Assistive Technology Integration Plan for Children with Special Needs

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Topics

- Terms
- Laws
- AT Assessment Considerations
- AT Planning Principles
- Examples of AT Devices
- AT Inclusion Process - Case Study
Definition of Terms

Assistive Technology

- AT describes a whole range of assistive devices and services available to people with various disabilities.
- AT is defined as any piece of educational technology used with learners with special needs.
- AT may even include educational processes and methods that support students with special needs.
Definition of Terms

AT Device
- AT device can include specialised equipment and products that has been specially modified or customized to increase, maintain or improve the functional capabilities of learners with special needs (IDEA).

AT Service
- Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.
Definition of Terms

AAC

- Augmentative and Alternative Communication (AAC) is an area of assistive technology that “attempts to compensate for the disability patterns of individuals with severe expressive communication disorders”.
- It is an inclusive term for any system that facilitates communication that can include strategies, techniques, and/or devices that support an individual’s expressive communication.
- AAC can be described as all forms of communication that are used to express thoughts, needs, wants, and ideas.
Laws

- ADA
- Assistive Tech Act of 2004
- IDEA
- NCLB
Where to get AT Device/Service?

- Classroom & Schools
- Special Education Local Plan Area (SELPA)
- Medi-Cal recipients can now get augmentative and alternative communication (AAC) devices and services.
  - Coverage extends to all three phases of access to AAC – 1) initial assessment, 2) device acquisition, and 3) services such as setup and training after delivery.
AT Assessment

- To find out the child’s abilities, disabilities, and current level of skills. (use WATI Checklist or WATI Assessment Package).
- To find out settings, activities, and tasks.
- To find out which, how AT devices help the child accomplish the tasks.
- To find out priorities and expectations for AT use, as correlated with the child's IEP objectives and curriculum integration issues.
- To find out potential barriers for successful AT use (e.g., portability, cost, age appropriateness, logistical, family, social, transitional issues).
AT Inclusion Planning

- Must based on the assessment info
- Must be included in IEP related to IEP goals
- Identify task, purpose, & settings
- Consider functional use & general curriculum access
<table>
<thead>
<tr>
<th>AAC Planning Principles</th>
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<tbody>
<tr>
<td><strong>Non-Symbolic</strong></td>
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<td>Symbolic communication methods (e.g., self-injurious to photos)</td>
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<td><strong>Private &amp; primitive symbols</strong></td>
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<td>Conventional Symbols (e.g., waving to conventional gestures)</td>
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<td><strong>Aided</strong></td>
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<td>Non Aided communication methods (PECS to signs)</td>
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<td><strong>Non Verbal</strong></td>
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<td>Verbal (young children with VOCA to verbal communication)</td>
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<td><strong>Dedicated Technology</strong></td>
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<td>General technology (VOCA to iPad or iPhone)</td>
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Examples of AT Devices
Examples of AT Devices

Tracker 2000 (Courtesy of Prentke Romich Co.)

The Twitch switch (Courtesy of Enabling Devices Co.)

Sip-and-Puff system (Courtesy of Enabling Devices Co.)

Ultra-sensitive switch (Courtesy of Enabling Devices Co.)
Examples of AT Devices

Trackball (Courtesy of Kensington Technology Group)

Jelly bean Switch
Plate Switch
Mounting Switch
The AT Inclusion Process - Case Study

- The child – Abilities and disabilities
- Team members
- Assessment methods
- Tasks and settings
- Devices and goals
- Instructional events
- Evaluation plan