one.” Montana teacher

People Would Not Use It

- “If there is, I don’t think people would adhere to it. I have never heard of one” California teacher
Teacher Responses

Depend On AT Program

- “[The AT team] is very good about following through. I just take care of the class, thank goodness!” California teacher

IEP is Sufficient

- “Pretty much what we do with assistive tech is written into the IEP and that’s what we follow. If we felt the need to develop something more elaborate then we could do that, but usually it’s pretty specific in the IEP.” Wisconsin teacher
Teacher Responses

More Informal

- “I don’t know of a specific plan that we have or it seems like it’s way more informal than that.” California teacher

- “Usually at the IEP meeting, we just talk about how we’re going to use it and then as soon as the IEP meeting is over, that’s when we start using it however we said we would.” California teacher

- I: “It’s pretty loose here and everyone just kind of does what is needed.”

R: “Yeah and if somebody is not there then everybody is calling that person to see what’s going on.” California teacher
**Teacher Responses**

**Individualize Use Of Plan**

- “I don’t think it’s unrealistic to think that someone who is using something like a DynaVox that’s going to require training by staff, training by parents, expenses- for that staff to have a plan. As far as my students are concerned, I have not needed to develop one. *Virginia teacher*

- “In some specific cases we have written into the IEP some specific implementation as far as some training or making sure that things are specifically in the modifications or in the objectives so that somebody is held accountable to that. “ *Kentucky teacher*
Teacher Responses

Plan Is Beneficial

- “No [we don’t] have a specific form, although that would be a good idea. Without a specific form to define all those questions, it’s nebulous.” Massachusetts teacher

- “Most definitely [need a plan], because our AT specialist can only be available just a few hours each month at my school.” Kentucky teacher
Teacher Responses

Plan Is Beneficial

- I: “I think it needs to be in the implementation plan even as specific as who is going to buy it. Once you have all that stuff in writing it will be easier to manage services, manage how much it is being used, and just makes people more responsible for what their role is in the implementation. Kentucky teacher

- “Probably would be a good idea. Somebody would probably kill me for saying that (laugh). [They will say] then you write it!” Kentucky teacher
AT Implementation Plans

What Is Included In The Plan?

- Type of AT
- Setting
- Timelines
- Responsible parties
- Integration into Curriculum
- Training conducted
- Troubleshooting
- Data Collection
- Evaluation
## AT Implementation Plans

### Sample Plan

<table>
<thead>
<tr>
<th>ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN</th>
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<tbody>
<tr>
<td>National Assistive Technology Research Institute</td>
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<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>DOB</th>
<th>School</th>
<th>Date</th>
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</thead>
</table>

<p>| Implementation Team (Teacher, family, Service Providers): |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Equipment</th>
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</table>

<table>
<thead>
<tr>
<th>List Equipment and Software to be used</th>
<th>Status*</th>
<th>Task</th>
<th>Persons Responsible</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order/procurate equipment</td>
<td></td>
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<tr>
<td>Load Software</td>
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<tr>
<td>Adopt &amp; customize devices/software</td>
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<tr>
<td>Set up at school</td>
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<tr>
<td>Set up at home</td>
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<tr>
<td>Maintain/Repair/Update</td>
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<tr>
<td>Other</td>
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</tbody>
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*Status = Currently Own, Will Purchase, Will Borrow, Will Obtain from District Library, Etc.*
AT Implementation Plans

Participation

- Discussion
- Feedback on Implementation Plan
Websites

http://natri.uky.edu

e-mail

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