Using Assistive Technology Implementation Plans

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ATIA 2006 CONFERENCE
SHOWCASING EXCELLENCE IN ASSISTIVE TECHNOLOGY

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Introduction

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

What is NATRI?

National Assistive Technology Research Institute
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
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
State Case Studies

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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 (322)
State Case Studies in AT

Procedures

- On-Site Data Collection
  - Train team of local AT data collectors (216)
  - Select target students using AT (322)
  - Conduct classroom observations (305)
  - Attend IEP meetings (274)
  - Interview teachers, parents, and students (695)
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
The Law Says...

Recent Legislation

- Individuals with Disabilities Education Act Amendments of 1997 (P.L. 105-17)
  - Includes a statement that ALL students with an IEP must be considered for Assistive Technology

- Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)
  - Maintained the definition of AT as well as the accompanying stipulations that AT be considered when developing IEPs
The education agency has guidelines for documenting AT needs in the IEP and requires their consistent application.

One common error of documenting assistive technology in the IEP is teams do not know how to document AT in the IEP.

www.qiat.org
Documentation of AT

Our Data Say...

- Does the state or district have documents that assist you in writing IEPs or conducting IEP meetings on issues specific to AT?
Documentation of AT
Teacher Responses

Percentage of Teachers with AT-Specific IEP Guidelines

N=81

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<td>Yes</td>
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N=81
“No” Responses

Have IEP Information But Not AT-Specific

- “For the IEP meetings, there is a lot of trainings or manuals or workshops, there is a lot going on, but not specifically for our assistive technology.” *Florida teacher*

- “Our district gives us a lot of information on how to write a good IEP, like they give us sample IEPs, but I don’t honestly remember ever seeing a sample one that you checked AT with, and were shown how to do the documentation.” *Wisconsin teacher*
“No” Responses

Reliance On AT Experts

- “We have documents that we follow to make sure the IEP meeting follows a certain format. And then, specific to AT issues, we would make sure that we covered with the AT coordinator.” Kentucky teacher

- “We would just call an expert in from the district to come in and help us if we were not familiar with what is going on.” Kentucky teacher
“Yes” Responses

Training On AT-Specific IEP Information

- “Yes, new teachers to our district or new special education teachers go through training through the district that goes through every detail of the IEP.” Kentucky teacher

IEP Software with AT-Specific Information

- “We use the … Basic Goals and Objectives Writer and that incorporates a lot of AT usage.” California teacher
“Yes” Responses

**AT-Specific IEP Information Included Within A Larger Manual**

- “We have some guides that there’s usually a section about AT and they’re from the district’s guide.”  *California teacher*

- “Yes, I believe within the ... special education manual there is a section that refers to AT.”  *Kentucky teacher*
“Yes” Responses

AT Information In A Stand-Alone Manual

- “Just the AT tech guide would be available.” *Montana teacher*

- “We have a manual and we have ongoing training.” *Kansas teacher*
Documentation of AT

Teacher Interview

- How and where in the IEP do you document AT and AT consideration?
  - Documentation of AT in the IEP
  - Documentation of the consideration of AT in the IEP
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Documentation of AT

The Law Says...

- IDEA 2004 requires assistive technology be made available to a child with a disability if required as a part of the child’s—
  - Special education
  - Related services
  - Supplementary aids and services (Sec. 300.105)

- The law does not specifically stipulate where AT should be documented in the IEP
Documentation of AT

QIAT Says...

Assistive technology is included in the IEP in a manner that provides a clear and complete description of the devices and services to be provided and used to address student needs and achieve expected results.

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Documentation of AT

Our Data Say...

Percentage of IEP Areas Where AT is Documented

N=126

- Accomodations & Modifications: 34%
- Related Services: 29%
- Special Factors: 21%
- Specially Designed Instruction: 10%
- Goals & Objectives: 10%
- Supplementary Aides & Services: 9%
- Present Level of Performance: 6%
Consideration of AT

The Law Says...

- IDEA 2004 stipulates the IEP team must consider special factors including whether the child needs assistive technology devices and services. (Sec. 300.324)

- Minimal compliance is documenting in the IEP the response to the statement “Does the child need assistive technology devices and services?”
Consideration of AT

QIAT Says...

The assistive technology consideration process and results are documented in the IEP and include a rationale for the decision and supporting evidence.

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Consideration of AT

Our Data Say...

Documentation of Consideration of AT

N=81

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## AT Decision-Making

### AT Recommendations in IEP Meetings

<table>
<thead>
<tr>
<th>AT Recommendations Made in IEP Meetings</th>
<th>% of Meetings</th>
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<tbody>
<tr>
<td>Acquisition of AT assigned</td>
<td>79%</td>
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<tr>
<td>Student training recommended/scheduled</td>
<td>71%</td>
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<tr>
<td>Trial periods before purchase recommended</td>
<td>66%</td>
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<tr>
<td>Teacher training recommended/scheduled</td>
<td>62%</td>
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<tr>
<td>Follow-up evaluation scheduled</td>
<td>43%</td>
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<td>Family training recommended/scheduled</td>
<td>42%</td>
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<td>Funding sources discussed</td>
<td>38%</td>
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AT Implementation Plans

QIAT Says...

QIAT Quality Indicators for Assistive Technology

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.

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AT Implementation Plans

Our Data Say...

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=116

- 52% No AT Plan
- 27% Use IEP
- 10% Not Sure
- 8% Yes
- 3% Sometimes

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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

Teacher Responses to...

“What Is Included In The Plan?”

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

## Student Information

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<tr>
<th>Student Name</th>
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<tr>
<th>School</th>
<th>Date</th>
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## Point of Contact

(Individual assigned to keep the Implementation Plan updated.)

## Implementation Team

**Name** (List all individuals who will implement the AT with the student.)

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<tr>
<th>Name</th>
<th>Role (e.g., administrator, teacher, family member, service provider, student, etc.)</th>
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AT Implementation Plans

Participation

- Discussion
- Feedback on Implementation Plan
Websites
http://natri.uky.edu

e-mail
natri@coe.uky.edu