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Richland Parish School System

Assistive Technology
Policy and Procedures

Purpose

The purpose of this manual is to assist teachers, related service providers, and administrators in providing Assistive technology devices and services to students with disabilities as required by the Individuals with Disabilities Education Act. The manual contains operating guidelines that address all components of the Assistive Technology service delivery process. It also contains procedures that IEP teams will use when providing Assistive technology services. Resources that will be beneficial to IEP teams in developing and implementing Assistive technology intervention programs are also included.

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Definition of Assistive Technology

Part I:

Definition of Assistive Technology Devices and Services

The Individuals with Disabilities Education Act (Public Law 105-17) offers clear definitions of assistive technology devices and services.

Assistive Technology Device:

Assistive technology devices are identified in the IDEA as:

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 the functional capabilities of children with disabilities. (Section 300.5)

The definition of an assistive technology device as provided in the IDEA is very broad and gives IEP teams the flexibility that they need to make decisions about appropriate assistive technology devices for individual students. Although the IDEA uses the term “device”, IEP teams should remember that assistive technology also includes assistive technology hardware and software. Assistive technology may also include technology solutions that are generally considered instructional technology tools, if they have been identified as educationally necessary and documented in the student’s IEP. A classroom computer with a word processing program, for example, can be considered assistive technology for a student who demonstrates difficulty in writing and spelling if the IEP team has determined that it is educationally necessary.

As used in this document, **Assistive technology device** includes devices, hardware, and software that are required by a student with a disability. Assistive technology devices can be purchased from a local store or a vendor that specializes in the production and sale of Assistive technology devices. Assistive technology devices often need to be modified or customized to meet the individual needs of a student with disability. For example, a computer keyboard may need to be adapted through the addition of tactile locator dots for a student with a visual impairment. When determining Assistive technology needs, IEP teams should consider commercially available solutions that may be used “as is” or that can be modified to meet the student’s needs. However, in some situations it may be necessary to construct a device to meet the student’s unique needs.

A range of Assistive technology devices are available. Some are relatively “low technology” and inexpensive. For example, a pencil grip is an Assistive technology device that may be used by a student with a physical disability to improve handwritten communication through increasing their grasp of and control over their pencil. A student who has difficulty holding a standard cup may use an adapted cup with enlarged handles. Other devices are more “high technology” tools and are often more expensive. An example of a “high technology” tool is an augmentative communication device in which students type in messages on a communication display and they are spoken aloud.

Assistive technology devices are available in a variety of categories to address functional capabilities of students with disabilities. These categories include but are not limited to:

Academic and Learning Aids: Electronic and non-electronic aids such as calculators, spell checkers, portable word processors, and computer-based software solutions that are used by a student who has difficulty achieving in his or her educational curriculum.

Aids for Daily Living: Self-help aids for use in activities such as eating, bathing, cooking, dressing, toileting, and home maintenance.

Assistive Listening Devices and Environmental Aids: Electronic and non-electronic aids such as amplification devices, closed captioning systems, and environmental alert systems that assist a student who is hard of hearing or deaf with assessing information that is typically presented through and auditory modality.

Augmentative Communication: Electronic and non-electronic devices and software solutions that provide a means for expressive and receptive communication for students with limited speech.

Computer Access and Instruction: Input and output devices, alternative access aids, modified or alternative keyboards, switches, special software, and other devices and software solutions that enable a student with a disability to use the classroom computer.

Environmental control: Electronic and non-electronic aids such as switches, environmental control units, and adapted appliances that are used by a student with a physical disability to increase his or her independence across all areas of the curriculum.

Mobility Aids: Electronic and non-electronic aids such as wheelchairs (manual and electronic), walkers, scooters that are used to increase personal mobility.

Pre-vocational and Vocational Aids: Electronic and non-electronic aids such as picture based task analysis sheet, adapted knobs, and adapted timers and watches that are use to assist a student in completing pre-vocation and vocational tasks.

Recreation and Leisure Aids: Electronic and non-electronic aids such as adapted books, switch adapted toys, and leisure computer-based software applications that are used by a student with a disability to increase his participation and independence in recreation and leisure activities.

Seating and Positioning: Adaptive seating systems and positioning devices that provide students with optimal positions to enhance participation and access to the curriculum.

Visual Aids: Electronic and non-electronic aids such as magnifiers, talking calculators, Braille writers, adapted tape players, screen reading software applications for the computer, and Braille note-taking devices that assist a student

with a visual impairment or blindness to access and produce information that it typically present in a visual (print) modality.

(Adapted from the Assistive Technology Guidelines for Kentucky Schools, Department of Education)

A particular student with a disability may require Assistive technology solutions from one or more of the above categories. For example, a student with a severe intellectual disability may use an augmentative communication device to supplement his or her communication skills, adaptive switch toy to participate in leisure activities, and an adapted keyboard for accessing the software applications on the classroom computer.

The above listed categories of Assistive technology devices are not disability specific. For example, a student with a learning disability who has difficulty focusing on the teacher's lecture in class due to processing difficulties may require an assistive listening device to amplify the teacher's voice in a classroom. Students with various types of disabilities use adapted recorders originally developed for visually impaired and blind children to access audio-reading materials.

The student's IEP committee determines the need for Assistive technology devices. Typically, Assistive technology solutions are identified through consideration of Assistive technology or through an Assistive technology assessment. Once an Assistive technology device has been determined educationally necessary, the student's IEP team should **describe the required device(s) in the IEP without naming a specific brand name.** Information on considering and assessing the need for Assistive technology devices and documenting Assistive technology devices is included in the subsequent sections of this manual.

Assistive Technology Service:

As defined in IDEA, an Assistive technology service is

Any service that directly assists a child with a disability in the selection, acquisition, and use of an Assistive technology device. The term includes-

- (a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment.
- (b) Purchasing, leasing, or otherwise providing for the acquisition of Assistive technology devices by children with disabilities.
- (c) Selecting designing fitting, customizing, adapting, applying, retaining, repairing, or replacing Assistive technology devices.
- (d) Coordinating and use of other therapies, interventions, or services with assistive technology devices such as those associated with existing education and rehabilitation plans and programs.
- (e) Training or technical assistance for a child with a disability or, if appropriate that child's family, and caregivers.

(f) Training or technical assistance for professionals (including individuals or rehabilitation services), employers, or other individuals who provide services to employ, or are otherwise substantially involved in the major life functions of children with disabilities. (Section 300.6)

As stated in the IDEA, assistive technology services are provided to assist in the selection, acquisition, and use of an assistive technology device. Often IEP teams focus their energies on the device itself and forget that the assistive technology services, as described in this document, are critical to the student's use of the device. For some students, appropriate assistive technology devices are identified through an assessment that the IDEA specifies should be conducted in the student's customary environment. After, a device has been selected to meet the student's needs, the next step or "service" is to actually provide the assistive technology device for the student's use. After the device has been obtained, and if appropriate, modified, all appropriate individuals should be trained in the use of the device and the device should be made available for the student's use across instructional settings as needed.

Required assistive technology services should be addressed in the student's IEP. Information on addressing assistive technology services in the IEP is included in subsequent sections of this manual.

Procedures for Providing and Accessing Assistive Technology

Part II:

Considering Assistive technology Needs

Requirements: Bulletin 1508 requires a screening be conducted at or prior to the SBLC Meeting as part of the Pre-Referral process.

Each IEP team in the school system will consider Assistive technology as a part of the development, review, and revision of the students IEP. Consideration of eligibility must be given for every student with a disability who is eligible for an IEP.

Screening Procedures

It is the primary responsibility of the student's teacher along with the assistance of other service providers to utilize the Assistive Technology Consideration Checklist (Appendix A) included in the pre-referral packet.

When completing the Assistive Technology Checklist, the SBLC and other involved school personnel should:

1. Gather information related to the student, program, and environmental factors. Identify areas that are keeping the student from accessing the general curriculum.
2. Considering the area (s) identified in step one, determine whether or not the student can accomplish the required task with any special strategies, accommodations, or technology already in use within the classroom.
3. Based on the information from step one and step two, determine if the student requires Assistive technology to complete the task identified. (Refer to the checklist of possible AT resources for examples of possible technology solutions.)

The consideration process during screening may include an opportunity for the student to use Assistive technology on a trial basis in order to obtain information on the potential effectiveness of the Assistive Technology device. Assistive technology for trial use may be available within the classroom or school. Contact the Assistive Technology specialist/AT Team to obtain additional technology for trial use if needed.

IEP Team's Consideration of Assistive Technology

The IEP team will complete the Assistive Technology Checklist and attach it to the student's IEP.

Possible conclusions of the screening/consideration process include:

- The student independently accomplishes required tasks within the relevant instructional or access areas using standard classroom tools. **Assistive Technology is not required.**
- The student accomplishes the required tasks within the instructional or access areas using standard classroom modifications and accommodations that are currently in place. **Assistive Technology is not required.**
- The student accomplishes the required tasks within the relevant instructional or access areas with Assistive technology that is currently in place. **Assistive Technology is required.** (Document required AT devices and services in the IEP Monitor the use of AT and make changes as needed.)
- The student cannot accomplish the required tasks within the relevant instructional or access areas with modifications, accommodations, and/or Assistive Technology that are currently in place.
 - If the IEP Team knows potential Assistive Technology solutions, trial use of the identified Assistive technology solution may be documented in the IEP and implemented. Following the trial use period, the results of the trial with a description of the appropriate Assistive technology device should be documented in the student's IEP if the team determines that it is required.
 - If the IEP team does not know potential solutions, a referral should be made to the school system's Assistive Technology specialist/Team for a student observation/consultation.

The outcomes of the consideration process will be documented in the Consideration of Special Factors component of the IEP. Minimal compliance with effective consideration of Assistive technology will include this statement-**The student does/does not require Assistive technology devices and services at this time.** If the IEP team determines that the student does require Assistive technology devices and /or services, they will include a description of the required Assistive technology in this section as well.

Requesting Assistance

The IEP team will request assistance in completing the consideration process when they are unable to determine whether or not the student requires Assistive technology or when they are unable to identify Assistive technology solutions that would be appropriate to meet the student's needs.

The following procedure will be used for requesting additional assistance:

- Refer the student for an assistive technology consultation to the school system assistive technology specialist/assistive technology team using the referral form found in (Appendix C).
- Submit a copy of the General Student information from the current IEP
- Submit a copy of the Assistive Technology Consideration Checklist with all possible sections completed.
- Send the completed referral packet to the PA contact person or IEP Facilitator.

If the IEP team, in consultation with the school system assistive technology specialist/assistive technology team cannot identify appropriate assistive technology solutions through assistive technology consideration, the student will be referred for an assistive technology evaluation.

Part III:

Evaluating Assistive Technology Needs

Requirement:

An assistive technology evaluation will be completed when the IEP team in consultation with the school system assistive technology specialist/assistive technology team, determines that the student's assistive technology needs cannot be effectively addressed through assistive technology consideration or if the initial AT screening indicates a need for an evaluation. Students may also be referred for an evaluation upon parent request.

Requesting an AT Evaluation:

The following procedures will be followed when requesting assistance from the school system assistive technology team/assistive technology specialist:

- A referral for an Assistive technology evaluation must be completed on the approved form. (Appendix C) and submitted to the AT Coordinator. This activity should be conducted immediately following the initial screening. If an evaluation is indicated for a child referred for an initial evaluation, the AT referral should be submitted by the Pupil Appraisal Evaluation Coordinator.
- If the determination comes after consideration during the IEP meeting, the Teacher with IEP Authority shall submit the referral.

The AT Referral packet should include:

- Parent Permission to conduct further screening and observation by the AT team.
 - Assistive Technology consideration checklist with all possible sections completed.
 - General Student Information Section of the IEP
- Once this referral is received, the AT coordinator will review the referral information and will make arrangements for the AT team to conduct further screening and observation to determine if further evaluation is warranted.
- The referral source will be notified concerning the AT team's decision whether or not further evaluation is indicated.

The evaluation team in collaboration with the student's IEP team may determine that an extended trial use period of a particular assistive technology device (or devices) is required prior to finalization of the evaluation process.

When the assistive technology evaluation has been completed, the results of the evaluation, including recommendations for assistive technology devices, will be recorded in a written report. The written report may be in the form of a narrative or the completed Assistive Technology Evaluation Protocols may serve as documentation of the evaluation.

The assistive technology evaluation report will be made available to the student's IEP team for their review.

Assistive technology devices and services determined to be educationally necessary based on the assistive technology evaluation will be documented in the student's IEP.

Part IV

Documenting Assistive Technology in the IEP

Requirement:

Assistive technology devices and services that have been determined educationally necessary by the IEP team will be described/documented in the student's IEP.

Procedures:

The IEP team will describe required Assistive technology devices and services in the component or components of the IEP that are most relevant to the student.

Assistive technology devices and services may be documented in one or more of the following components of the IEP:

1. Transition Services: This component of the IEP is the place to address Assistive technology that may be required by the student in post-secondary environments. When addressing Assistive technology for students transitioning out of the school system, it is important to address required Assistive technology devices and funding for Assistive technology devices. It is also important to address training and technical support for the student and family, if appropriate.

Example:

[The Student's] school staff, vocational rehabilitation counselor, and family will contact public and private agencies to assist him in obtaining funding for an augmentative device that can be used after he graduates from school. They will begin contacting agencies at the beginning of his senior year. The vocational rehabilitation counselor will identify potential sources for technical support that will be available to the student after he graduates.

2. General Student Information:

Example:

Evaluation Results: The 10/19/05 Assistive Technology evaluation revealed that [The Student] demonstrated difficulty completing all writing assignments using standard classroom tools such as pencil and paper.

Academic, Developmental and Functional Needs: [The Student] demonstrates deficits in spelling grammar, and punctuation errors.

Assistive Technology Devices/Services: [The Student] should have access, within the classroom setting, to a hand-held spellchecker to aid him in editing his hand written communications and computer-based word processing program with built-in spell check, grammar, and punctuation check.

Accommodations: Due to her severe visual impairment, [The Student] requires that all testing materials including directions and, if appropriate, answer sheets should be provided for her use in Braille. Her answers will be transferred onto a scorable answer document as written by [The Student].

3. Instructional Plan:

Present Levels of Academic Achievement and Functional Performance:

This component of the IEP includes statements regarding the student's current level of functioning across curricular areas. This is an appropriate place to discuss how Assistive technology will be used to remediate deficits and to provide compensatory technology for enhancing access to the classroom curriculum.

Example:

[The Student] demonstrates difficulty completing all writing assignments, using standard classroom tools such as pencil and paper. His writing samples are characterized by spelling, grammar, and punctuation errors. [The Student] demonstrates proficiency in manipulative devices, such as a keyboard/calculator. [The student] has access to a hand-held spell checker and a computer-based word processing program to aid him in editing his hand written communication.

Annual Goals (and Objectives for Students Participating in Alternate

Assessment): Typically, if a student is using Assistive technology, it is addressed in the goals and objectives. The Assistive technology is simply a tool that assists the student in accomplishing the objective. **The IEP team should determine the goals and objectives first and then decide how technology will be used to accomplish them.**

Example:

[The Student] will write a three to five sentence paragraph with less than two misspelled words when using a hand-held spell checker to correct misspelled words.

4. Program/Services Page:

Supports needed for School Personnel: This section provides the place to document consultation and training needed in Assistive technology and identify the discipline responsible for the training (OT, SLP, PT, Regional center for Assistive Technology, etc).

Example:

The Speech Language Pathologist will consult with instructional personnel and provide training, if needed, in the use and programming of [The Student's] voice output device.

Accommodations for LEAP: Assistive technology that the student requires to participate in statewide and district-wide assessments should be documented in this component of the IEP. The type of technology that is used by the student may determine that additional LEAP accommodations are needed.

Example for the student who uses Braille:

Braille and Transferred Answers would both be indicated in addition to any other accommodations needed.

5. Accommodations Needed Page: Assistive Technology must be documented in this section of the IEP if the student is using the technology in the school setting. This technology must agree with that justified in General Student Information and that determined necessary for LEAP accommodations on the Program/Service page.

The documentation of Assistive technology devices and services will be clearly written so that all IEP team members, including parents, have a full understanding of how the assistive devices and services will be provided. Unless the IEP team has determined that a particular make and model of a device is required, it is best to describe features of the required technology; for example, the IEP team may use the description of a talking word processing application with a built-in spell check: rather than the name of a particular program. If the IEP team determines that only one particular model will meet the student's need, then the specific model should be listed by name.

The IEP team must reconvene when Assistive Technology devices are needed to address areas other than those identified in the most recent evaluation. It is not necessary to reconvene the IEP for upgrades for existing technology identified in the most recent evaluation.

Requesting Assistance:

If the IEP team has difficulty determining the most appropriate means of addressing Assistive technology in the IEP, they should seek consultation from the school system Assistive technology specialist/Assistive technology team.

Part V:

Assistive Technology Implementation and Integration

Requirement:

The student's IEP team will implement the student's assistive technology intervention program as outlined in the student's IEP. In certain situations, it may be beneficial to develop an assistive technology intervention plan. (Appendix B)

Procedures:

When appropriate, the IEP team will develop an assistive technology intervention plan (Appendix B) to ensure that the assistive technology is implemented as documented in the student's IEP. This plan outlines the projected outcomes of the intervention, the action steps required to achieve the outcomes, the staff responsible to implementing the action steps, and a plan for evaluating the effectiveness of the intervention. A sample assistive technology intervention plan is available in this manual.

The IEP team will follow school system procedures to ensure that the recommended assistive technology is made available to the student as required in the IEP.

Requesting Assistance

The student's IEP team may request assistance from the school system's Assistive Technology specialist when needed. The following types of Assistive technology are available. The appropriate form to request assistance is found in (Appendix C).

- **Device Loan Program**

The IEP team will contact the school system assistive technology specialist/assistive technology team to obtain the required assistive technology if it is not readily available in the school setting. The required assistive technology may be available in another school, in the school system's loan program, or through the loan program for Region 8's Center for Assistive Technology. If the device is available in the school system's loan program, the school staff will submit a request for loan form that is available in this manual.

- **Device Customization**

The IEP team will install, modify, customize, and program the obtained assistive technology to meet the student's individual needs. If the school staff requires assistance with these tasks, they should complete a referral for on-site assistance using the forms provided in this manual.

- **Device Maintenance and Repair**

When equipment is not in working order, the school staff will contact the school system assistive technology specialist to obtain directions as to how they should proceed in getting the device repaired.

- **Device Training and Support**

The school staff will participate in professional learning courses as needed to obtain the skills and expertise necessary to implement the assistive technology intervention program. Professional learning training may be requested from the school system assistive technology specialist using the forms available in this manual.

The IEP team will ensure that the assistive technology is made available in all relevant environments. If the student requires the assistive technology in the home setting, the school staff will complete the agreement for home use of assistive technology form found in this manual.

The school staff will ensure that the available assistive technology is integrated into all appropriate curricular activities.

The Assistive technology intervention program will be modified as needed based on student needs and curriculum.

Part VI:

Monitoring the Use and Effectiveness of Assistive Technology

Requirement:

The student's IEP team will monitor the student's use of the recommended assistive technology and make changes in programming as needed.

Procedures:

The student's IEP team will collect data on the student's use of assistive technology as outlined in the IEP or assistive technology intervention plan.

The IEP team will analyze the data to determine the continued appropriateness of the assistive technology intervention and to make changes in programming as needed.

The school staff will make changes in the student's assistive technology intervention plan as needed based on data collected by the team.

Tracking:

To insure Richland Parish's compliance with state guidelines and procedures, the Supervisor of Special Education Services will designate personnel to maintain data on students in the parish regarding technology usage. This will include:

1. Assist with maintaining accurate and detailed inventory of parish's Assistive technology equipment and location of equipment within the parish.
2. Maintain and report all screening, evaluations, consultations, in-services and tech support.
3. To maintain up to date records on all equipment loans.

Appendix A

Assistive Technology Consideration Checklist and Resource Guide

- ☐ Initial Screening/Pre-referral activity
☐ Documentation of Consideration
☐ Additional Service Request

Richland Parish Schools' Assistive Technology Screening Checklist for Use in Educational Programming

The Assistive Technology Screening Checklist documents physical, fine/gross motor, communication, sensory, academic, recreation and leisure, vocational, and self-help areas in which assistive technology may be considered to enable a student with a disability to access the general education curriculum. It serves as an organizer for considering those skills and activities in which assistive technology would benefit a student's functioning in an academic setting. Please answer the following questions. Be sure to list any accommodation or assistive technology attempted and the results. If the answer is "no", please provide a brief statement describing the problem. This form must be completed for all initial evaluations as part of pre-referral activities.

Student: _____ DOB _____ Screening
 Date: _____
 School: _____ Grade _____ Person Completing
 Form: _____

Physical Functioning/Gross Motor Abilities:

Can the student independently sit upright, maintain posture, sit on the floor, participate in playing/running, and navigate within his educational setting? ☐ Yes ☐ No

Fine Motor:

Can the student cut with scissors, use writing utensils, copy from a book, turn pages in a book, draw, form letters, stay on the line, and trace independently? ☐ Yes ☐ No

Can this student use a standard keyboard and mouse to access a computer? ☐ Yes ☐ No

Communication Functioning:

Does this student speak to communicate? ☐ Yes ☐ No

Does this student use a mode other than speech? ☐ Yes ☐ No If yes, list _____

Is the student's mode of communication understood by others: ☐ Yes ☐ No

Vision/Hearing:

Is the student able to see printed materials, track/follow visual stimulation and transfer information from a book, chart, or chalkboard to paper without the use of visual aids other than those generally available to all students in the setting? ☐ Yes ☐ No

Is the student able to adequately hear and respond to instruction within the educational environment? ☐ Yes ☐ No

Academic Functioning:

Does the student write legibly and at a reasonable rate? ☐Yes ☐No

Does the student accomplish written tasks (paragraphs, essays, short answers)? ☐Yes ☐No

Does the student perform mathematical tasks needed for school and daily living using aids/accommodations generally available to all students within the setting? ☐Yes ☐No

Does the student take notes at the level needed in school and/or in daily living? ☐Yes ☐No

Does the student visually track along a line of print? ☐Yes ☐No

Does the student correctly spell words needed to communicate in written print? ☐Yes ☐No

Does the student read text independently? ☐Yes ☐No

Does this student attend to instruction? ☐Yes ☐No

Does this student demonstrate adequate memory in order to complete tasks assigned: ☐Yes ☐No

Recreation/Leisure:

Is the student able to use the playground equipment, participate in group recreational activities, and other extra-curricular activities independently? ☐yes ☐No

Vocational Functioning (If applicable)

Does the student demonstrate sufficient positioning and stamina to work in a job? ☐Yes ☐No

Is the student able to use vocational equipment, telephones, and computer without modifications generally provided to all students in the setting? ☐Yes ☐No

General Health:

Is the student's health condition adequate for satisfactory school performance? ☐Yes ☐No

Self-Help:

Is the student able to manage daily self-care and daily living activities as well as other students I the educational setting? ☐Yes ☐No

Environmental Control/Sensory:

Is this student able to sit and attend to instruction in a reasonable fashion compared to his peers? ☐Yes ☐No

Does this student demonstrate oversensitivity to sounds, lights, smells, temperature, or touch? ☐Yes ☐No

To be completed by IEP Team and/or Evaluation Team:

Recommendations:

The student has been screened/considered for assistive technology and :

- ☐ No further action is required at this time.
- ☐ Additional screening and/or possible evaluation by the AT Team is needed.
- ☐ The following accommodations and/or classroom strategies are recommended to address the concern:

Actions Taken:

- ☐ Provided a list of recommendations for the IEP Team to consider
- ☐ Completed the referral forms required and sent to the AT Team on _____.

List of Possible Assistive Technology

A. Motor Aspects of Writing

- ☐ Pencil or pen with adaptive grip
- ☐ Adapted paper (e.g. raised lines, highlighted lines, and so on)
- ☐ Slantboard
- ☐ Typewriter
- ☐ Portable word processor
- ☐ Computer
- ☐ Other:

B. Computer Access

- ☐ Keyboard using accessibility options
- ☐ Keyguard
- ☐ Arm support (e.g. ergonomic support)
- ☐ Track ball, track pad, joystick with onscreen keyboard
- ☐ Alternate keyboard
- ☐ Mouth stick or head pointer with standard or alternate keyboard
- ☐ Switch with Morse code
- ☐ Switch with scanning
- ☐ Voice recognition software
- ☐ Word prediction software to reduce keystrokes
- ☐ Head mouse or head master/tracer with onscreen keyboard
- ☐ Other:

C. Composing Written Material

- ☐ Word cards, word book, or word wall
- ☐ Pocket dictionary or thesaurus
- ☐ Electronic or talking electronic dictionary, thesaurus, or spell checker
- ☐ Word processor with spelling and grammar checker
- ☐ Talking word processor for multi-sensory typing
- ☐ Multimedia software for expression of ideas (assignments)
- ☐ Concept mapping and outlining software
- ☐ Word processor with word prediction to facilitate spelling and sentence construction
- ☐ Voice recognition software
- ☐ Other:

D. Communication

- ☐ Communication board or book with pictures, objects, letters, or words.
- ☐ Eye gaze board (Eye gaze communication)
- ☐ Simple voice output device
- ☐ Voice output device with levels
- ☐ Voice output device with dynamic display
- ☐ Voice output device with icon sequencing
- ☐ Device with speech synthesis for typing

E. Reading

- ☐ Changes in text size, spacing, color, or background color
- ☐ Use of pictures with text
- ☐ Book adapted for page turning (e.g. page fluffers, 3-ring binder, cardboard in page protector)
- ☐ Talking electronic dictionary to pronounce challenging words
- ☐ Flatbed scanner with talking word processor
- ☐ Electronic books
- ☐ Text to speech software for Web and electronic text
- ☐ Concept mapping and outlining software
- ☐ Other:

F. Learning and Studying

- ☐ Print or picture schedule
- ☐ Low-tech aids to find and organize materials (i.e., index tabs, color coded folders, pocket notebooks/binders)
- ☐ Highlight text (e.g. markers, highlight tape, ruler)
- ☐ Software for manipulation of objects or concept development.
- ☐ Software for organization of ideas and studying
- ☐ Recorded material (books on tape, taped lectures with number coded index)
- ☐ Other:

G. Math

- ☐ Abacus or math line
- ☐ Calculator, with or without print out
- ☐ Talking calculator
- ☐ Calculator with large keys or large LCD print out
- ☐ On-screen calculator
- ☐ Software with templates for math computation (consider adapted input methods)
- ☐ Tactile or voice output measuring devices (e.g. clock, ruler)
- ☐ Electronic math/concept manipulatives
- ☐ Other:

H. Recreation

- ☐ Adapted toys and games (e.g. toy with adaptive handle)
- ☐ Use of battery interrupter and switch to operate a toy
- ☐ Adaptive sporting equipment (e.g. lighted or bell ball, Velcro mitt)
- ☐ Universal cuff to hold crayons, markers, or paint brush
- ☐ Modified utensils (e.g. rollers, stampers, scissors)
- ☐ Ergonomic arm support arm for drawing or painting
- ☐ Drawing or graphic program on computer
- ☐ Recreational computer games/electronic games
- ☐ Music software on computer/adapted tape recorder, etc.
- ☐ Other:

I. Activities of Daily Living

- ☐ Adaptive eating devices (e.g. foam handle on utensil)
- ☐ Adaptive drinking devices (e.g. cup with cut out rim)
- ☐ Adaptive dressing equipment (e.g. button hook, reader)
- ☐ Other:

J. Mobility

- ☐ Walker
- ☐ Grab rails
- ☐ Manual wheelchair
- ☐ Powered mobility toy
- ☐ Powered wheelchair with joystick, head switch, or sip/puff controls

K. Environmental Control

- ☐ Light switch extension
- ☐ Use of electronic control unit and switch to turn on electrical appliances (e.g. radio, fan, blender, and so on)
- ☐ Radio or ultrasound remote controlled appliances
- ☐ Other:

L. Positioning and Seating

- ☐ Nonslip surface on chair to prevent slipping
- ☐ Bolster, rolled towel, or blocks for feet
- ☐ Adapted or alternate chair, side lyer, stander
- ☐ Custom fitted wheel chair or insert
- ☐ Other

M. Vision

- ☐ Eye glasses
- ☐ Magnifier
- ☐ Large print books
- ☐ Screen magnifier (mounted over screen)
- ☐ Screen color contrast
- ☐ Screen magnification software
- ☐ CCTV (closed circuit television)
- ☐ Screen reader
- ☐ Braille keyboard and note taker
- ☐ Braille translation software
- ☐ Other:

N. Hearing

- ☐ Hearing aid
- ☐ FM System
- ☐ Classroom amplification
- ☐ Captioning
- ☐ Signaling device (e.g. vibrating pager)
- ☐ TDD/TTY for phone access
- ☐ Screen flash for alert signals on computer
- ☐ Other:

Appendix B

Assistive Technology Intervention/Action Plan

Richland Parish Schools

Assistive Technology Intervention/Action Plan

Student's Name: _____ Date Plan
Written: _____

School: _____ Grade: _____
Exceptionality: _____

Related Services/Primary Services: SLP, OT, PT, APE,
Other: _____

Teacher's Name: _____ E-Mail Address:

ACTION	RESPONSIBLE PARTY	COMPLETION DATE

Richland Parish Schools

Assistive Technology Intervention/Action Plan

Student's Name: _____ Date Plan
Written: _____

School: _____ Grade: _____
Exceptionality: _____

Related Services/Primary Services: SLP, OT, PT, APE,
Other: _____

Teacher's Name: _____ E-Mail Address:

ACTION	RESPONSIBLE PARTY	COMPLETION DATE
Receive augmentative device	Assistive technology team	When approved
Examine device to ensure all needed parts are present	Assistive technology team	Within 2 days of receipt of device
Reinstate or build the vocabulary currently in her old device to her new device	Assistive Technology team/SLP	Within 10 days of receipt of device
Attend training on care of device	Assistive Technology Team	Within 3 weeks of receipt of device
Implement the device in the classroom	Teachers/support staff	Beginning after training on care and use----ongoing
Ongoing support for staff in use, care, maintenance, troubleshooting, and implementation	Assistive Technology Team	Until age 21

Sample

Appendix C

Request for Services and Required Forms

REQUEST FOR ASSISTIVE TECHNOLOGY SERVICES

Date: _____

Teacher's Name: _____ School: _____

Student(s) _____

Phone Number: _____ FAX Number: _____

E-Mail: _____

TYPE OF SERVICE REQUESTED

Please indicate the type of service that you are requesting by placing a ✓ in the left column.

	Type of Service	Required Forms to be Submitted with this Form
	Student Consultation	<ul style="list-style-type: none">• Student Request Form• Consultation Parent Permission Form• Copy of General Student Information from IEP
	Student evaluation (Will only be done subsequent to a student consultation.	<ul style="list-style-type: none">• Student Request Form• School system Permission to Evaluate form with assistive technology listed on the form• Copy of General Student Information from IEP• Consideration Checklist
	Classroom consultation	<ul style="list-style-type: none">• Classroom Consultation Information Form
	Device technical support	<ul style="list-style-type: none">• Technical Support Request Form
	Inservice Request	<ul style="list-style-type: none">• Inservice Request Form

If you would like for us to work with someone else to schedule this service, please provide their contact information:

Name: _____ Position: _____

Address: _____

Phone Number: _____ FAX Number: _____

E-Mail: _____

Teacher _____ Date _____

**PLEASE RETURN ALL REQUIRED FORMS TO: ASSISTIVE TECHNOLOGY TEAM
PUPIL APPRAISAL OFFICE
CENTRAL OFFICE**

STUDENT REQUEST FORM CONSULTATION OR EVALUATION

Date: _____

Student(s) _____ Grade Level: _____

Teacher's Name: _____ School: _____

Phone Number: _____

Parents: _____ Phone Number _____

Please note that the student's teacher and all related service providers are expected to be present during this consultation or evaluation.

What specific instructional or educationally relevant areas would you like to see addressed during this consultation or evaluation? What do you want the student to be able to do that he or she is not able to do at this time?

What information (results) do you hope to gain as a result of this consultation or evaluation?

Teacher

Date

**PLEASE RETURN FORM TO: ASSISTIVE TECHNOLOGY TEAM
PUPIL APPRAISAL OFFICE
CENTRAL OFFICE**

**PARENT PERMISSION FORM
ASSISTIVE TECHNOLOGY
CONSULTATION**

Dear Parent:

Your child's school has requested assistance from the school assistive technology team/specialist to aid the school staff in developing and/or implementing an assistive technology intervention program for your child. The assistive technology specialist/team will work with your child's teachers and related service providers (e.g. speech-language pathologist, occupational therapist, and physical therapist) to determine your child's assistive technology needs and to make recommendations for assistive technology devices and services.

Upon receipt of the request packet completed by the school staff and your permission to work with your child, a visit will be scheduled to your child's classroom. Following the visit, the school will be provided with a written report that will include recommendations to your child's IEP team regarding assistive technology devices and services. You may request a copy of this document from the school.

Please indicate below your agreement for this request for the assistive technology specialist/team to work with your child during the on-site technical assistance visit. Please note that you are also giving the assistive technology specialist/team permission to review your child's educational records. If you have any questions about this request for permission or would like additional information about the nature and purpose of this visit, please contact your child's teacher.

Sincerely,

Assistive Technology Specialist

Please complete below and return to your child's teacher as soon as possible.

Student's Name: _____

Parent's Name: _____

_____ **Yes**, I do give my permission for the school system assistive technology team/specialists to work with my child during this on-site technical assistance visit. I understand that the purpose of this visit is to assist the school staff in developing an assistive technology intervention program for my child. I also give my permission for the assistive technology team/specialists to review my child's educational records.

_____ **No**, I do not give my permission for the school system assistive technology team/specialists to work with my child during this on-site technical assistance visit. It is my understanding that a visit cannot be scheduled without my permission.

Parent's Signature

Date

PARENT PERMISSION FORM ASSISTIVE TECHNOLOGY EVALUATION

Dear Parent:

Your child's school has referred you child for an assistive technology evaluation to aid them in developing and/or implementing an assistive technology intervention program for your child. The assistive technology specialist/team will work with your child's teachers and related service providers (e.g. speech-language pathologist, occupational therapist, and physical therapist) to determine your child's assistive technology needs and to make recommendations for assistive technology devices and services.

Upon the receipt of the request packet completed by the school staff and your permission to work with your child, a visit will be scheduled to your child's classroom. Following the visit, the school will be provided with a written report that will include recommendations to your child's IEP team regarding assistive technology devices and services. You may request a copy of this document from the school.

Please indicate below your agreement for his request for the assistive technology specialist/team to conduct an assistive technology evaluation. Please note that you are also giving the assistive technology specialist/team permission to review your child's educational records. If you have any questions about this request for permission or would like additional information about the nature and purpose of this evaluation, please contact your child's teacher.

Sincerely,

Assistive Technology Specialist

Please complete below and return to your child's teacher as soon as possible.

_____ Yes, I do give my permission for the school system assistive technology team/specialists to conduct an assistive technology evaluation of my child to assist them in developing an assistive technology intervention program for him/her. I also give my permission for the assistive team/specialists to review my child's education al records.

_____ No, I do not give my permission for the school system assistive technology team/specialists to conduct an assistive technology evaluation of my child to assist them in developing an assistive technology intervention program for him/her. It is my understanding that a visit cannot be scheduled without my permission.

Parent's Signature

Date

Classroom Consultation Information Form

Date: _____

Grade Level: _____ Teacher's Name: _____

School: _____ Telephone _____

Student Information:

Please provide the following information on the students in the class.

Number of Student	
Age Range of Students	
Types of Disabilities	

Describe difficulties that the students are experiencing across instructional areas (academics, communication, mobility, aids to daily living, play/leisure, listening/hearing, etc.) What do you want the students to do that they are unable to do?

Intervention and Technology Solutions Implemented:

What types of modifications, accommodations, and instructional strategies have been implemented to address these concerns?

What difficulty are you experiencing with any of the technology solutions listed above?

What have you or other school staff done to address these difficulties?

What types of assistive technology solutions are currently available in the classroom? Have they been successful?

Signature

Date

PLEASE RETURN REQUEST TO: ASSISTIVE TECHNOLOGY TEAM % PUPIL APPRAISAL
OFFICE/CENTRAL OFFICE

TECHNICAL SUPPORT REQUEST

Date: _____ Student: _____

Contact Person: _____ School: _____

Telephone: _____ FAX: _____

Device Information:

Name of Device-Hardware-Software: _____

Manufacturer: _____

Version-Model: _____

If computer based, type of computer: _____

Where is the equipment located: _____

Problem:

What do you think that the problem is with the device, software, or hardware?

Signature-Contact Person

Date

Principal

Date

PLEASE RETURN REQUEST TO : ASSISTIVE TECHNOLOGY TEAM
PUPIL APPRAISAL OFFICE
CENTRAL OFFICE

INSERVICE REQUEST FORM

Name of person Requesting In-service: _____

School: _____

Address: _____

Telephone: _____ FAX: _____

In-Service Information:

Name of Device/software, etc. to be Addressed: _____

Knowledge Level of Participants: ____ Introductory ____ Intermediate ____ Advanced

Location of Inservice: _____

Desired Date or Dates for In-service: _____

Projected Number of Participants: _____

Age Levels Taught: _____

Program Areas Represented: _____

Additional Information:

Please include any additional information that will be beneficial to us in planning for this in-service.

Signature-Person Requesting In-Service

Date

Principal

Date

PLEASE RETURN REQUEST TO: **ASSISTIVE TECHNOLOGY TEAM**
PUPIL APPRAISAL
CENTRAL OFFICE

SHORT-TERM EQUIPMENT LOAN REQUEST

Date: _____ School: _____

Date Equipment is Needed: _____

School Contact Person (responsible for loan and equipment return): _____ve

Phone: _____

Principal: _____

Please list the equipment you wish to borrow. Be as specific as possible. Equipment that is to be used together should be placed on one form. When several different pieces are desired, separate forms are needed. (ex .you need an AlphaSmart, mounting system and switch- would go on one form-AlphaSmart would go on separate form).

Your signature on this Short-term Agreement Request Form indicates your agreement to the following:

The school agrees to return the equipment at the end of the loan period.

The school agrees to reimburse the special education department for the cost of the equipment listed above should it be lost, stolen, or damaged during the time that the equipment is in the school.

Signature of Principal

Date

**PLEASE RETURN THIS REQUEST TO: ASSISTIVE TECHNOLOGY TEAM
PUPIL APPRAISAL
CENTRAL OFFICE**