

Lapeer County Intermediate School District Assistive Technology Guidelines



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Note of Thanks

The Lapeer County Intermediate School District (LCISD) would like to acknowledge and thank those people who have helped with this project.

First, thank you to Region I Assistive Technology Consortium for sharing their assistive technology guidelines.

We would also like to thank Sherri Pelletier Region II Assistive Technology Consortium Committee Coordinator for her assistance and support in establishing the Lapeer County ISD Assistive Technology Committee.



MISSION STATEMENT

We recognize that Assistive Technology can eliminate barriers and enable students with disabilities to access the general education curriculum and progress towards goals and objectives.

We assist those who are responsible for providing services to students with disabilities in the selection, acquisition and use of assistive technology.



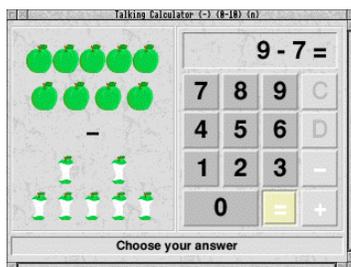


What is Assistive Technology?

The term "assistive technology" refers to an array of devices and services used to increase, maintain or improve functional capabilities of a student with a disability. Assistive technology may include equipment and/or instructional strategies needed to assist communication (spoken and written), mobility, self care, and other needs arising from sensory, motor, cognitive or social impairments. Assistive technology devices may range from simple modifications to sophisticated technical equipment.

"Assistive Technology Services" involve evaluation, selection, acquisition, coordination, and instruction necessary for a student's successful participation in his or her learning environments.

Assistive technology can eliminate barriers and enable individuals with disabilities to be participating and contributing members of society.



Legislation

The following material is reproduced from the IDEA-Individuals with Disabilities Education Act Amendments of 1997. Legislation is cited following each excerpt.

Assistive Technology

- (a) each public agency shall ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in Sections 300.5-300.6, are made available to a child with a disability if required as a part of the child's:
 - (1) special education under Section 300.26
 - (2) related services under Section 300.24; or
 - (3) supplementary aids & services under Sections 300.28 & 300.550 (b)(2)
- (b) on a case-by case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's IEP team determines that the child needs access to those devices in order to receive FAPE.

From the Individuals with Disabilities Education Act Amendments of 1977 (IDEA '97) P.L. 105-17, Section 1412 (a) (23) (B) (i).

Definition of Assistive Technology Device

The term "assistive technology device" means 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 functional capabilities of a child with a disability.

From the Individuals with Disabilities Education Act Amendments of 1997, (IDEA '97) P.L. 105-17, Section 1401 (1).

Definition of Assistive Technology Service

The term "assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or 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 for children with disabilities;
- c) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;

- d) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- e) Training and technical assistance for a child with a disability, or, if appropriate, that child's family; and
- f) Training or technical assistance for professional (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 that child.

From the Individuals with Disabilities Education Act Amendments of 1997 (IDEA '97) P.L. 105-17, Section 1401 (2).

IEP Considerations of Special Factors

The IEP Team shall--
consider whether the child requires assistive technology devices and services.

From the Individuals with Disabilities Education Act Amendments of 1997 (IDEA '97) P.L. 105-17, Section 1414 (d) (3) (B) (v).

Infant and Toddlers with Disabilities

Early Intervention Services- The term "early intervention services" means developmental services that include:

(xiii) assistive technology devices and assistive technology services;

From the Individuals with Disabilities Education Act Amendments of 1997 (IDEA '97) P.L. 105-17, Section 1432 (4) (E) (xiii)

How This Document Is Organized

These guidelines are organized to assist districts in implementing legislative requirements related to assistive technology.

Top of the Page

Each page addresses a specific section of the law, which is printed at the top of the page.

Interpretation of Law

The interpretation of each section of the law is presented on the left side of the page. This includes guidelines that will help to organize, support and promote the effective use of assistive technology for students with unique needs.

Educational Implications

The educational implications of each section of the law are presented on the right side of the page. These implications provide an outline to develop procedures, clarify the need for a plan to dedicate resources, and assist in developing a hierarchy of activities to carry out the law in an efficient and effective manner.

Coordinating

(D) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs

INTERPRETATION OF LAW

- ❑ A person will be identified to coordinate the assistive technology process for the individual student.

EDUCATIONAL IMPLICATIONS

- ❑ The coordinator's responsibilities may include:
 - Coordinating activities:
 1. Scheduling meetings
 2. Corresponding with team members
 - Monitoring the implementation plan
 - Arranging for access to strategies, equipment, and training from various sources at the local, ISD, regional and/or state level(s)
 - Facilitating the transition of services between grade levels, buildings, programs and settings
- ❑ Time will be allotted to the coordinator for conducting assistive technology coordination services
- ❑ ISD personnel are responsible to assist in the local coordination of the above named tasks

Evaluating

- 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.**

INTERPRETATION OF LAW

EVALUATION FOR THE STUDENT SHOULD:

- Include a pre-referral process

- Include a systematic referral process

- Be conducted by a student-centered team which may include anyone who will be involved in the student's program and progress

- Consider observation or evaluation of relevant areas of learning

EDUCATIONAL IMPLICATIONS

- A pre-referral team in the local district will implement assistive technology accommodations and modifications aided by the use of a checklist system. The outcome of these attempts must be documented, before a formal assistive technology referral is considered

- A referral for a formal assistive technology evaluation will be initiated based upon a documented educational need

- A team may consist of the student, parent(s), teacher/therapist and a person knowledgeable about assistive technology

- Additional team members may be included as needed:
 - General Education Teacher
 - Special Education Teacher
 - Teacher Consultant
 - Speech/Language Pathologist
 - Occupational Therapist
 - Physical Therapist
 - Psychologist
 - Paraprofessional

- Areas should include, but are not limited to the following:
 - Cognitive abilities
 - Academic and literacy levels
 - Language and communication skills
 - Vision and hearing
 - Physical characteristics/abilities
 - Behavioral considerations

Acquiring

B) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for children with disabilities.

INTERPRETATION OF LAW

- ❑ District must provide assistive technology devices and services as determined necessary by the student's educational team to assist the student in achieving his or her individualized educational goals

- ❑ Acquisition of assistive technology devices will be based on the student's needs, as demonstrated in a documented comprehensive evaluation, and referenced to goals and objectives stated in the student's IEP

- ❑ Technology to meet individual student needs may include consideration of both manufactured and custom made assistive technology devices

EDUCATIONAL IMPLICATIONS

- ❑ Will develop a process for purchasing or otherwise providing assistive technology, addressing both procedure and cost

- ❑ Acquisition of necessary assistive technology devices for an individual should be done in a timely manner
 - Districts will maintain a record of contact and delivery of assistive technology for trial use
 - Districts will develop a policy related to trial use of assistive technology
 - At the conclusion of the evaluation the district will provide needed assistive technology in a timely manner

- ❑ Partnerships with manufacturers, universities, and other agencies may be established to help provide access to the most appropriate assistive technology devices.

- ❑ A comprehensive database should be available to access information about assistive technology devices including;
 - Manufacturers - loan programs and purchase
 - State resource for assistive technology device loan and purchase
 - Inventory of current district and ISD assistive technology
 - District/ISD loan library
 - Community resources

Training of Students

(E) Training or technical assistance for a child with a disability or, if appropriate, that child's family.

INTERPRETATION OF LAW

- Provide direct training and technical support to students and their families when appropriate.

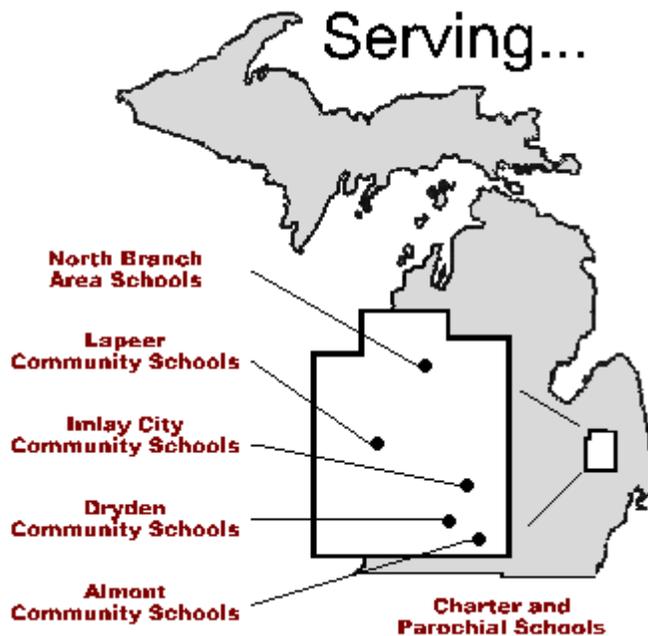
EDUCATIONAL IMPLICATIONS

- Training and technical support may take place in a variety of settings
- Technical support and training must be ongoing
- Time will be provided for professional staff to collaborate with the student and their family

LAPEER COUNTY

Intermediate School District

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The Lapeer County Intermediate School District is an educational service agency committed to the delivery of quality education services requested by our local school districts which include General Education, Special Education, and Vocational Education, as well as Administrative Support Services. In consortium with the five local school districts and public school academies in Lapeer County, the ISD also continues to work closely with local human service agencies to meet the needs of the community.

It is the policy of the Lapeer County Intermediate School District not to discriminate on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap in its education program, activities or employment as required by the Title VI, Civil Rights Act 1964, Section 504 Rehabilitation Act 1973, Title IX Educational Amendment 1972. Direct inquiries to: Human Resources, Lapeer County Intermediate School District, 1996 West Oregon, Lapeer, MI 48446, (810) 664-5917.