

Assistive Technology Evaluations & Dyslexia

Presented to Decoding Dyslexia 10-02-17

by Shannon Henry, OTL/ATS and Jennifer South, OTL/R ATS





What is Assistive Technology

- IDEA Definitions- what the law says:
 - § 300.105 Assistive technology. (a) Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in §§ 300.5 and 300.6, respectively, are made available to a child with a disability if **required** as a part of the child's— (1) Special education under § 300.36; (2) Related services under § 300.34; or (3) Supplementary aids and services under §§ 300.38 and 300.114(a)(2)(ii). (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.



What is Assistive Technology

- IDEA Definitions- what the law says:
- Assistive Technology **Device** is 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. (20 U.S.C. 1401(1))



What is Assistive Technology

- IDEA Definitions- what the law says:

Assistive Technology **Service** is any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Such term includes -

(A) the evaluation...

(B) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices...

(C) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing...

(D) coordinating and using other therapies, interventions, or services with assistive technology devices...

(D) training or technical assistance for such child, or ...the family of such child...

(F) training or technical assistance for professionals... (20 U.S.C. 1401(2))



Who can provide AT Service

The law under AT service does not state a specific person/role/profession who can provide AT.

The law states that the assessment be done by a person trained and knowledgeable with the assessment.



Considering AT on the IEP

IDEA 2004 requires IEP teams to consider the assistive technology needs of **ALL** children with disabilities.

(20 U.S.C. 1414(d)(3)(B)(v))



Considering AT on the IEP

• SPECIAL FACTORS Page 2 of IEP

F. Does the student need assistive technology devices or services?

34 CFR 300.324(a)(2)(v)

YES

NO

If YES, the IEP addresses assistive technology devices or services.

G. Does the student require one or more specialized formats (braille, large print, audio, and/or digital text) of educational materials because blindness or other disability prevents effective use of standard print materials?

34 CFR 300.210(b)(3); 300.172(b)(4)

YES

NO

If YES, alternate format(s) is/are identified in the IEP.



How do you Consider AT

Here are some forms that are used:

[Georgia Project for Assistive Technology](#)

[Wisconsin Assistive Technology Initiative](#)

[Assistive Technology Considerations](#)



SETT Framework

- **S**tudent = what are students strengths and areas of needs.
- **E**nvironment = what environments is the student having challenges (school/home).
- **T**asks = what tasks are the student having challenges with?
- **T**ools = what tools might help the student



Evaluation Planning for AT

What is evaluation planning?

It is a time to consider whether the student needs an Assistive Technology Evaluation.

What do we already know, what don't we know and do we need to pursue an evaluation?



What does an AT Referral look like

Here are some example forms:

<http://www.atsolutions.biz/referralform.htm>

[AT Referral Form from MESD](#)



How do you determine whether you need an AT Evaluation?

This is a team decision made at the Evaluation Planning Meeting.



AT Evaluation for Dyslexia

Components should be related to areas of need identified and may include:

- File Review
- Observation
- Interview
- Data collection on writing, reading, executive functioning, etc. through trial or assessment tools.



AT Evaluation Tools

- DeCoste Writing Protocol
- Protocol for Accommodations in Reading
or uPar
- Wisconsin Assistive Technology Initiative



After an AT Eval

1. IEP/504 Meeting to review AT evaluation
2. Team decision if student requires AT to benefit from their education.
3. Special Factors F and G considered -Yes or No
4. Add AT evaluation or trial results into PLAFFP
4. Adding in Accommodations in generic terms
5. Assistive Technology Consultation – is it needed?
Who provides?



AT Implementation

Team Process to determine where the AT will be utilized.

Training for staff and student on device or software.

Making sure student has access to tools.

Who, what, when and where?



AT Tools

Written Communication:

Chromebook

Voice Typing in Google Docs

Read&Write Extension – Text to Speech Free to listen to text

OnScreen Keyboard – Speech to text (microphone on keyboard)

iPad

Siri – speech to text (STT)

Read Selection – free text to speech (TTS)



AT Tools for Reading

Chrome

Read&Write – **free text to speech (TTS)**

Bookshare – free Bookshare web reader

iPad

Read Selection: Free text to speech (TTS)

Siri – free speech to text (STT)

Computer

Microsoft Word – free Speak option



Assistive Technology & SBAC

Accommodations: Accommodations are changes in procedures or material that increases equitable access during the statewide assessments. Assessment accommodations generate valid assessment results for students who need them: **they allow these students to show what they know and can do.** Note: accommodations are available only for students with documented IEPs or Section 504 Plans. Accommodations do not compromise the learning expectations, construct, grade-level standard or intended outcome of the assessment



Assistive Technology & SBAC

SBAC Accommodations for Writing:

<p>Speech-to-text (STT) (A311)</p> <p>[Setting Up STT:</p> <ul style="list-style-type: none">• Install STT program (for instance, Dragon) on the computer that the student will use for the test.• “Enable” the Permissive Mode in TIDE• Before the TA opens the secure browser, the STT program needs to be engaged• Open the Secure Browser and have the student login and begin the test.]	<p>Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.</p>	<p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p>
---	--	--



Assistive Technology & SBAC

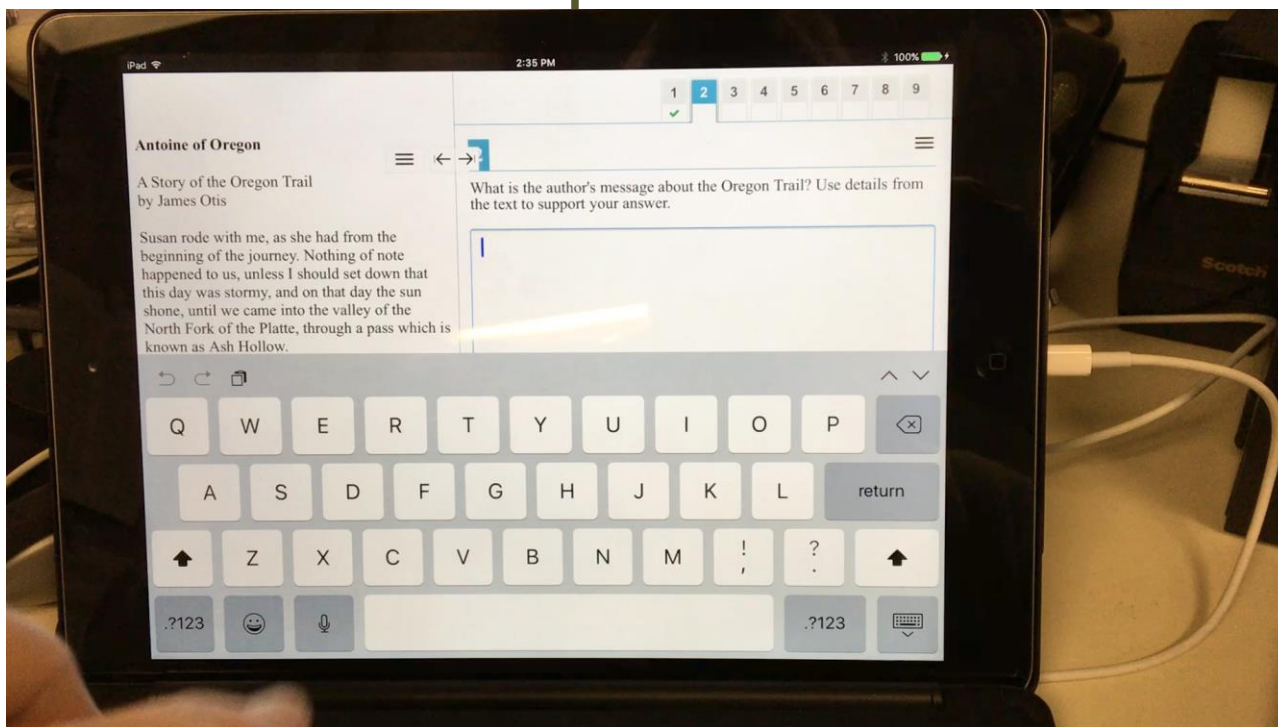
SBAC Accommodations for Reading

Accessibility Supports for Smarter Balanced Assessments		
Accommodation	Description	Recommendations for Use
Text-to-speech (for ELA reading stimuli, all grades) (A225)	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.



Assistive Technology & SBAC

Demo of SBAC Speech to Text in iPad





Assistive Technology & SBAC

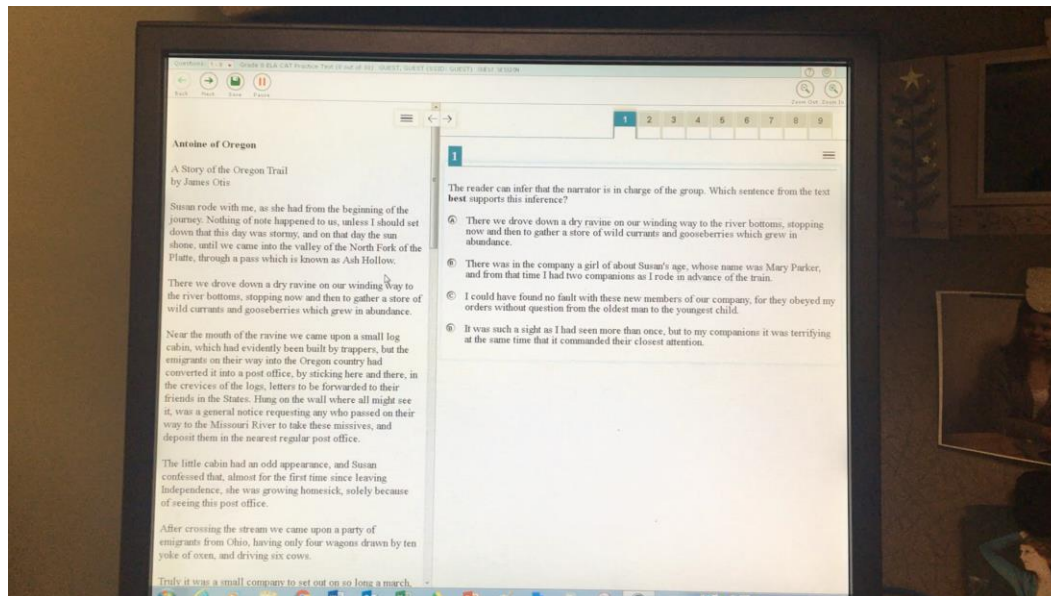
- Speech to Text with Dragon Naturally Speaking





Assistive Technology & SBAC

- Text to Speech – Embedded Accommodation





Assistive Technology Accommodations and SAT's

This is a long process. I would suggest to start at least 6 months prior to the test to get approval for accommodations. Work with your high school counselor and make sure someone knowledgeable on Assistive Technology is involved.



Thank You!