

ASSISTIVE TECHNOLOGY FOR SPECIAL NEEDS STUDENTS

The School District of Jefferson is committed to providing appropriate assistive technology to students with disabilities. The school district is also committed to training teachers, paraprofessionals, and students on how to most effectively use assistive technology. The need for assistive technology must be determined on a case-by-case basis. A student may need assistive technology in multiple environments in order to receive a free and appropriate public education (FAPE).

Assistive technology refers to the need for the use of devices and services to increase, maintain, or improve functional capabilities of students with disabilities. An “assistive technology device” refers to any item, piece of equipment (e.g. laptop computers, special audio-visual equipment, special wheel chairs or desk, and/or other capital items for use by students and/or staff), or product system that is used to increase, maintain, or improve functional capabilities of students with disabilities. An “assistive technology service” refers to any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. Such term includes:

1. The evaluation of the needs of such child, including a functional evaluation of the child in the child’s customary environment;
2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by such child;
3. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
4. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
5. Training or technical assistance for such child, or where appropriate, the family of such child; and
6. Training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of such child.

Those students having special needs but not requiring a formal IEP according to law, which may include but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services. The School District of Jefferson is committed to the concept of universal design for learning. This means that, to the greatest extent possible, the district shall recognize and accommodate all learners’ individual differences.

SCHOOL DISTRICT OF JEFFERSON
BOARD OF EDUCATION POLICY

Reference Code: IGBG

ADOPTED: November 28, 2005

REVISED:

REVIEW DATE: October 22, 2012

LEGAL REF.: Chapter 115, subchapter V, Wisconsin Statutes
Individuals with Disabilities Education Act (IDEA)
Section 504 of the Rehabilitation Act (504)
The Americans with Disabilities Act (ADA)

CROSS REF.: Policy IIBG –Use of District Computing Facilities
Policy IGBA – Special Education Program
Policy IL – Testing Program

ASSISTIVE TECHNOLOGY PROCEDURES

STUDENTS WITH IDENTIFIED SPECIAL EDUCATIONAL NEEDS

A student's need for assistive technology shall be determined on a case-by-case basis. If the IEP team determines that a particular assistive technology item **is required** for the student to be provided a reasonable educational benefit from his/her education program, the technology must be provided to implement the IEP. In some cases, this may include the placement of school-purchased assistive technology devices in other settings as required by the child's IEP.

Assistive technology may be provided as special education, related services, or supplemental aids and services for students with disabilities who are educated in regular classes.

The District is responsible for assistive technology evaluations. The need for assistive technology will be determined by using the following procedures:

1. Team members identify the difficulty the student is experiencing and discuss possible causes.
2. Team members review and gather baseline data.
3. The team identifies needs and generates possible assistive technology solutions.
4. During a specified time frame, assistive technology trials are completed and data is collected.
5. The team analyzes new data and makes decisions about the use or permanent acquisition of one or more assistive technology tools and/or services. These instructional resources allow learning goals to be attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember. The National Instructional Materials Accessibility Standard (NIMAS), developed through the Office of Special Education Programs, U.S. Department of Education (USDOE), shall be used when purchasing equipment and curriculum materials.
6. The use of web page design standards that improve accessibility for all, including those with disabilities, will be implemented in phases.
7. If specific assistive technology is identified as being needed, it will be included in the student's IEP. (See attached Assistive Technology Checklist.)

STUDENTS WITHOUT IDENTIFIED SPECIAL EDUCATIONAL NEEDS

Those students having special needs but not requiring a formal IEP according to law, which may include, but are not limited to Section 504 students, migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services on a case-by-case basis to be determined by the following procedures:

1. Team members identify the difficulty the student is experiencing and discuss the possible causes. The team may be comprised of a classroom teacher, special education teacher, guidance counselor, librarian, district technology coordinator, and/or building principal.
2. Team members review and gather baseline data.
3. The team identifies the need and generates possible assistive technology solutions.
4. During a specified time frame, assistive technology trials are completed and data is collected.
5. The team analyzes new data and makes decisions about the use or permanent acquisition of one or more assistive technology tools or services. These instructional resources allow learning goals to be attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember. The National Instructional Materials Accessibility Standard (NIMAS), developed through the Office of Special Education Programs, U.S. Department of Education (USDOE), shall be used when purchasing equipment and curriculum materials.
6. The use of web page design standards that improve accessibility for all will be implemented in phases.
7. If specific assistive technology is identified as being needed, the Building Principal will make a request of the District Technology Coordinator for consideration and procurement.

TRAINING

The District shall provide awareness level training of assistive technology to all employees who work with children with disabilities. Designated staff shall be familiar with the law regarding assistive technology, including how to consider, assess, and obtain assistive technology.

ASSISTIVE TECHNOLOGY TEAM

The Director of Pupil Services and Special Education shall form a district assistive technology team that will consist of a staff member from each building, a district office staff member, and the Technology Coordinator and/or Network Administrator. This team shall:

1. Meet at least three times per year;
2. Disseminate information and provide consultation regarding assistive technology to district staff;
3. Maintain an in-district assistive technology lending library; and
4. Maintain a protocol for assistive technology consideration in every IEP.

11/28/05

Child's Name: _____

ASSISTIVE TECHNOLOGY CHECKLIST JEFFERSON SCHOOL DISTRICT

Writing

Mechanics of Writing

- Regular pencil/pen
- Pencil/pen with adaptive grip
- Adapted paper (e.g. raised line, highlighted lines)
- Slantboard
- Use of prewritten words/phrases
- Portable word processor to keyboard instead of write
- Computer with word processing software
- Portable scanner with word processing software
- Voice recognition software to word process
- Other: _____

Computer Access

- Keyboard w/ Easy Access or Access DOS
- Word prediction, abbreviation/expansion to reduce keystrokes
- Keyguard
- Arm support (e.g. Ergo Rest)
- Track ball/track pad/joystick w/ on-screen keyboard
- Alternate keyboard (e.g. IntelliKeys, Discover Board, TASH)
- Mouth stick/Head Master/Tracker w/ on-screen keyboard
- Switch with Morse code
- Switch with scanning
- Voice recognition software
- Other: _____

Composing Written Material

- Word cards/word book/word wall
- Pocket dictionary/thesaurus
- Writing templates

- Electronic/talking electronic dictionary/thesaurus/spell checker (e.g. Franklin Speaking Homework Wiz)
- Word processing w/ spell checker/grammar checker
- Talking word processing
- Abbreviation/expansion
- Word processing w/ word prediction (e.g. Co-Writer)
- Multimedia software
- Voice recognition software
- Other: _____

Communication

- Communication board/book w/ pictures/objects/letters/words
- Eye gaze board/frame
- Simple voice output device (e.g. BIGmack, Cheap Talk, Voice in a Box, MicroVoice, Talking Picture Frame)
- Voice output device w/ levels (e.g. 6 Level Voice in a Box, Macaw, Digivox)
- Voice output device w/ icon sequencing (e.g. Alpha Talker II, Chatbox, Vanguard)
- Other: _____

Reading, Studying, and Math

Reading

- Colored overlays
- Standard text
- Predictable books
- Changes in text size, spacing, color, background color
- Book adapted for page turning (e.g. page fluffers, 3-ring binder)
- Use of pictures/symbols with text (e.g. Picture It, Writing with Symbols 2000)

SCHOOL DISTRICT OF JEFFERSON
GUIDELINES FOR IMPLEMENTATION

Reference Code: IGBG-E(1)

- Talking electronic device/software to pronounce challenging words (e.g. Franklin Speaking Homework Wiz, American Heritage Dictionary)
- Single word scanners (e.g. Seiko Reading Pen)
- Scanner w/ OCR and talking word processor
- Electronic books
- Other: _____

Learning/Studying

- Print or picture schedule
- Low tech aids to find materials (e.g. index tabs, color coded folders)
- Highlight text (e.g. markers, highlight tape, ruler, etc.)
- Recorded material (books on tape, taped lectures with number coded index, etc.)
- Voice output reminders for assignments, steps of tasks, etc.
- Single word scanners
- Hand-held scanners
- Software for concept development/manipulation of objects (e.g. Blocks in Motion, Toy Store)-may use alternate input device, e.g. switch, touch window)
- Software for organization of ideas and studying (e.g. Inspiration, Claris Words Outline, PowerPoint, etc.)
- Other: _____

Math

- Abacus/Math Line
- Enlarged math worksheets
- Low tech alternatives for answering
- Math "Smart Chart"
- Money calculator and Coinulator
- Tactile/Voice output measuring devices
- Talking watches/clocks
- Calculator/calculator with print out
- Calculator with large keys and/or large display
- Talking calculator
- Calculator with special features (e.g. fraction translation)
- On-screen/scanning calculator
- Alternative keyboard (e.g. IntelliKeys)
- Software with cueing for math computation (may use adapted input methods)
- Software for manipulation of objects

- Voice recognition software
- Other: _____

Recreation & Leisure

- Toys adapted with Velcro™, magnets, handles, etc.
- Toys adapted for single switch operation
- Adaptive sporting equipment (e.g. lighted or beeping ball)
- Universal cuff/strap to hold crayons, markers, etc.
- Modified utensils (e.g. rubber stamps, brushes, etc.)
- Ergo Rest or other arm support for drawing/painting
- Electronic aids to control/operate TV, VCR, CD player, etc.
- Software to complete art activities
- Games on the computer
- Other computer software
- Other: _____

Activities of Daily Living (ADLs)

- Nonslip materials to hold things in place
- Universal cuff/strap to hold items in hand
- Color coded items for easier locating and identifying
- Adaptive eating utensils (e.g. foam handles, deep sides)
- Adaptive drinking devices (e.g. cut with cut out rim)
- Adaptive dressing equipment (e.g. button hook, elastic shoe laces, Velcro™ instead of buttons, etc.)
- Adaptive devices for hygiene (e.g. adapted toothbrush, raised toilet seat, etc.)
- Adaptive bathing devices
- Adaptive equipment for cooking
- Other: _____

Sensory

- Visual window
- Bean bag chair
- Fiddle toys
- Oral sensory input (e.g. gum, skittles, starbursts)
- Sit and move (e.g. disco sit)

- Weighted vest/weighted blanket/weighted lap pad
- Eye patch (e.g. for perceptual deficits, too much stimulus)
- Other: _____

Control of the Environment

- Light switch extension
- Use of interface and switch to activate battery operated devices
- Other: _____

Positioning & Seating

- Non-slip surface on chair to prevent slipping (e.g. Dycem)
- Bolster, rolled towel, blocks for feet
- Adapted/alternate chair, sidelyer, stander
- Sit and move (e.g. disco sit)
- Other: _____

Vision

- Eye patch (e.g. ocular motor control)
- Magnifier
- Large print books
- Screen magnification software
- Screen color contrast
- Screen reader, text reader
- Other: _____

Hearing

- Pen and paper
- FM or Loop system
- Other: _____

If no assistive technology is needed, explain why not: _____
