

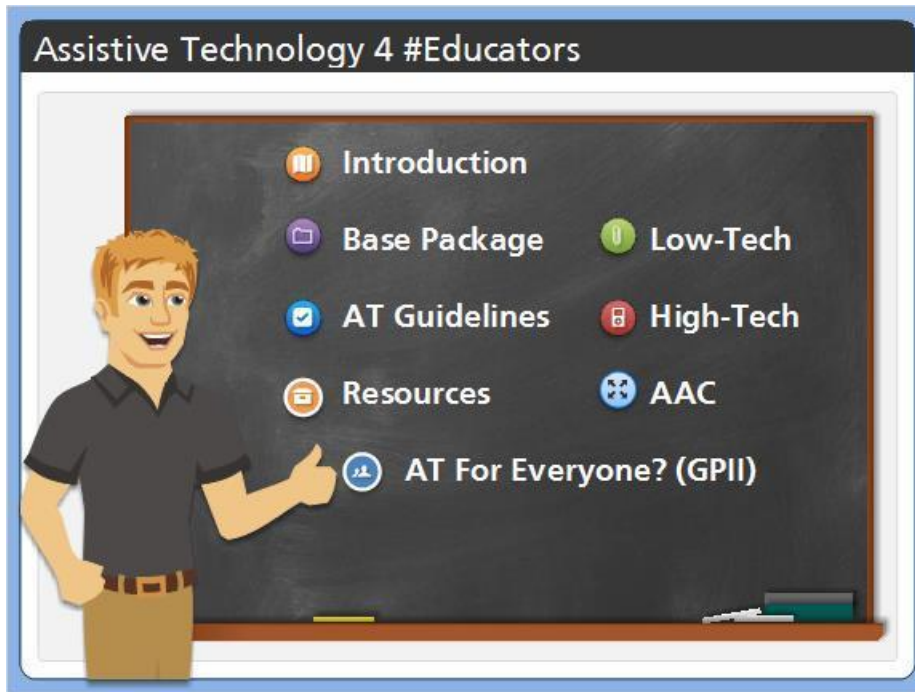
AT4EDU

7. START / HOME

7.1 Home



7.4 Chalkboard



Notes:

Classroom-themed layout features a retro blackboard placeholder.

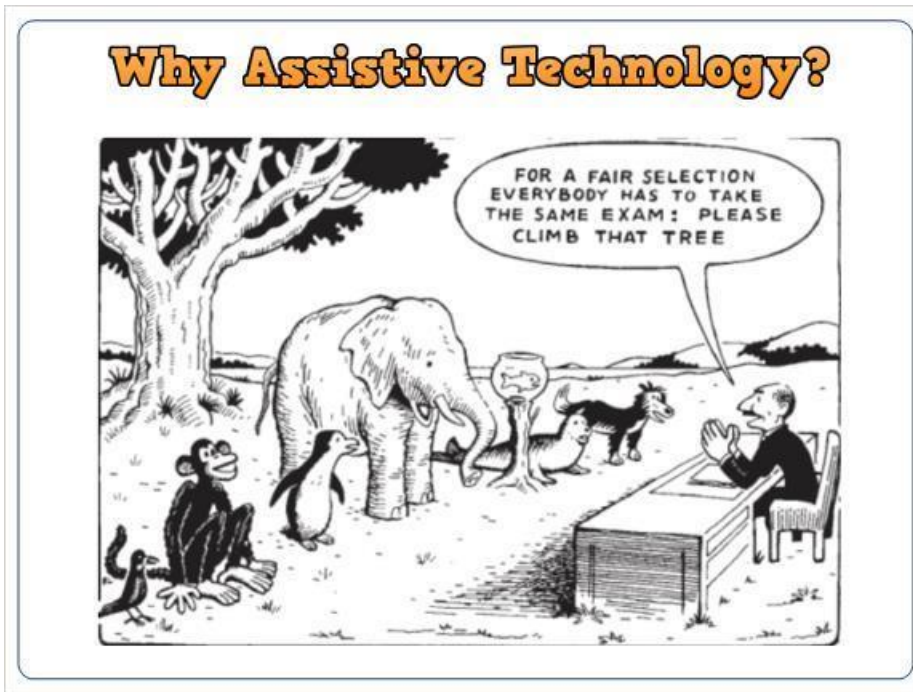
Use this fun and informal layout with your favorite handwriting fonts to complete the schoolhouse-inspired design.

1. Introduction

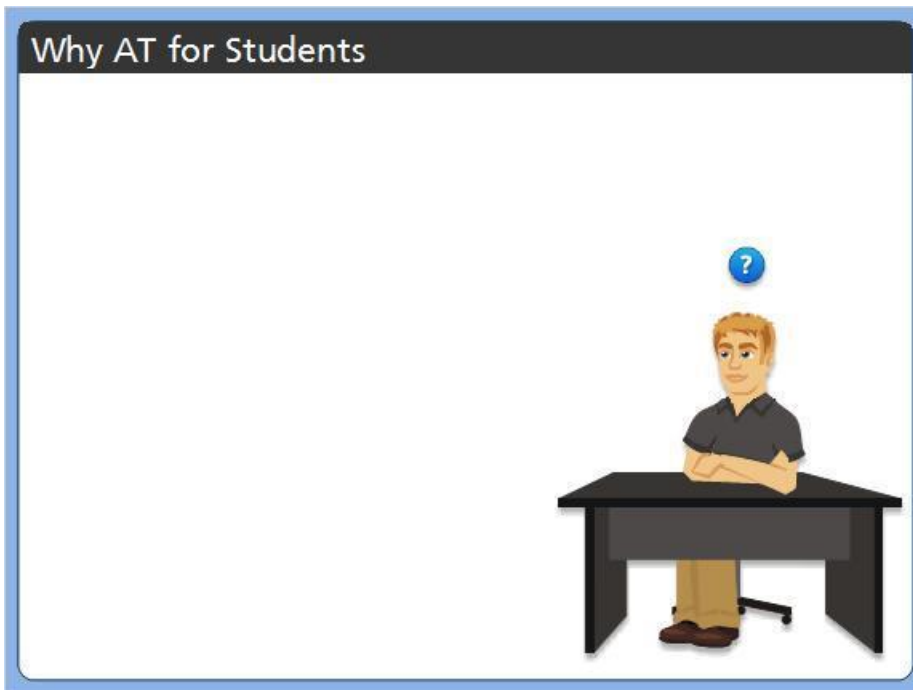
1.1 Start AT Video



1.2 Untitled Slide





1.3 Why AT for Students



Untitled Layer 1 (Slide Layer)

Why AT for Students

During the development of an IEP for a student with a disability, the Admissions and Release Committee must consider if assistive technology devices or services are necessary in order to implement the child's IEP. 



An illustration of a man with short brown hair, wearing a dark blue polo shirt and tan pants, sitting at a black desk with his arms crossed. A blue circle with a white question mark is positioned above his head.


Untitled Layer 2 (Slide Layer)

Why AT for Students

Definition of Assistive Technology Device

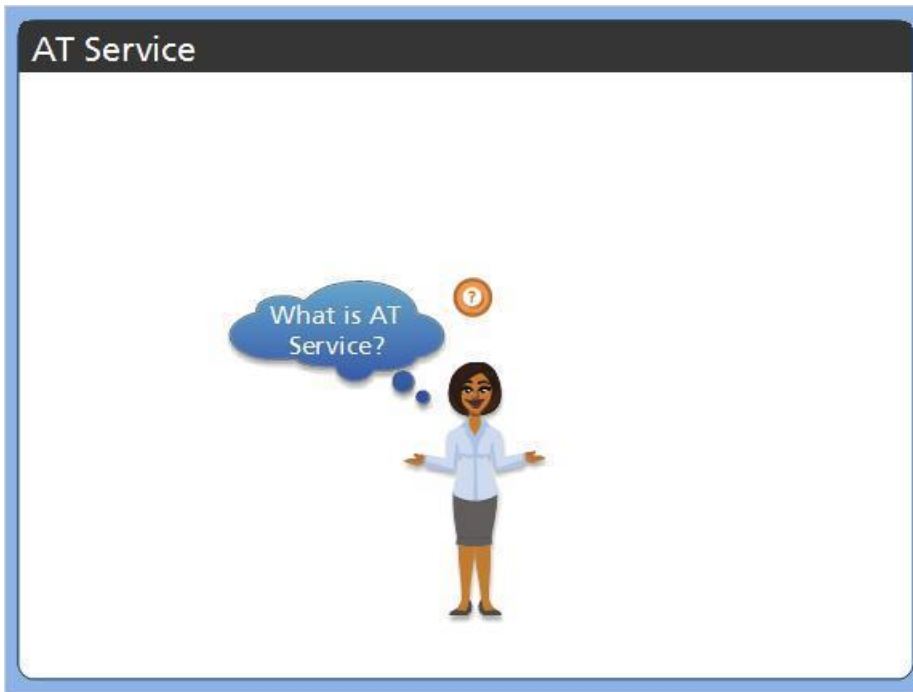
"any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities."

P.L. 101-476, IDEA:
For full text, etc., see www.nls.org

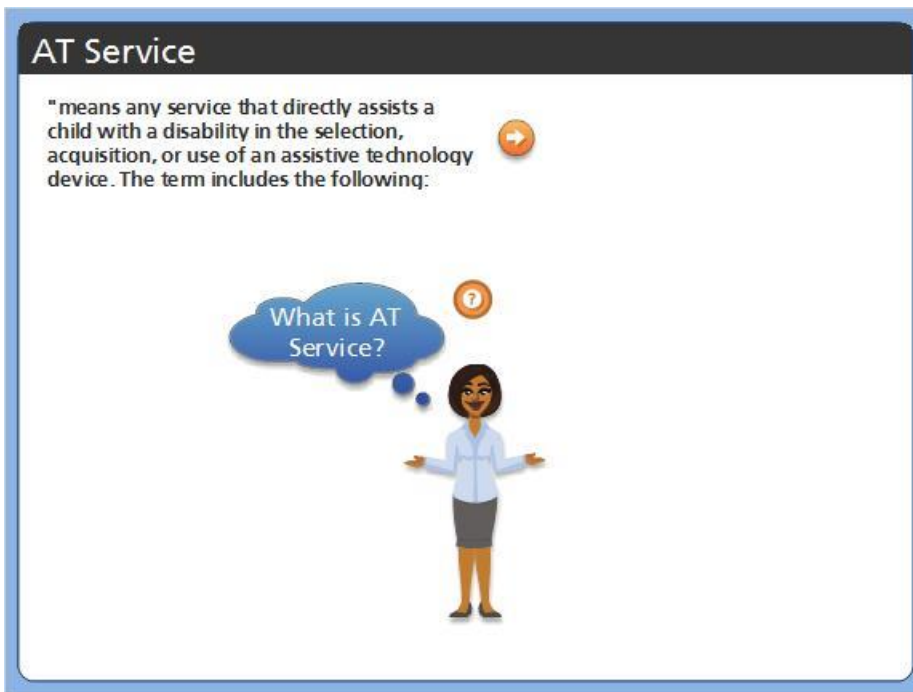


An illustration of a man with short brown hair, wearing a dark blue polo shirt and tan pants, sitting at a black desk with his arms crossed. A blue circle with a white question mark is positioned above his head.

1.4 AT Service



Untitled Layer 1 (Slide Layer)




Untitled Layer 2 (Slide Layer)

AT Service

the evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;

purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;

What is AT Service?




Untitled Layer 3 (Slide Layer)

AT Service

selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;


coordinating other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

What is AT Service?



Untitled Layer 4 (Slide Layer)

AT Service




training assistance for a child with or, if appropriate, that child's family; and

training or technical assistance for professionals (including individuals providing education 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." (IDEA, P.L. 105-17, Section 1401 (a) (26).)

1.5 The Purpose of AT


The Purpose of AT



The main purpose for incorporating Assistive Technology into the educational environment is to level the playing ground for those students with deficits or disabilities that might inhibit them from reaching their maximum potential.

Untitled Layer 1 (Slide Layer)


The Purpose of AT



- ▶ The main purpose for incorporating Assistive Technology into the educational environment is to level the playing ground for those students with deficits or disabilities that might inhibit them from reaching their maximum potential.
- ▶ AT tools can extend from low-tech, low-cost items to high-tech, more expensive devices. Low-tech devices require little or no training; high-tech devices may require extensive training.
- ▶

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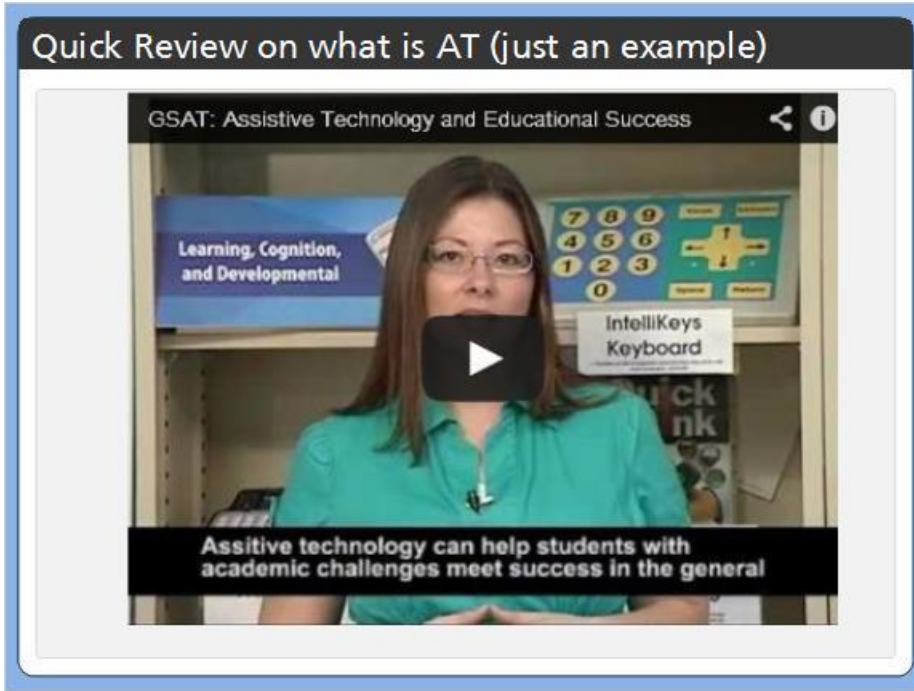
The Purpose of AT



- ▶ The main purpose for incorporating Assistive Technology into the educational environment is to level the playing ground for those students with deficits or disabilities that might inhibit them from reaching their maximum potential.
- ▶ AT tools can extend from low-tech, low-cost items to high-tech, more expensive devices. Low-tech devices require little or no training; high-tech devices may require extensive training.

When determining assistive technology for an individual student, the basic principle of using the lowest level of technology that will meet an individual's needs should first be considered.

1.6 Quick Review on what is AT (just an example)



2. Low-Tech

2.1 Clipboard



Notes:

This layout features an illustrated clipboard and editable character.

Great layout to highlight processes or check off items on a list. Swap characters with a single click and add your text to the clipboard display.

2.2 Clipboard

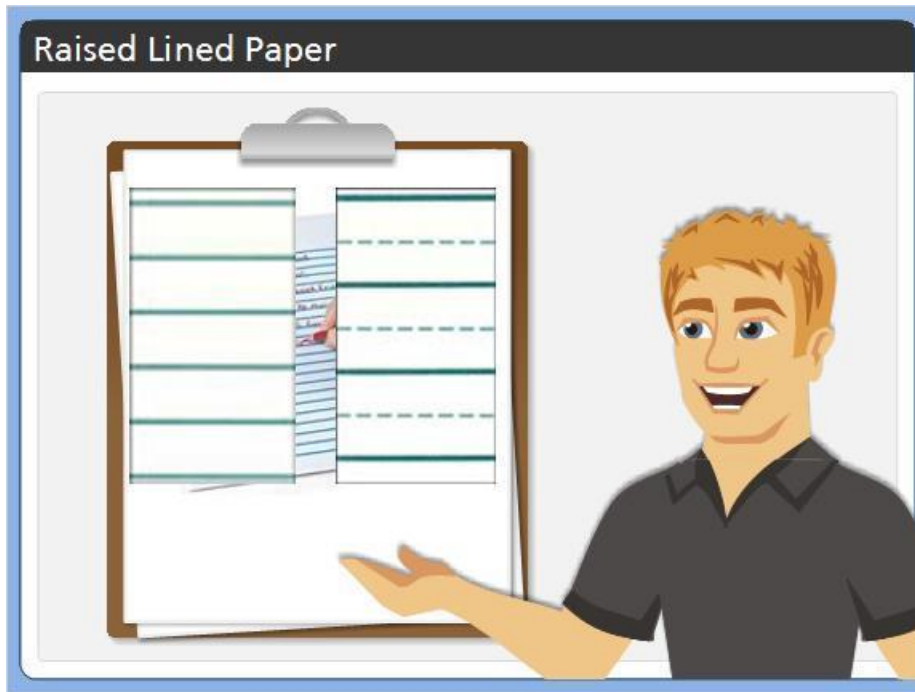


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2.3 Clipboard



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2.4 Clipboard



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2.5 Clipboard



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2.6 Clipboard



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2.7 Clipboard



Notes:

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2.8 Clipboard

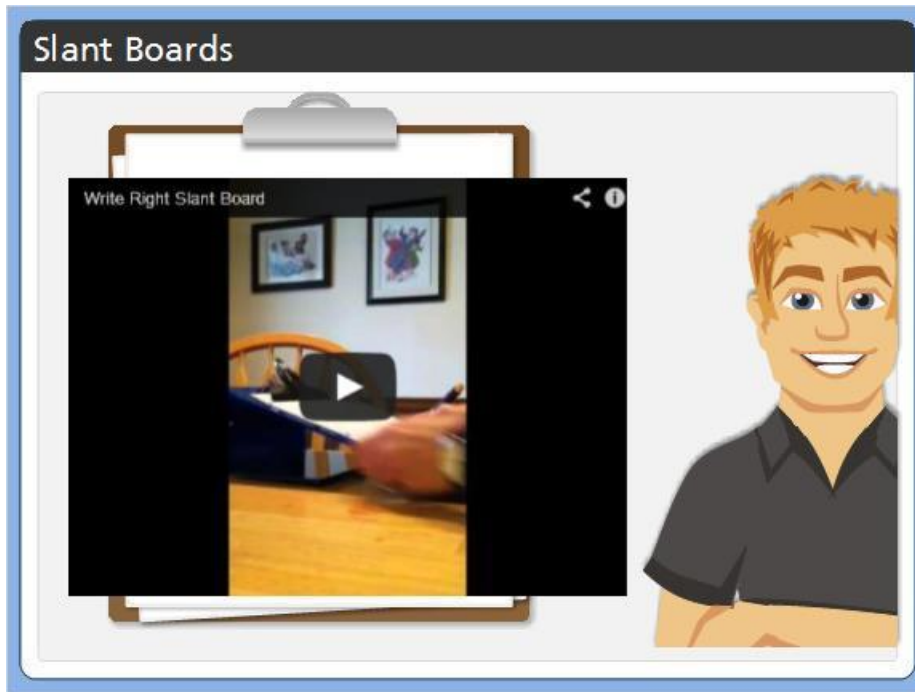


Notes:

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Great layout to highlight processes or check off items on a list. Swap characters with a single click and add your text to the clipboard display.

2.9 Clipboard

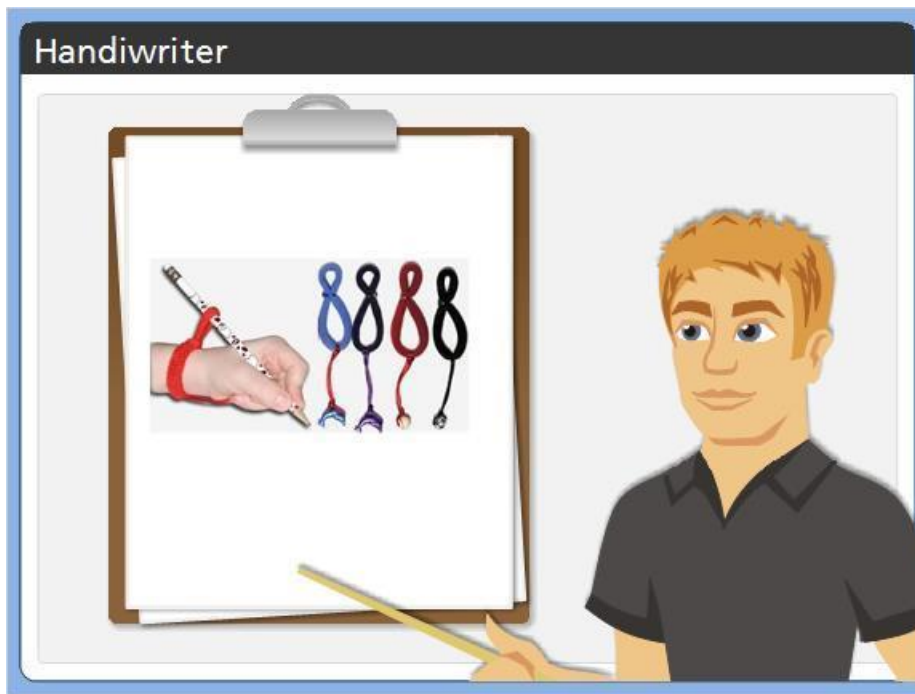


Notes:

This layout features an illustrated clipboard and editable character.

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2.10 Clipboard



Notes:

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Great layout to highlight processes or check off items on a list. Swap characters with a single click and add your text to the clipboard display.

2.11 Clipboard



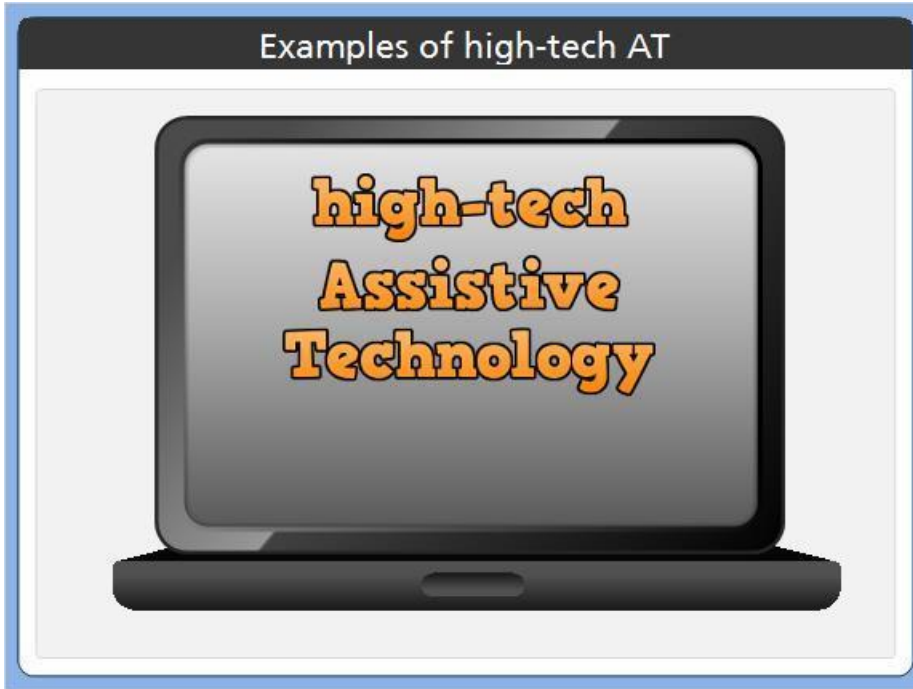
Notes:

This layout features an illustrated clipboard and editable character.

Great layout to highlight processes or check off items on a list. Swap characters with a single click and add your text to the clipboard display.

3. High-Tech

3.1 Laptop Screen



Notes:

This technology-themed layout features an illustrated laptop placeholder.

Use this layout to mock up a chat or email scenario, data security awareness activity or even a "How to use this course" introductory slide.

3.2 Projection Screen



Notes:

Turn down the lights and pull up a chair for this projection screen-inspired layout.

The projection screen graphic is ideal for holding videos but text and graphics will work just as well.

3.3 Projection Screen



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3.8 Projection Screen

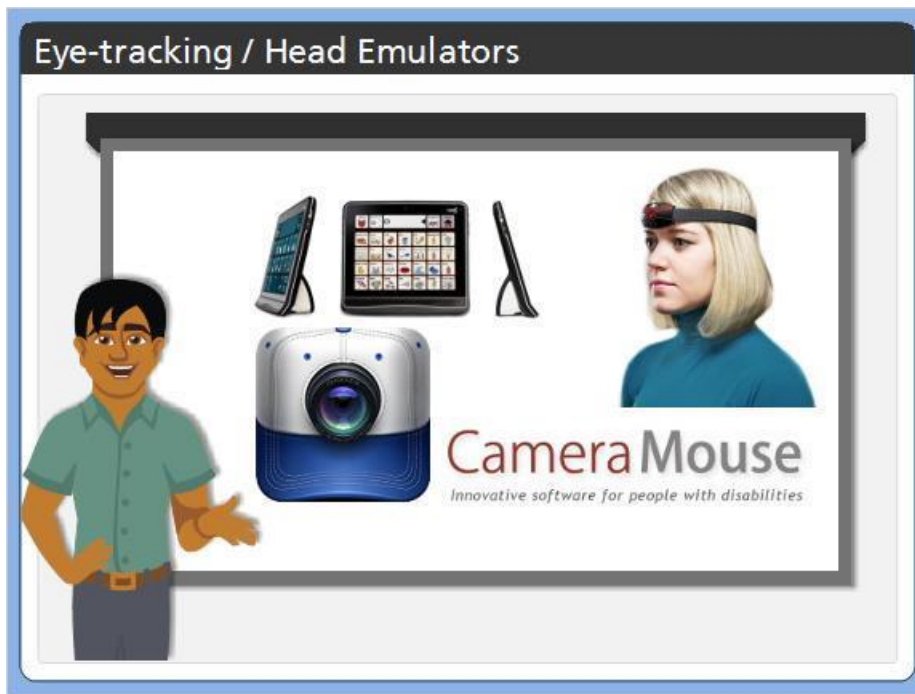


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3.9 Projection Screen



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3.11 Projection Screen

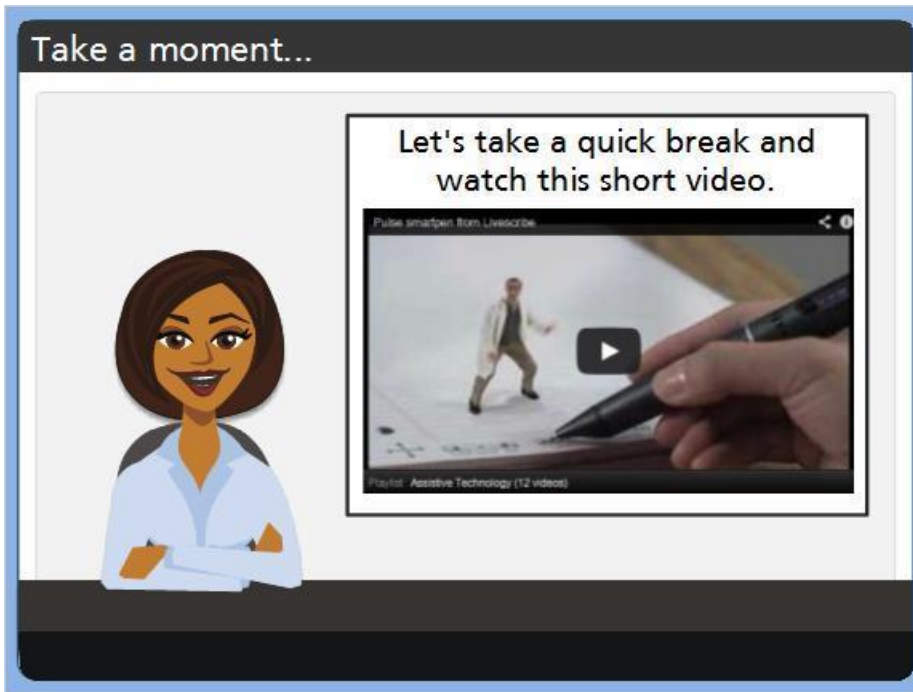


Notes:

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The projection screen graphic is ideal for holding videos but text and graphics will work just as well.

3.12 Anchor Desk



Notes:

Character-driven layout inspired by TV news shows.

Easily customize the screen's character and add text and multimedia content to the news anchor display.

4. Base Package

4.1 Untitled Slide



4.2 Untitled Slide



5. AAC

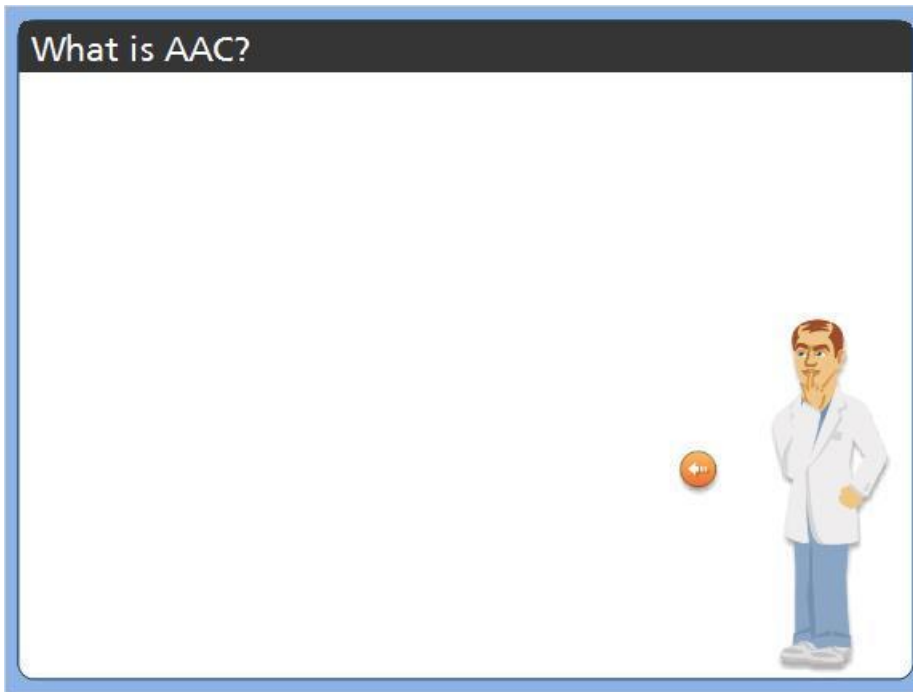
5.1 Untitled Slide

Augmentative & Alternative Communication (AAC)

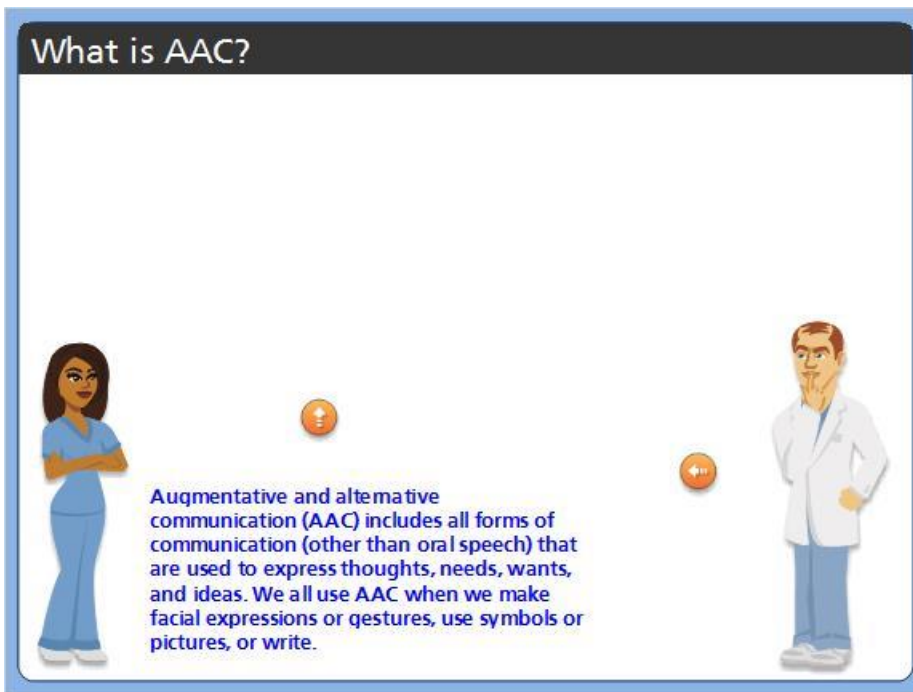


The image shows a screenshot of an AAC software interface. At the top, the text "Augmentative & Alternative Communication (AAC)" is displayed in a large, bold, orange font. Below the title is a grid of icons and a text entry field. The text entry field contains the sentence "I want to tell you something." and has a "READ SENT" button next to it. The grid of icons includes various symbols such as "ENTER", "EXIT", "I'm hungry", "to", "word", "apple", "banana", "car", "cat", "dog", "fish", "flower", "fruit", "game", "house", "ice cream", "jump", "kiss", "laugh", "love", "sad", "sleep", "sing", "sit", "stand", "stop", "swim", "talk", "tear", "tired", "walk", "write", "yawn", "zoo", and "zoo".

5.2 What is AAC?

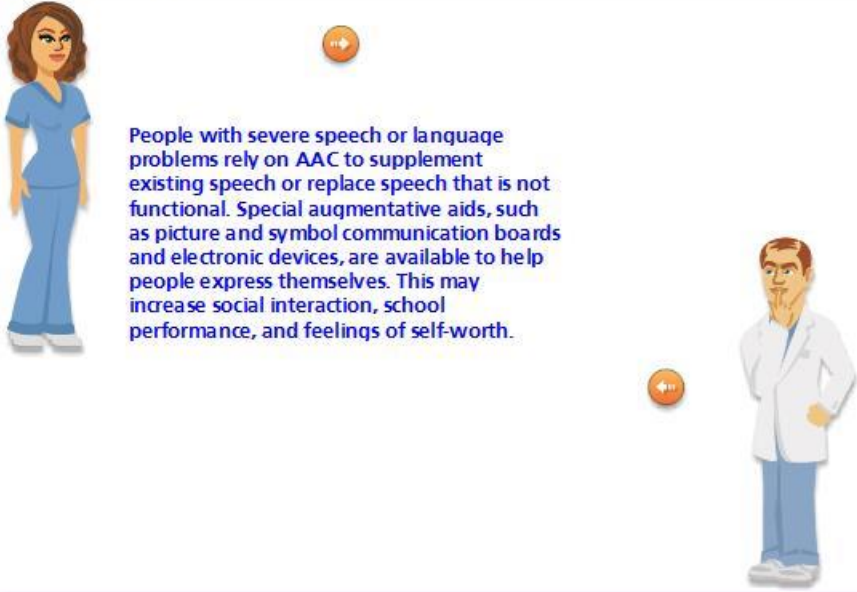


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Untitled Layer 2 (Slide Layer)

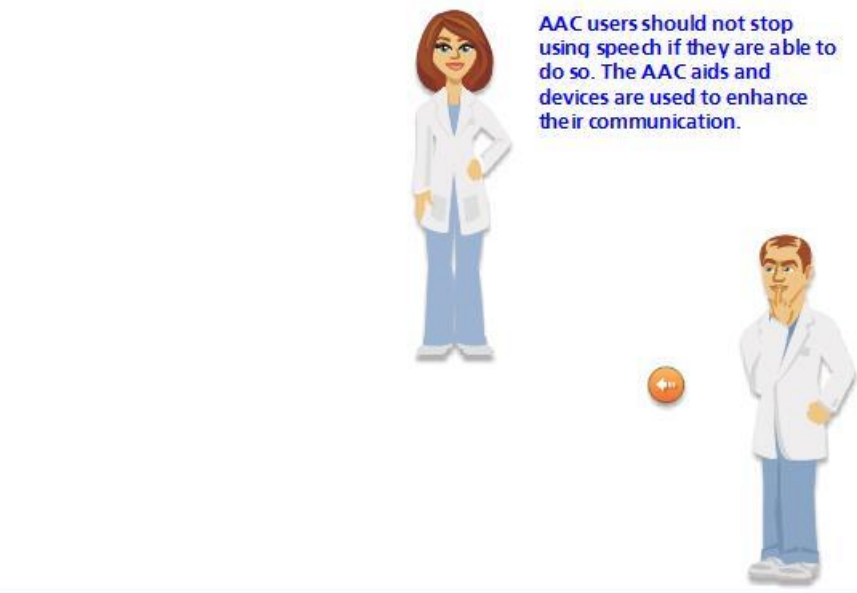
What is AAC?



People with severe speech or language problems rely on AAC to supplement existing speech or replace speech that is not functional. Special augmentative aids, such as picture and symbol communication boards and electronic devices, are available to help people express themselves. This may increase social interaction, school performance, and feelings of self-worth.

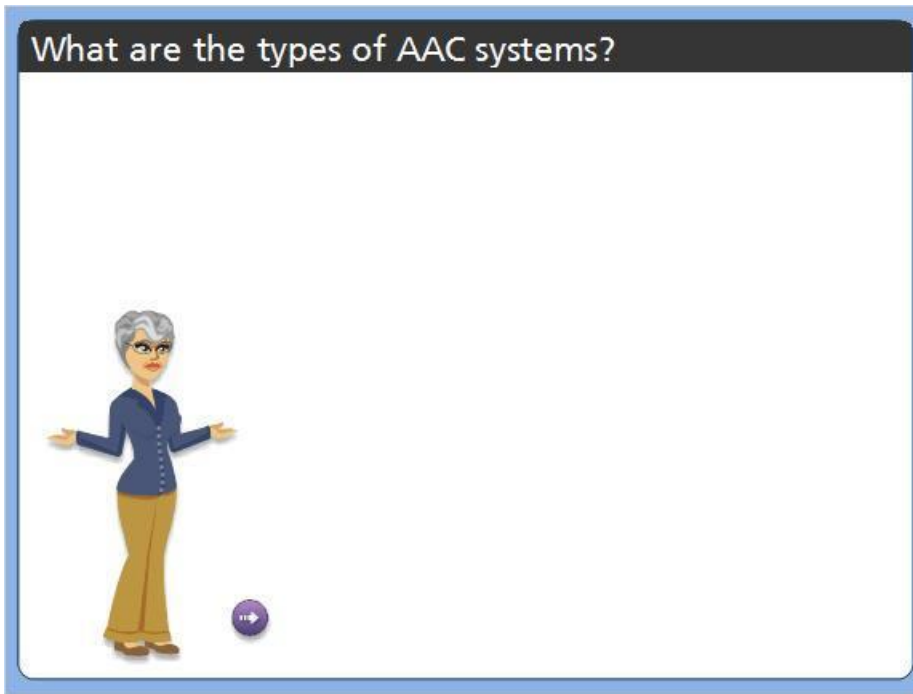
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What is AAC?

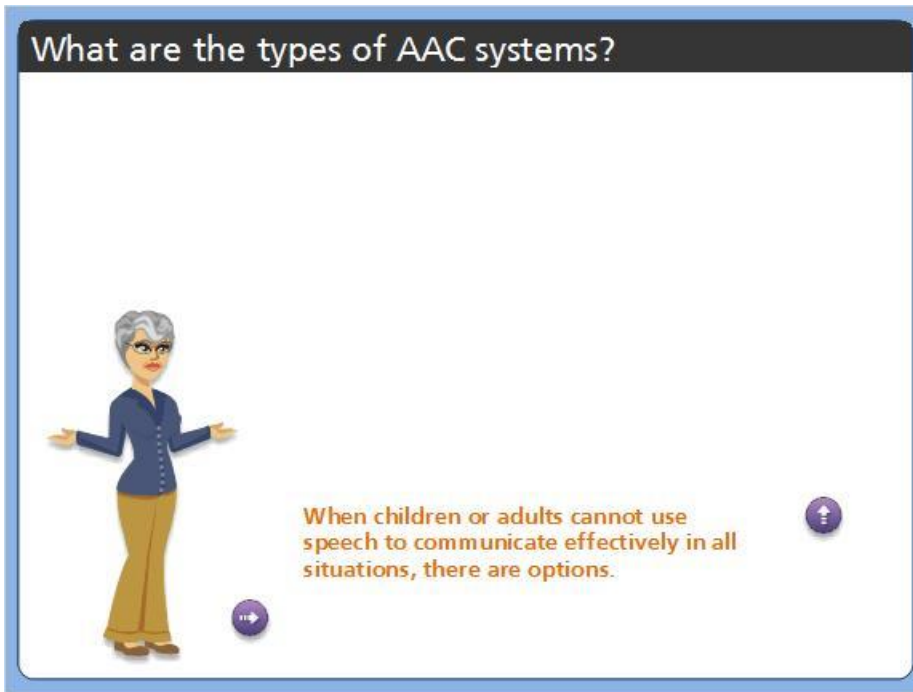


AAC users should not stop using speech if they are able to do so. The AAC aids and devices are used to enhance their communication.

5.3 What are the types of AAC systems?





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What are the types of AAC systems?






Unaided communication systems - rely on the user's body to convey messages. Examples include gestures, body language, and/or sign language.




Untitled Layer 3 (Slide Layer)

What are the types of AAC systems?

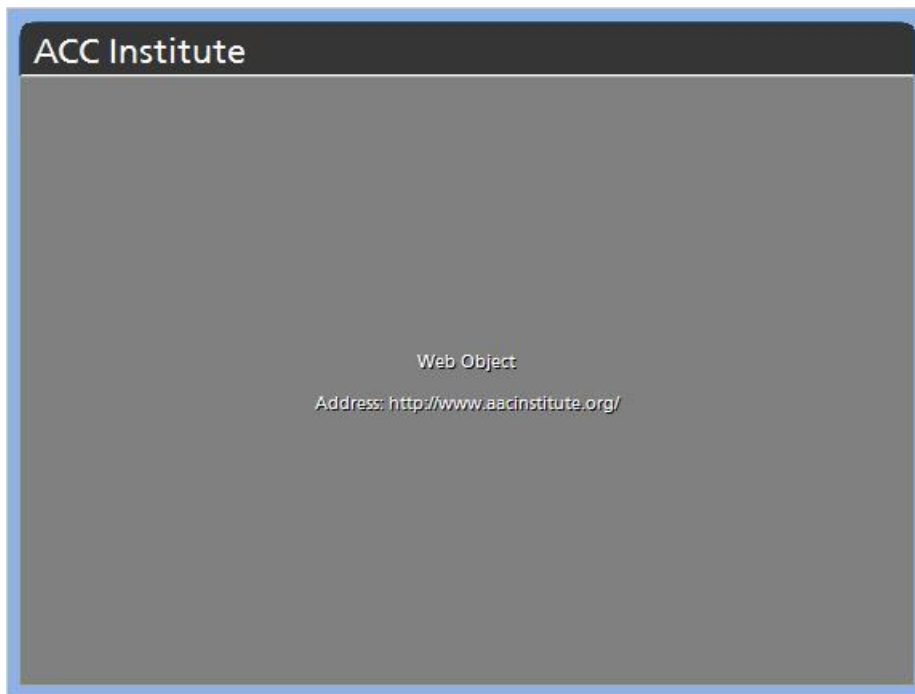
Aided communication systems - require the use of tools or equipment in addition to the user's body. Aided communication methods can range from paper and pencil to communication books or boards to devices that produce voice output (speech generating devices or SGD's) and/or written output. Electronic communication aids allow the user to use picture symbols, letters, and/or words and phrases to create messages. Some devices can be programmed to produce different spoken languages.



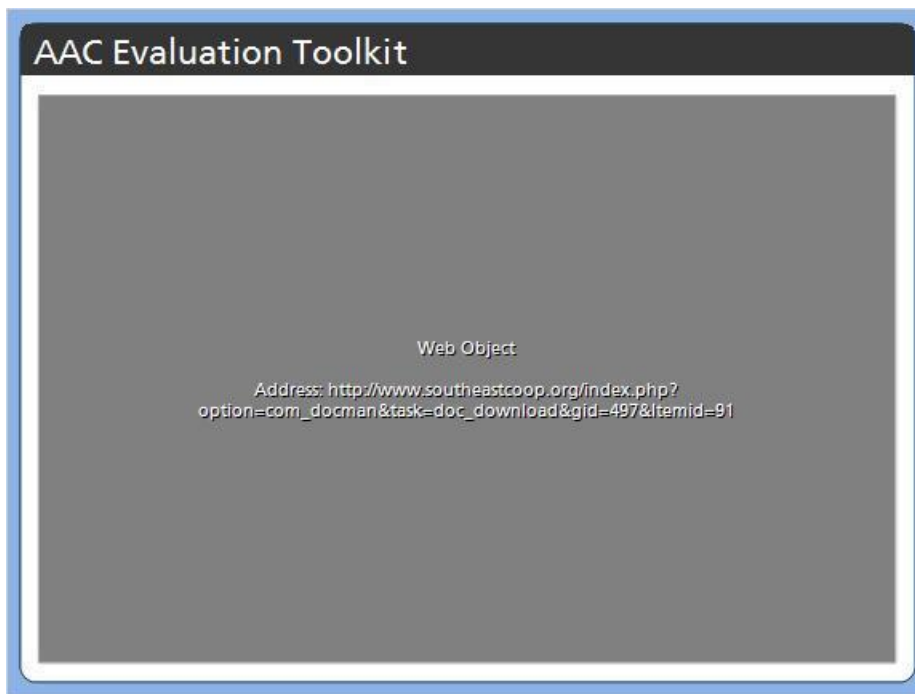
[Click here to move on and visit the ACC Institute for more information about this topic](#)



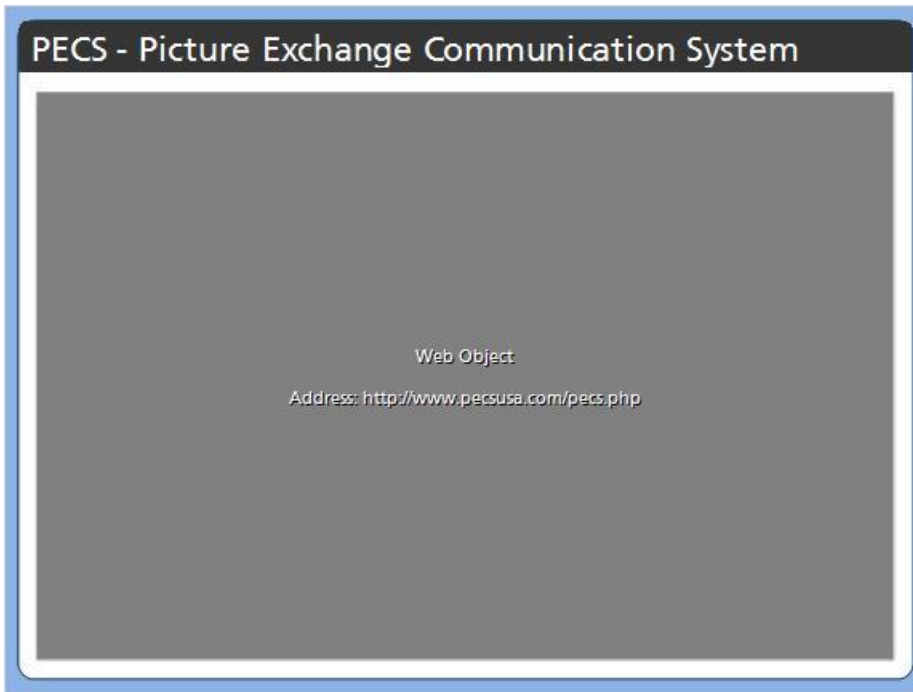
5.4 ACC Institute



5.5 AAC Evaluation Toolkit



5.6 PECS - Picture Exchange Communication System



5.7 AssistiveWare / Proloquo2Go (high-tech)



5.8 Eye Tracking / Eye Gaze - Tobii (high-tech)

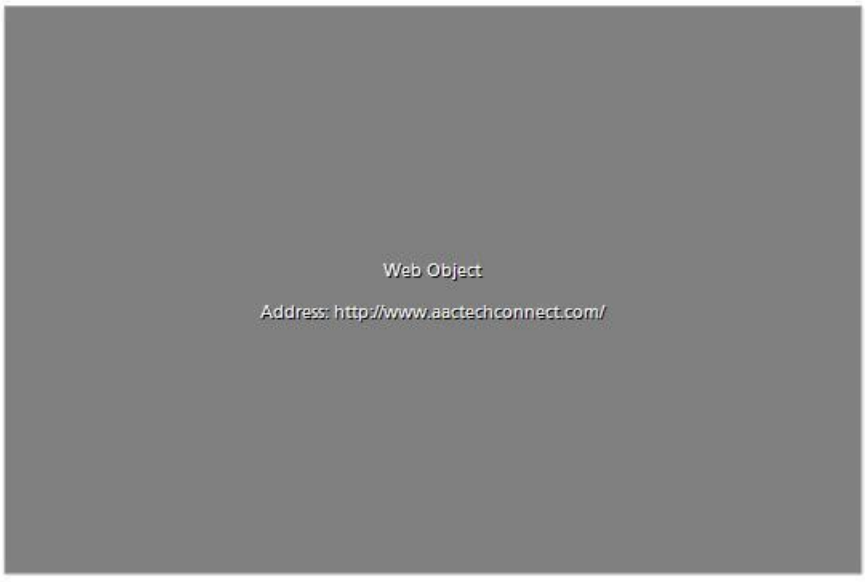
Eye Tracking / Eye Gaze - Tobii (high-tech)



Web Object
Address: <http://www.tobii.com/>

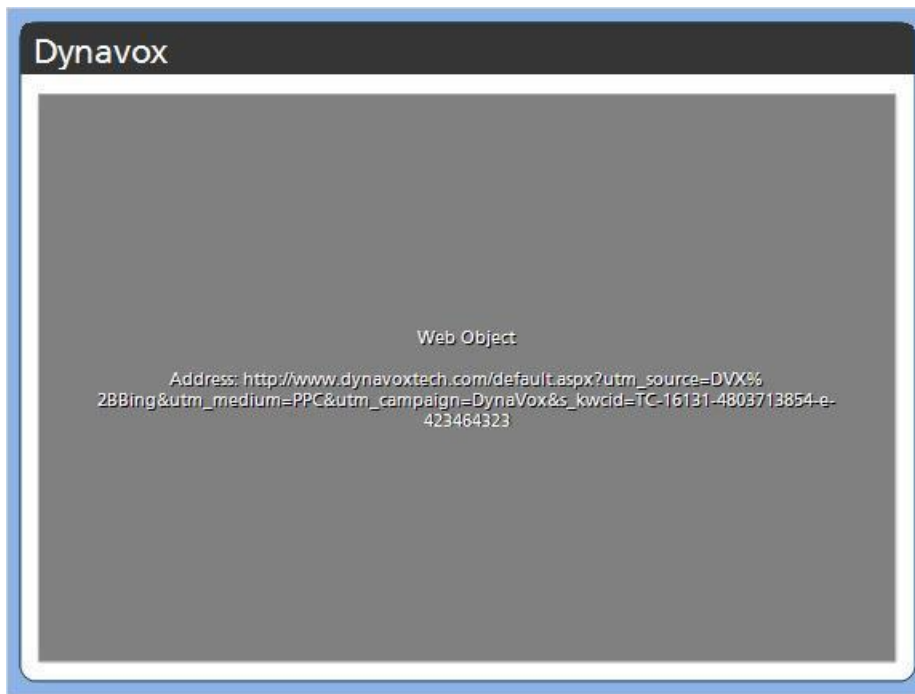
5.9 AAC Tech Connect

AAC Tech Connect



Web Object
Address: <http://www.aactechconnect.com/>

5.10 Dynavox



5.11 Alexicom Tech



6. AT Guidelines/Checklist


6.1 Untitled Slide

Assistive Technology Guidelines & Evaluation

6.2 Before you start.. FAP

Before you start.. FAP

Fundamental Assessment Process FAP




The assessment is the most important part of any assistive technology intervention because, as we know, if a device is purchased without a proper assessment chances are the intervention will fail. Unfortunately, we have all seen equipment purchased for an individual that appears totally inappropriate, or even worse, dangerous. There are many different assessment processes available which may be specific to a particular area of assistive technology.

6.3 Before you start.. FAP

Before you start.. FAP

Fundamental Assessment Process FAP



This process is not dependent on a certain area of AT, rather it is a guideline to be followed for any AT application.
The steps included in the Fundamental Assessment Process (FAP) are:

- Step 1: Intake / Referral
- Step 2: Identification of Needs
- Step 3: Identification of Desired Outcomes
- Step 4: Develop and Nurture Team Members
- Step 5: Skills Assessment
- Step 6: Device Trials
- Step 7: Revisit Desired Outcomes
- Step 8: Procurement of Device
- Step 9: Technology Implementation
- Step 10: Follow Up / Follow Along

6.4 Untitled Slide




6.5 AT Team Approach

AT Team Approach

In a team approach, a well-known cliché is descriptive as well as appropriate and desirable: "Many heads are better than one."

In a team approach, it is always good to have input from team members, especially family members and people in the community who have contact with the individual. This allows for more input for the technology interventions in all different environments. Another benefit in working with a team is the communication that will happen when the team comes together.




The slide features a cartoon man in a green shirt and tan pants on the right side, standing next to a small orange circle containing a white letter 'A'.

Untitled Layer 1 (Slide Layer)

AT Team Approach

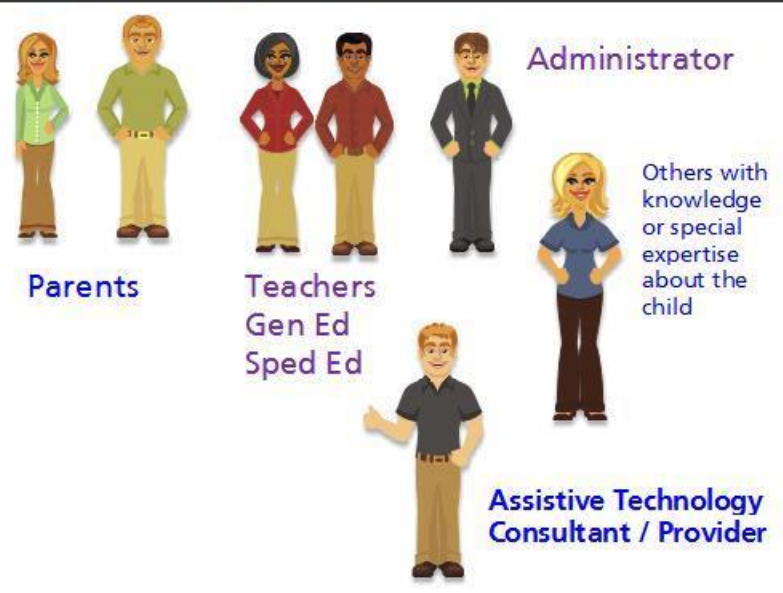
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Each team member brings their own expertise and responsibilities to the team, therefore different views of technology and interventions are inherently discussed at a team meeting. Problem solving and communication of different technologies and strategies are discussed and a consensus is built on a technology solution and/or strategies. This also helps to decrease duplication of services as well as identifying specific people for specific activities (responsibility of team members).

6.6 Example of AT Team Members

Example of AT Team Members



Parents

Teachers
Gen Ed
Sped Ed

Administrator

Others with knowledge or special expertise about the child

Assistive Technology Consultant / Provider

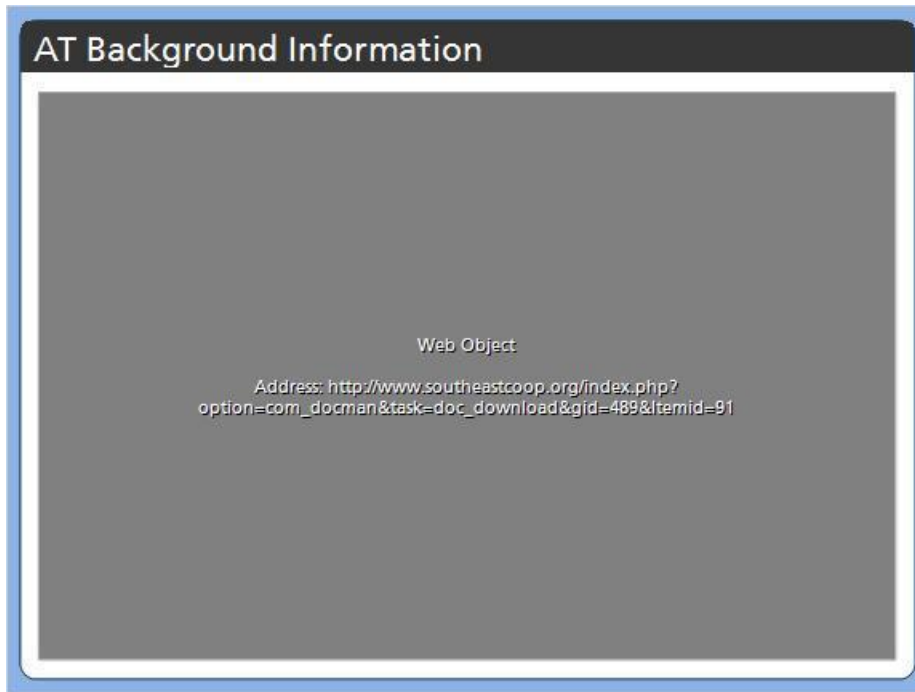
6.7 SETT Framework



6.8 Joy Zabala



6.9 AT Background Information



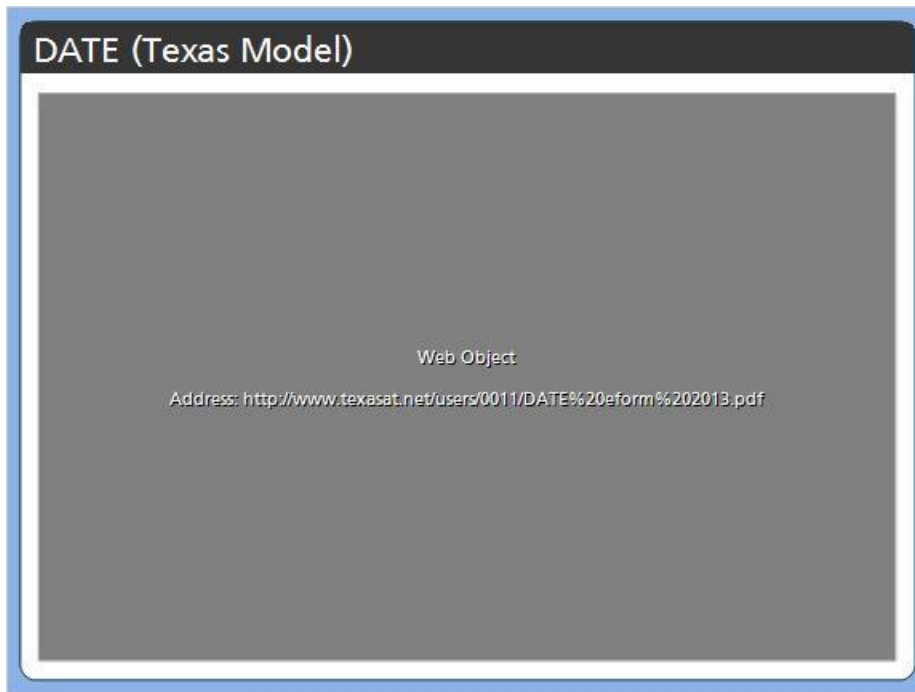
AT Background Information

Web Object

Address: http://www.southeastcoop.org/index.php?option=com_docman&task=doc_download&gid=489&Itemid=91

This screenshot shows a web object titled "AT Background Information". The content area is a solid grey rectangle. In the center, the text "Web Object" is displayed above the URL "http://www.southeastcoop.org/index.php?option=com_docman&task=doc_download&gid=489&Itemid=91".

6.10 DATE (Texas Model)



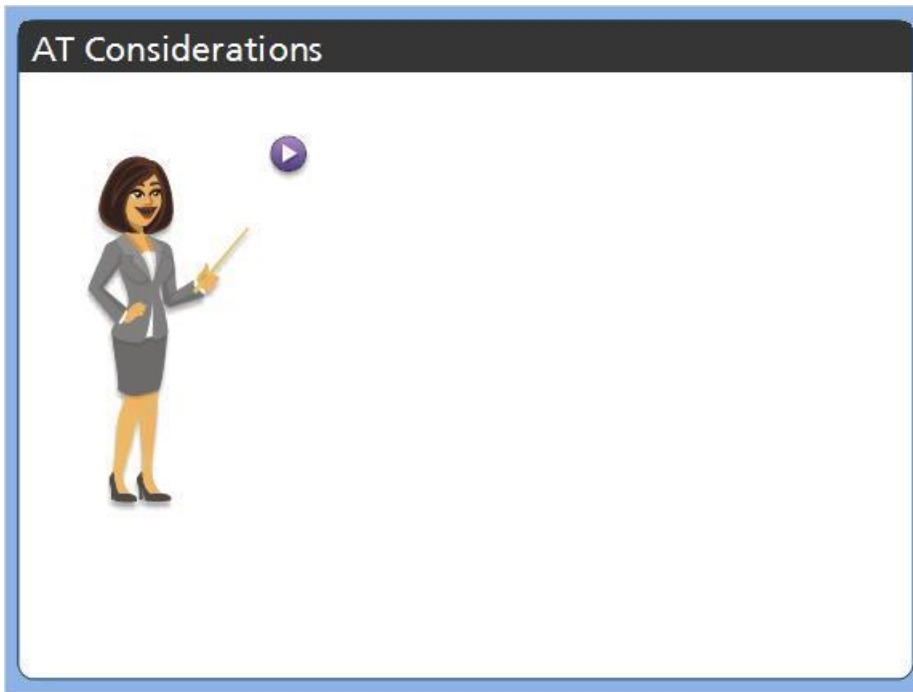
DATE (Texas Model)

Web Object

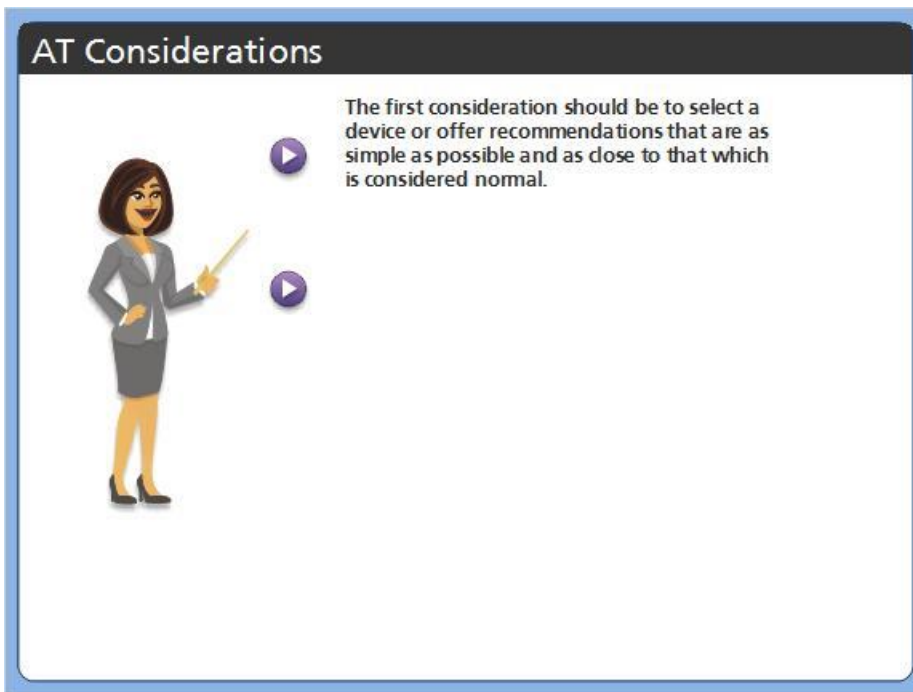
Address: <http://www.texasat.net/users/0011/DATE%20eform%202013.pdf>

This screenshot shows a web object titled "DATE (Texas Model)". The content area is a solid grey rectangle. In the center, the text "Web Object" is displayed above the URL "http://www.texasat.net/users/0011/DATE%20eform%202013.pdf".

6.11 AT Considerations




Untitled Layer 1 (Slide Layer)



Untitled Layer 2 (Slide Layer)


AT Considerations



Another consideration should be that the device or recommendations should allow the user to appear and function as much like his/her peers as possible.

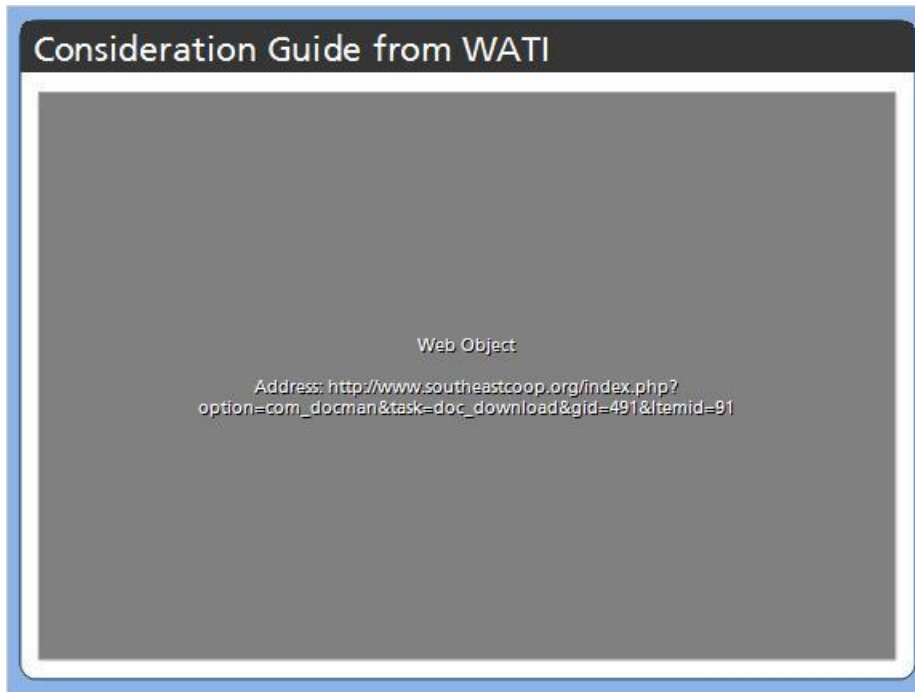
Untitled Layer 3 (Slide Layer)

AT Considerations



A checklist can be used to assist in AT consideration during ARC meetings

6.12 Consideration Guide from WATI



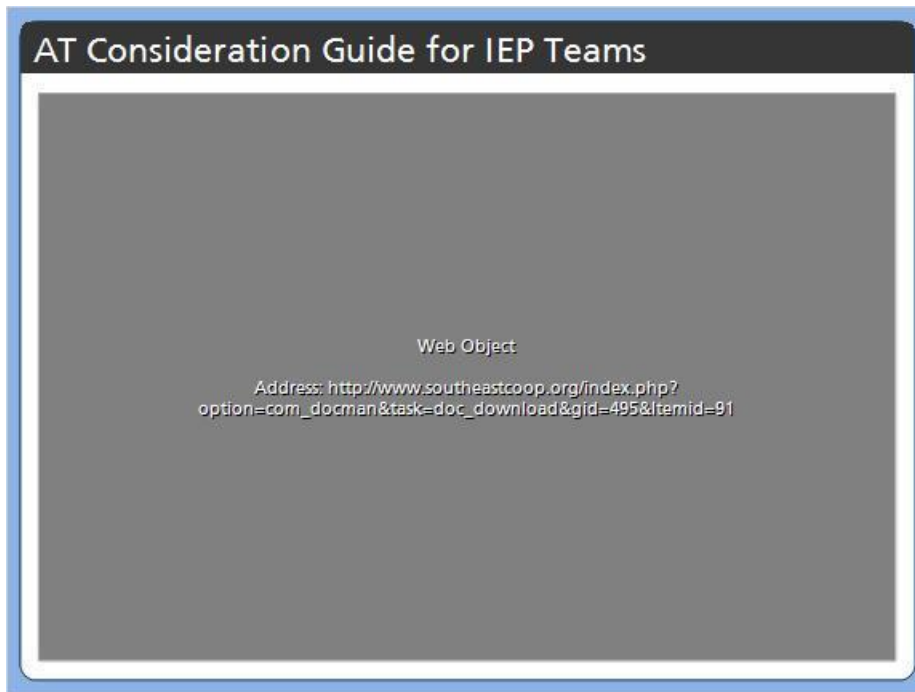
Consideration Guide from WATI

Web Object

Address: http://www.southeastcoop.org/index.php?option=com_docman&task=doc_download&gid=491&Itemid=91

This screenshot shows a presentation slide with a dark header containing the title 'Consideration Guide from WATI'. The main content area is a large grey rectangle with the text 'Web Object' and a URL: 'http://www.southeastcoop.org/index.php?option=com_docman&task=doc_download&gid=491&Itemid=91'.

6.13 AT Consideration Guide for IEP Teams



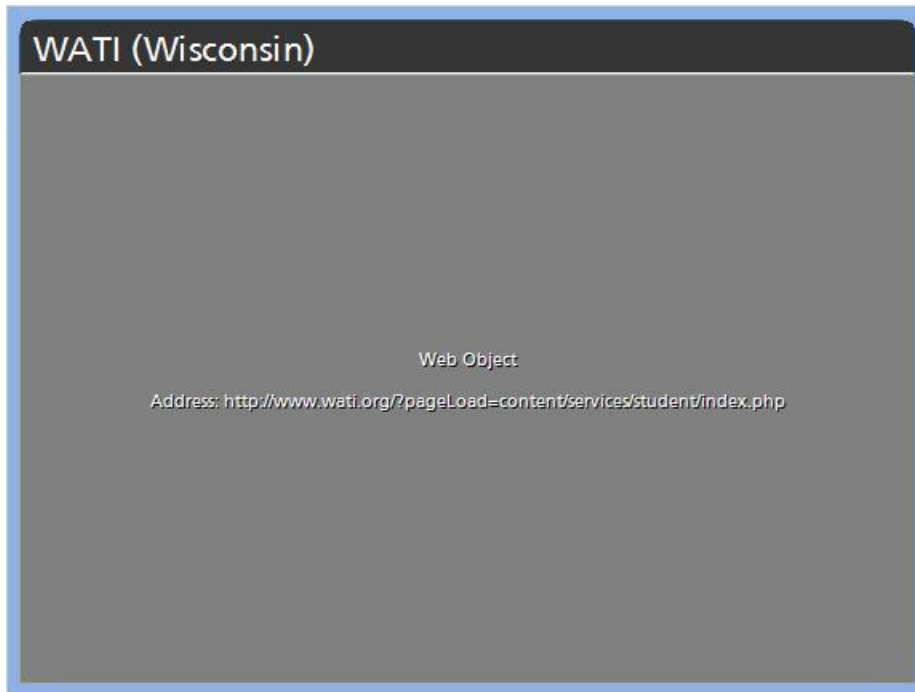
AT Consideration Guide for IEP Teams

Web Object

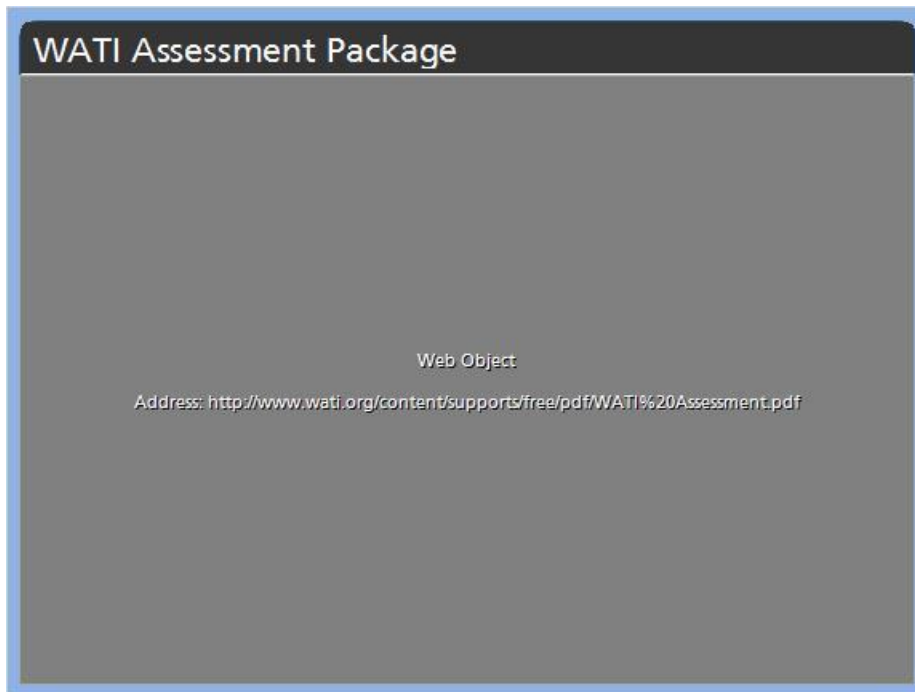
Address: http://www.southeastcoop.org/index.php?option=com_docman&task=doc_download&gid=495&Itemid=91

This screenshot shows a presentation slide with a dark header containing the title 'AT Consideration Guide for IEP Teams'. The main content area is a large grey rectangle with the text 'Web Object' and a URL: 'http://www.southeastcoop.org/index.php?option=com_docman&task=doc_download&gid=495&Itemid=91'.

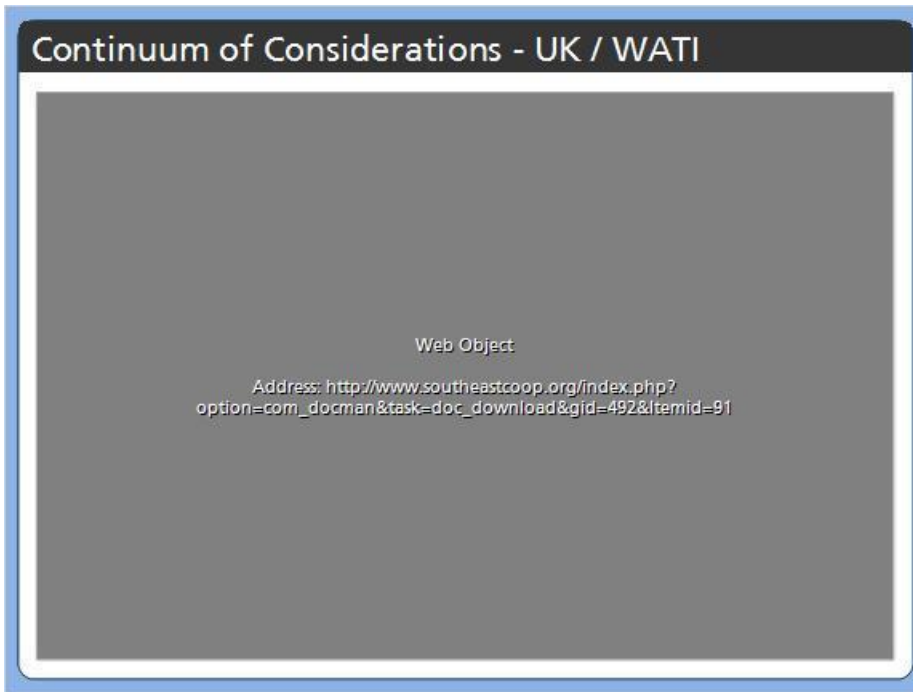
6.14 WATI (Wisconsin)



6.15 WATI Assessment Package



6.16 Continuum of Considerations - UK / WATI

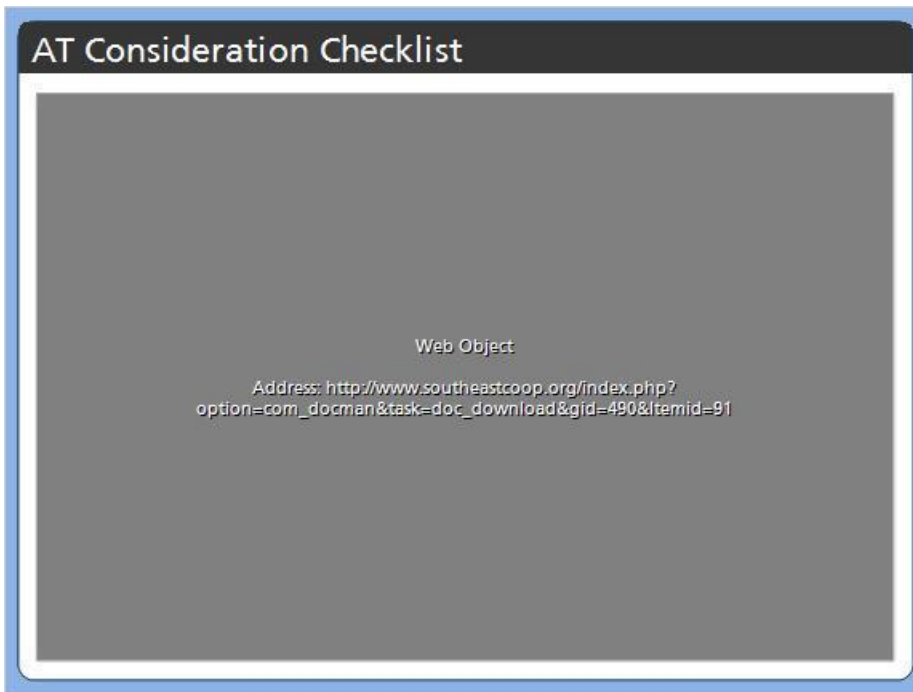


Continuum of Considerations - UK / WATI

Web Object

Address: http://www.southeastcoop.org/index.php?option=com_docman&task=doc_download&gid=492&Itemid=91

6.17 AT Consideration Checklist

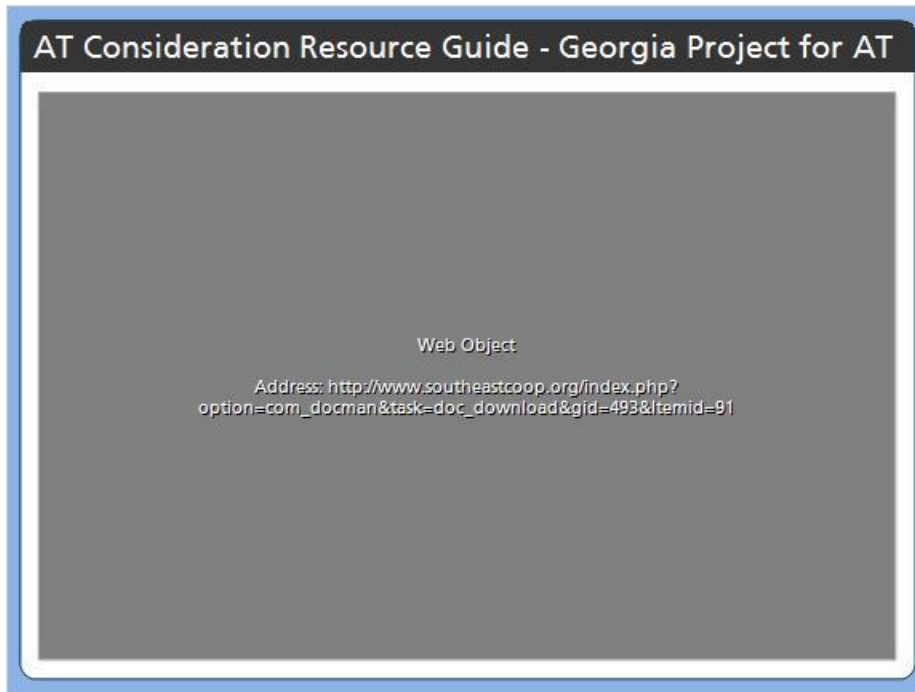


AT Consideration Checklist

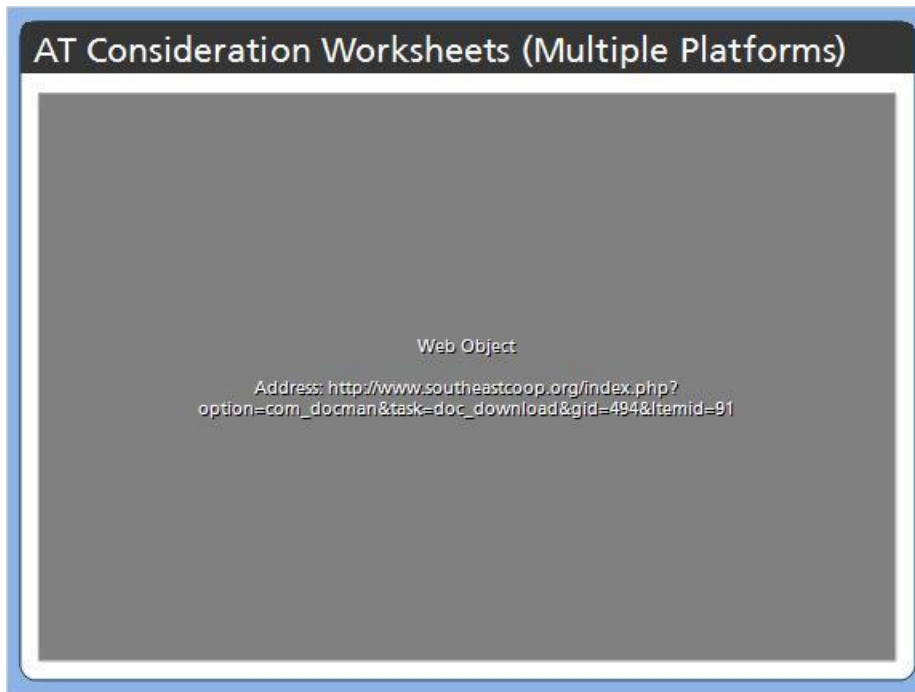
Web Object

Address: http://www.southeastcoop.org/index.php?option=com_docman&task=doc_download&gid=490&Itemid=91

6.18 AT Consideration Resource Guide - Georgia Project for AT



6.19 AT Consideration Worksheets (Multiple Platforms)

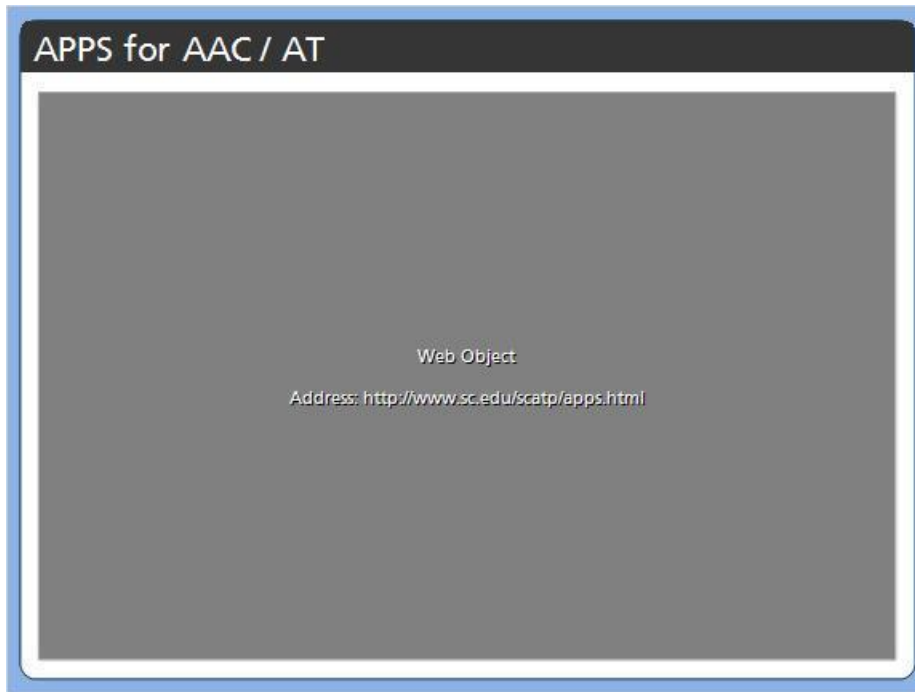


8. Resources

8.1 Untitled Slide



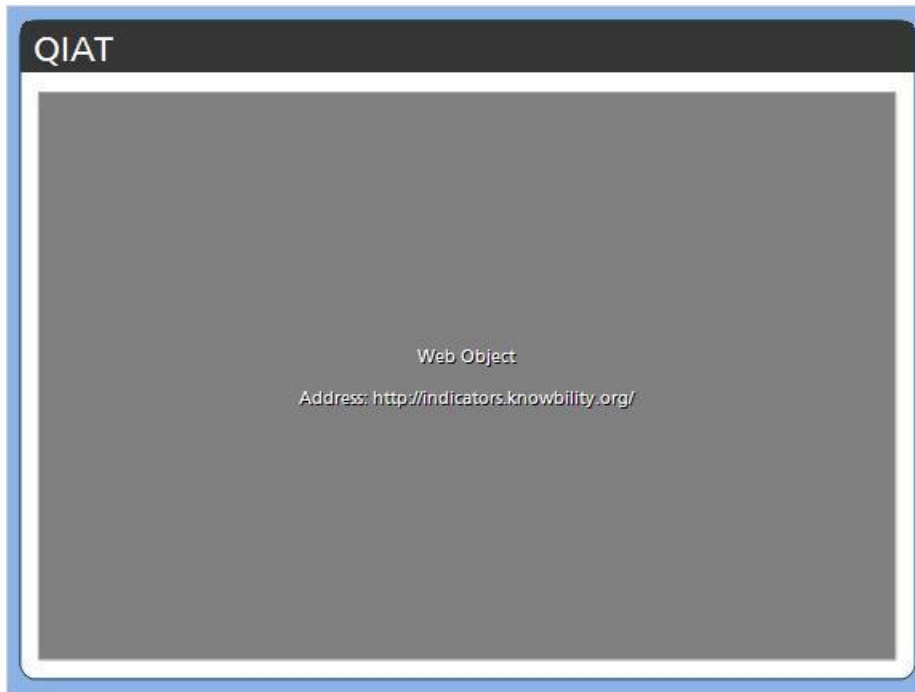
8.2 APPS for AAC / AT



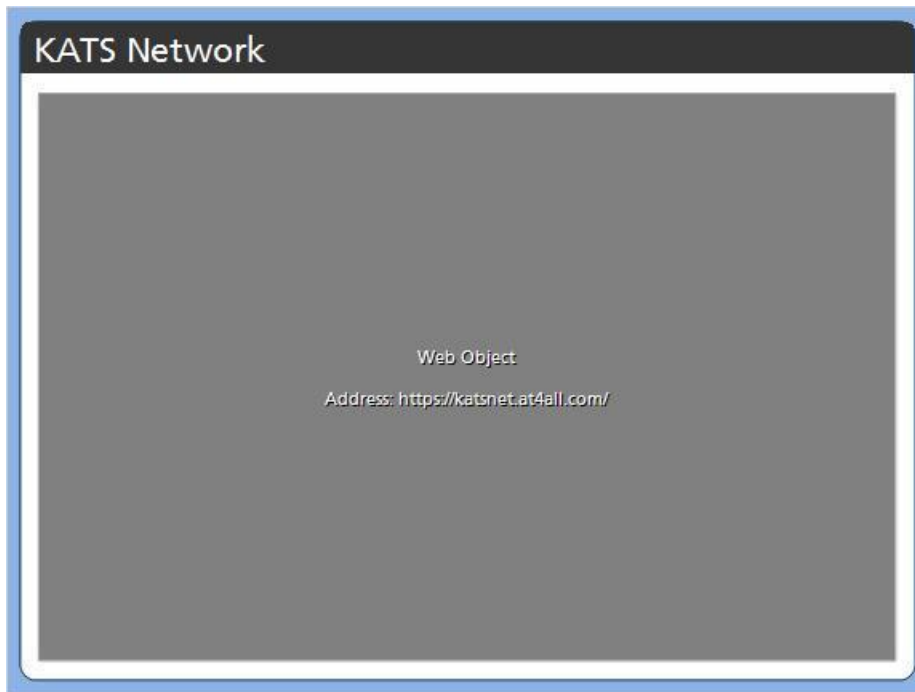
8.3 The Assistive Technology Blog



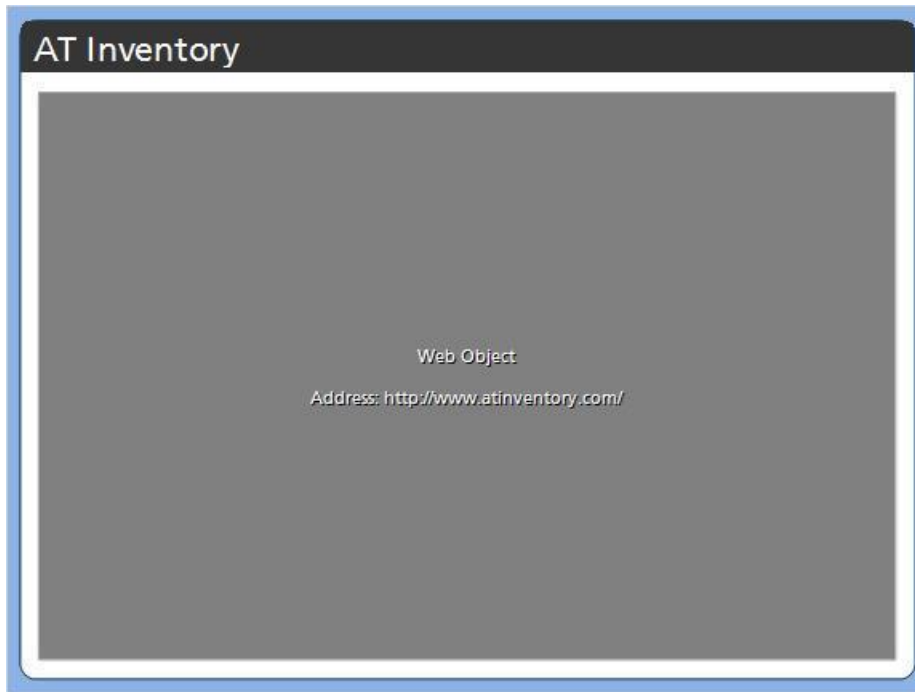
8.4 QIAT



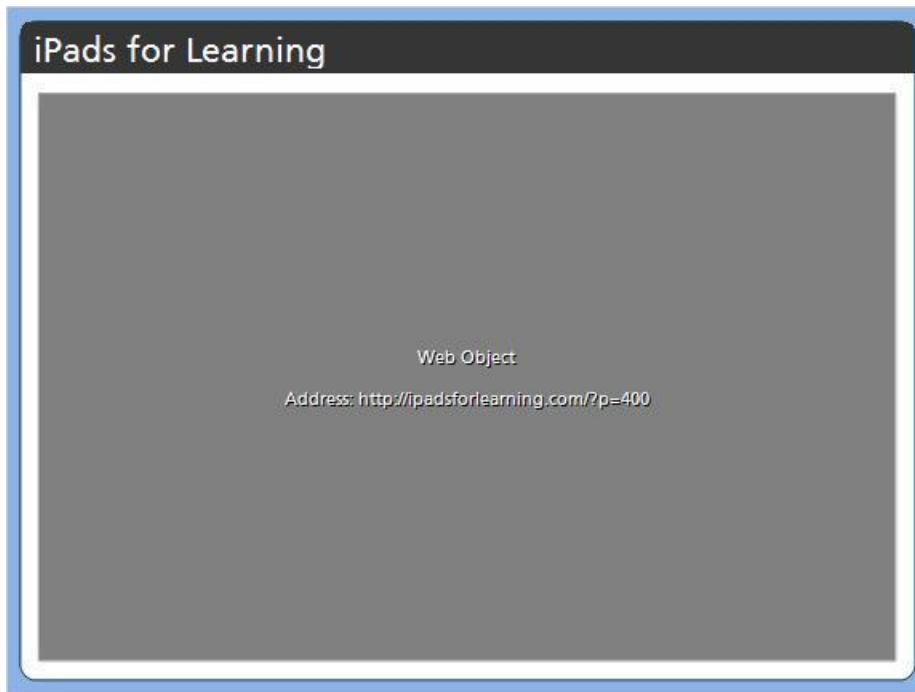
8.5 KATS Network



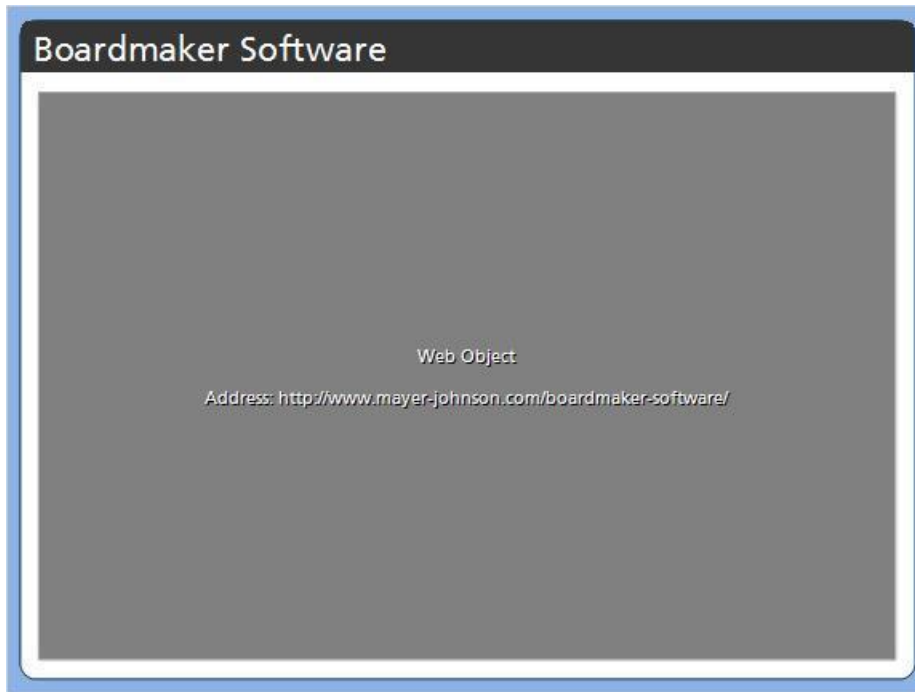
8.6 AT Inventory



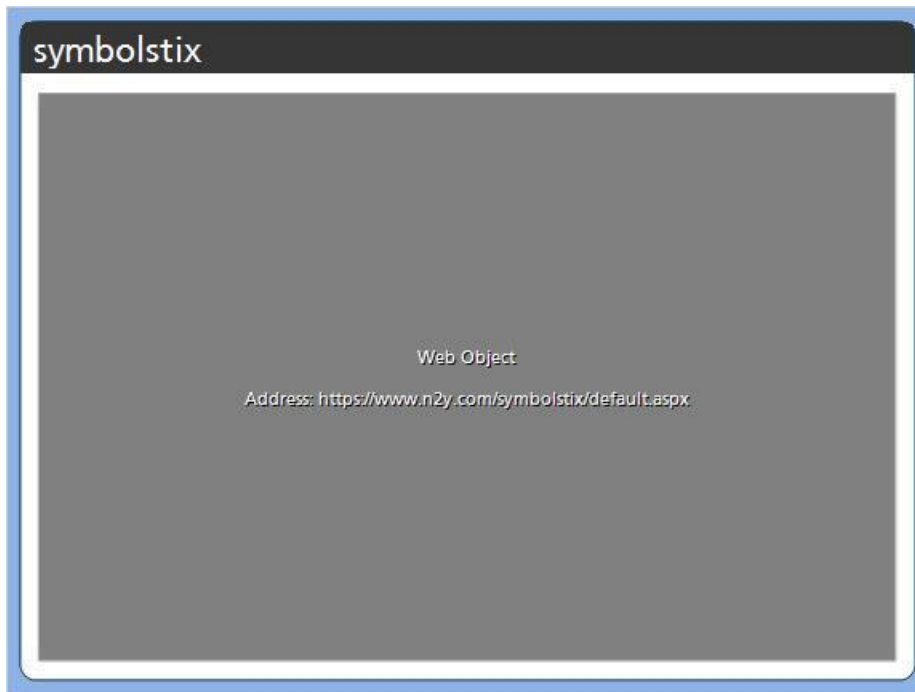
8.7 iPads for Learning



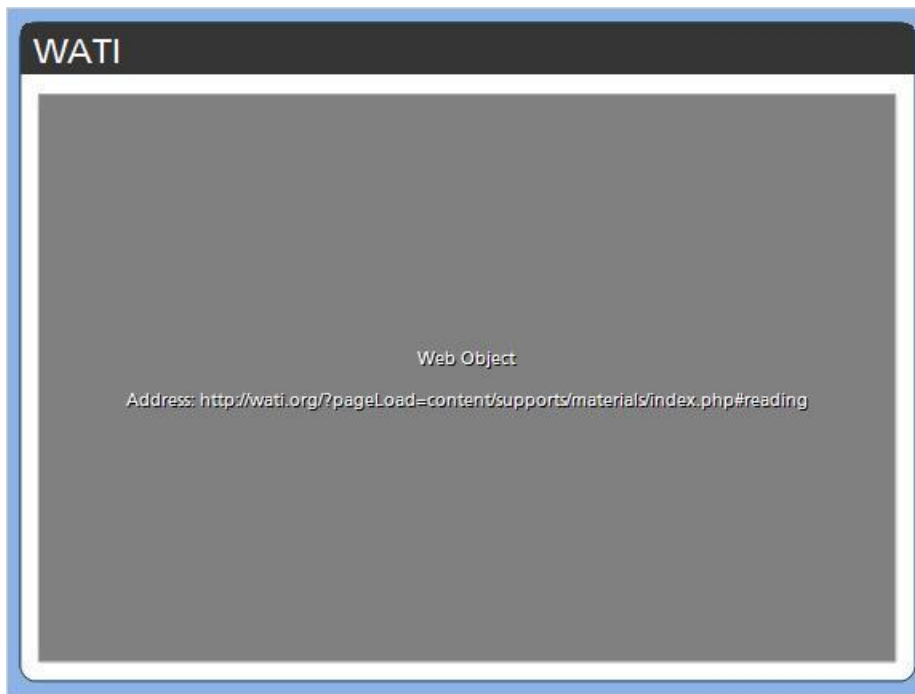
8.8 Boardmaker Software



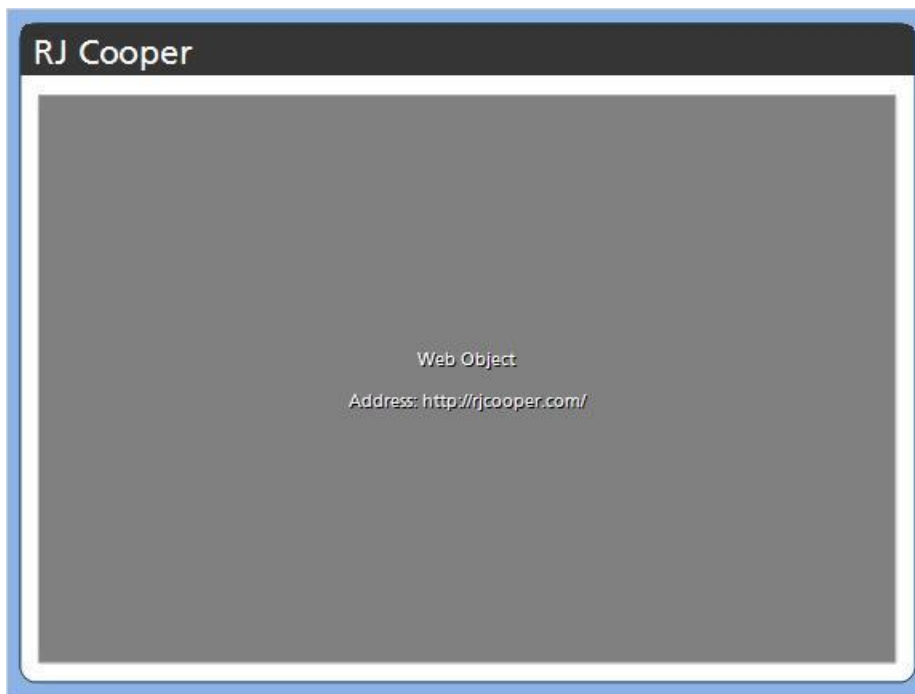
8.9 symbolstix



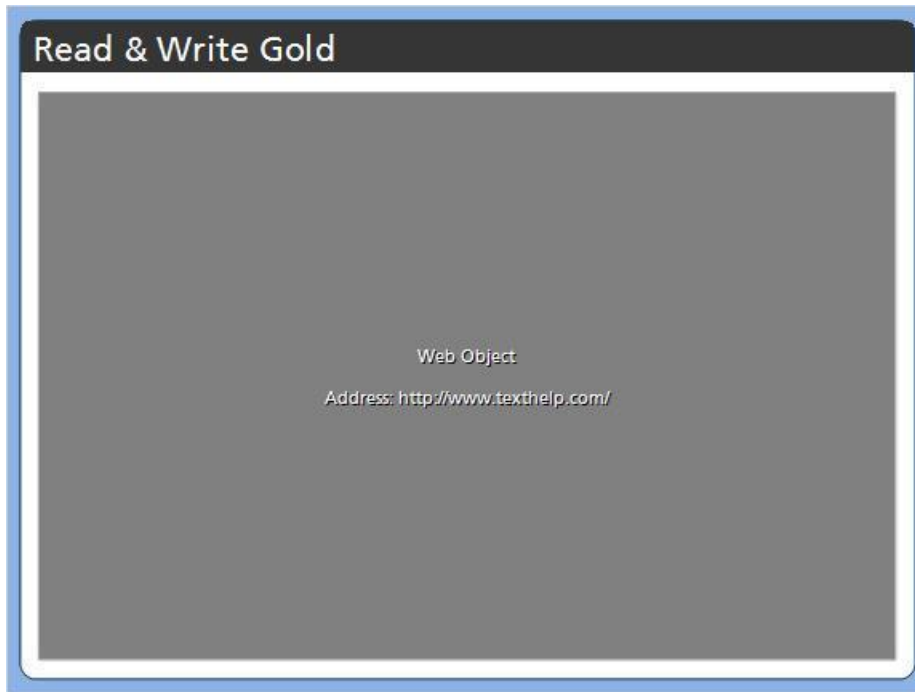
8.10 WATI



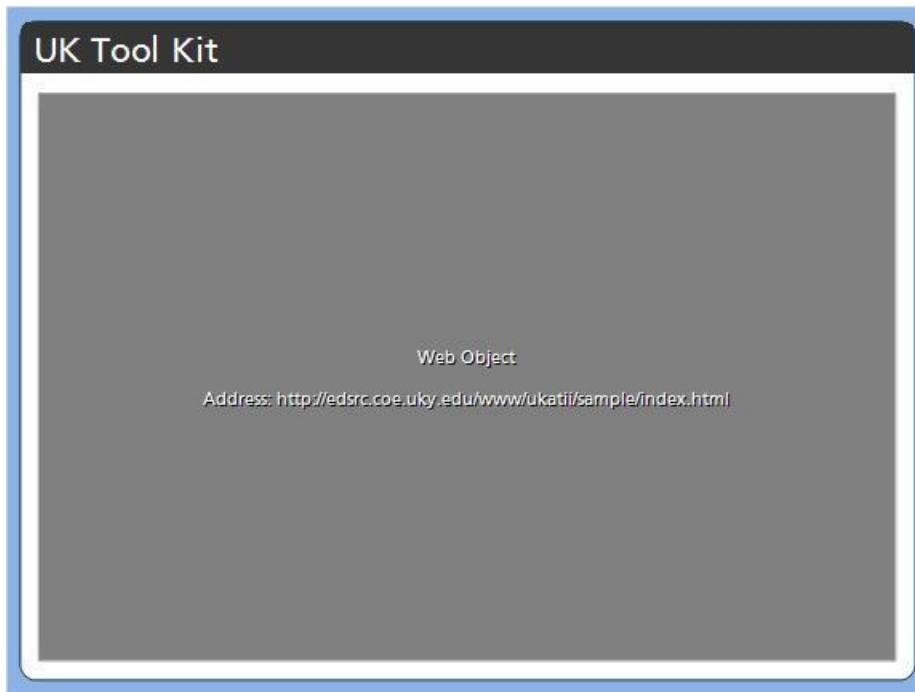
8.11 RJ Cooper



8.12 Read & Write Gold



8.13 UK Tool Kit



9. GPII

9.1 Untitled Slide



9.2 GPII Introduction Video



9.3 GPII Website

