Assistive Technology

What do Assistive Technology Services do?

(H) Support the development and use of technology, including assistive technology devices and assistive technology services, to maximize accessibility for children with disabilities.

(v) To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.

Assistive Technology Service

(2) 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. Such term includes--

(A) The evaluation of the needs of such child, 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 such child;

(C) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing 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 or technical assistance for such child, or, where appropriate, the family of such child; and

(F) 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.

Assistive Technology Device

(A) In general.--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.
(B) Exception.—The term does not include a medical device that is surgically implanted, or the replacement of such device

New Hanover County Schools Assistive Technology Referral Process

New Hanover County Schools begins consideration of Assistive Technology with the SETT (Student-Environment-Tasks-Tools) process as developed by Joy Zabala.

The goal of SETT framework:
…to help collaborative teams create Student-centered, Environmentally-useful, and Tasks-focused Tool systems that foster the educational success of students with disabilities

The Process:

Assistive Technology MUST be considered for each student with an IEP.

1. A school team when considering Assistive Technology determines that the student may benefit from greater access to the school environment.
2. The (Instructions) SETT Part 1 is filled out by the team and sent to the AT Specialist.
3. The AT Specialist reviews the form and follows up in the following methods:
   • Send equipment or suggestions to the team (follow up training if necessary and/or
   • Schedule a consultation visit to the school to observe the student, meet with staff and equipment trials with the student and/or
   • Schedule a full evaluation with the AT Team; Speech Language Therapist, Occupational Therapist, School Psychologist, school staff as indicated.
4. The AT Specialists writes a report of the follow-up method and provides it to the team. The team may request the AT specialist attend a IEP meeting to review recommendations and determine future follow-up and/or training for staff, family and community workers.
5. The team should consider AT as an ongoing process and revise the SETT for review as the Student, Environment, and Tasks change.

Assistive Technology and the IEP

AT can be incorporated into the IEP in 3 ways:

1. As part of Special Education (goals & objectives)
   This is used in the cases where students are being TRAINED on using the device properly. The actual functioning of the device:

2. As a related service:
This is used when Goals and Objectives to train the function of a device are on the IEP. The team member(s) are determined on a case by case basis dependent on the equipment.

3. Supplemental aid or service needed to support the student in the least restrictive educational environment:
   AT becomes a modification if it supports the student sufficiently to maintain his or her placement. It also is supplementary if not using the device means the child will have to be in a more restrictive setting.