Note to Presenter:
This presentation is intended for people who are or will be participating in assistive technology (AT) evaluations. The scope of this training session focuses on the AT evaluation that may be a part of the services provided to a student who has already qualified to receive special education services under the provisions of the Individuals with Disabilities Education Act of 1997 (IDEA ‘97). There are, however, other circumstances in which an AT evaluation would be conducted (for example, as a part of a 504 plan).
It should be noted that the principles of AT evaluation included in this session are directly related to IDEA ‘97, but the process is appropriate for determining the need for AT under other legislation such as 504.

Before you begin
• Read through the entire presentation to become familiar with the structure and sequence of this module
• Print and read the Supplementary Materials for Presenters for an overview of the research and literature that support this module.
• Print the handouts for participants from the TATN website including:
  ✓ PowerPoint Notetaking Guide
  ✓ Supplementary Materials for Participants
  ✓ DATE form (DON’T PASS OUT UNTIL SLIDE #40)
  ✓ Case Study Handout # 1 - Referral Information (DON’T PASS OUT UNTIL SLIDE #35)
  ✓ Case Study Handout # 2 - Information from Trial Activities (DON’T PASS OUT UNTIL SLIDE #70)
• Print copies of your district's operating guidelines or procedures for referral, evaluation and provision of AT
• If you are not in Texas and your state’s guidelines for referral and evaluation are different, supplement information to reflect your state’s requirements.
• This training module was collaboratively developed by:
  • The Texas Assistive Technology Network, with leadership provided by Region IV Education Service Center, and
  • The Texas Education Agency
• The collaborative partners gratefully acknowledge the work of Joy Zabala, as the primary contributing consultant and author.
• This module, *Providing Assistive Technology: A Team Perspective*, is part of the *Assistive Technology in Texas Schools Series*.
• The entire training module, which includes the PowerPoint presentation, the trainer notes, and handouts for participants, is available at the Texas Assistive Technology Network website at [www.texasat.net](http://www.texasat.net).
• Please check the website for the other modules that are currently available.
• You have been provided with a copy of the slide set to serve as a note-taking guide. It frees you to concentrate on the presentation and add your own notes rather than copying the slides.
• Your handouts also include a *Supplementary Materials for Participants* booklet to which we will be referring during the session.
Review the objectives of the lesson.
As districts expand their capacity to conduct effective AT evaluations, several questions come to mind.

Quickly review the questions on the slide.

As we proceed through this session, we will seek to answer these questions in a way that will be helpful to you as you participate in AT evaluations.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
“What is an AT evaluation?”

• Let’s begin with the first question…

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
An AT Evaluation...

- Builds upon existing information from a variety of sources
- Determines how the student currently performs
- Determines the nature of barriers

Note to presenters:
It is critical that all school personnel, families, and others who may be involved in AT evaluations understand the contents of slides 7-10.

- Builds upon existing information drawn from a variety of sources
- Determines how the student currently performs in relation to the criteria or expectations of educational environments
- Determines the nature of barriers that are preventing the student from participating and progressing at the expected rate

REVIEW AND CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
• Gathers and analyzes information and identifies devices and services needed to remove barriers and increase achievement
• Uses evaluation data to make recommendations about the nature and extent of AT devices and services required to mediate barriers and support achievement of expected outcomes

REVIEW AND CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
In Texas the IEP team is referred to as the Admission, Review, and Dismissal committee. Both terms will be used as appropriate to the content of this module.

REVIEW AND CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
• Though AT may be used to mediate concerns in a wide variety of functional areas, AT is NOT one of the 13 categories of disability defined in IDEA ’97 (e.g. learning disability, mental retardation, visual impairment, speech impairment, etc.)
• Students do not “qualify” for AT devices or AT evaluations, but are entitled to them IF NEEDED as a part of their special education, related services or supplementary aids and services.
• Though the results of AT evaluations may be a part of a student’s evaluation information, findings are NEVER included in the criteria for eligibility for special education services.

Before moving to the next question, ask participants if there are any questions. If questions arise that will be handled later in the session, explain that and move on.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
“What legal issues impact AT evaluation?”

Show this slide and move to the next slide
Note to Presenter:
The “hand Icon” indicates that information can be found in the participants handouts. Pass out the Participant Supplementary Handouts.

• Let’s take a quick look at four sections of the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA ’97) that relate to AT evaluations and the right of each student with disabilities to receive and benefit from a free, appropriate public education (FAPE).
• no changes have been made to AT evaluations in IDEA since 1997

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
There are two definitions related to AT in IDEA ’97 which were first defined in the Technology Related Assistance for Individuals with Disabilities Act of 1988 (the Tech Act).

The first definition is an AT device. Key issues are “ANY ITEM” and “FUNCTIONAL CAPABILITIES.”

- No item can be categorically EXCLUDED; the key is how it is used and the extent to which it is required. For example, it is not permissible to stipulate that students who qualify for special education services as speech impaired do not need AT.
- Similarly, no item should be categorically INCLUDED (e.g., stipulating that all students with a learning disability need a word prediction software program).

Decisions are made on a case by case basis and depend on the student’s functional needs. Decisions are not based on disability categories.

- Several words that are actually in the definition as printed in IDEA ’97 are not included on the slide, as noted by the three dots. Those words, while not critical to understanding the definition of AT, underscore the inclusive nature of the definition when they state, “whether acquired off the shelf, modified or customized.”
- AT is NOT about where you get something or if you made it. Whether an item is “traditional” AT, instructional technology, a universal design feature of technology (such as changing the text size or screen color), or a common item in the environment, is not definitive. It becomes AT if it is required by a student to participate in the educational program and progress toward mastery of educational goals.

- Example: A the team determines that a student who has a learning disability related to recalling and using number facts needs a calculator anytime he has to do any calculations. The student is able to use a regular small calculator. In this case, a $3 calculator from Walgreen’s that meets the student’s need would be AT for that student, while remaining just an item of convenience for others.
Needs fall into a large number of functional areas that are pertinent to education that we will discuss in detail on the next slide.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Although curriculum is the content of the educational program, there are many functional areas that contribute to the student’s ability to be an active learner.

If any of these areas is of concern for a student with disabilities, it MAY indicate a need for AT as a part of the other services the student receives.

For more specific information and examples of the continuum of devices that may address these functional areas, the Georgia Project for Assistive Technology (GPAT) has developed many resources, including the AT Resource Guide. These resources are available online at http://www.gpat.org.

A new version of the AT Resource Guide includes video clips of the AT solutions. The “hot” video resource guide was developed by Valdosta State University and GPAT and can be accessed at http://coefaculty.valdosta.edu/spe/ATRB/AT_considerati_resource.htm.

Briefly review the areas on the slide and move on.
IDEA '97
Sec. 300.6

Assistive Technology Service...

*any service* that directly assists a child with a disability in the *selection, acquisition, or use* of an assistive technology device.

- The second AT definition included in IDEA '97 is of an AT service. Key issues are “ANY SERVICE” and “SELECTION, ACQUISITION, or USE”
- There is a wide range of services that can be considered AT services, all of which relate to supporting a student and those around him/her in the acquisition and use of an AT device.
- Although this session is primarily concerned with the AT service of evaluation, examples of other AT services include those related to acquisition and use of AT devices, such maintenance of devices and training for the student, staff, parents, and others.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
This excerpt from the definition of AT services in IDEA’97 shows that evaluation is clearly an AT service that may be provided for the student, and thus, should be documented as such.

- When documenting that an AT evaluation is needed, detail the type of assistance that is needed and include a time frame.
- Refer to your district guidelines for how to document the AT evaluation in the ARD/IEP documents as an AT service.
- The AT evaluation is provided to determine whether or not the student requires AT devices and additional AT services, and, if so, the nature and extent of those services.
- Remember that, as you consider a student’s need for AT, you will be thinking not only about devices that the student might need, but also about the services that may be required.
- When AT devices fail to meet the needs of the student, it has often been found that contributing factors may be more closely related to the lack of needed AT services than to the inappropriate selection of AT devices.

**CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.**
Each public agency shall ensure that assistive technology devices or assistive technology services, or both...are made available to a child with a disability if required as a part of the child’s special education, related services, and supplementary aids and services.

• And so, now that we are clear on what the definitions are, let’s have a look at what IDEA ‘97 says about district responsibilities related to AT devices and services.
• This slide shows Part A of Section 300.308 of the Federal Regulations of IDEA ’97, which first appeared in IDEA in 1990.

Briefly review the areas on the slide and move on.
[IDEA '97]

Sec. 300.308 - Assistive Technology

(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.

- Part B was added to the IDEA Regulations in 1997.
- Important points…
  - The decision is made by the IEP team.
  - The decision is based on whether or not the child needs the AT at home or in other environments in order to receive FAPE.

Move to the next slide
• Further, IDEA includes AT in the five special considerations that must be made by the IEP team during the development of the IEP.
• The mandate to consider the need for AT in the development of the IEP for every child who qualifies for special education services has had significant impact on school districts across the nation. As a support to school districts, TATN developed a training module in the consideration process. The *Considering AT in the IEP Process* training module is available at the TATN website at www.texasat.net. The module includes the “Texas 4-Step Consideration Model” that we will discuss next.

**CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.**
• These are the steps of the Texas 4-Step Model for AT Consideration.
• For more detailed information, please refer to the training module, *Considering AT in the IEP Process*, that is available for downloading on the TATN website at www.texasat.net.
• In summary, consideration is a relatively brief process that’s place within the development of the IEP and is based on the information that the IEP team has at its disposal.
• Let’s have a look at the possible outcomes of consideration.

_Briefly review the areas on the slide and move on._
• There are basically three results of consideration of AT needs during the development of the IEP.
• If, after completing the four steps of the consideration process, the ARD committee anticipates that the student will be able to achieve satisfactorily without AT devices and services, the team has a reasonable basis for determining that *AT is not required* at this time.
• The second conclusion that the team may reach is that *AT is required*. This decision is reached when, after completing the four steps of the AT consideration process, the ARD committee anticipates that the student will NOT be able to make reasonable progress in his educational program without the use of AT devices and/or the support of AT services.
• The third possibility is that *more information is needed* in order for the ARD committee to make a decision.

**CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.**
“When is an AT evaluation needed?”

Introduce the slide by saying… “Which brings us to the next question.”

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
The third possible outcome of the AT consideration process is that the ARD committee determines that:

- They need additional information to determine whether or not the student requires AT or
- They know that the student needs AT, but they do not have enough knowledge or information to determine what AT devices and services are required.

When the ARD committee determines that an AT evaluation is needed, the evaluation is written into the ARD/IEP paperwork as an AT service to be delivered.
• If, at ANY time, a student is not achieving satisfactorily, a parent or educator may seek assistance to determine if AT might be needed.

• Since the student has been qualified for special education services through a full and individual initial evaluation (34 C.F.R. Sec. 300.320), the AT evaluation would be a reevaluation.

• When a referral is received, according to 34 C.F.R. Sec. 300.533, a group that includes the individuals described in 34 C.F.R. Sec. 300.344, the IEP team, and other qualified professionals as appropriate, shall:
  - Review existing data such as previous evaluations, current PLOPs, and current/previous IEPs, etc.
  - On the basis of that review, and input from the child's parents, identify what additional data are needed, if any, to answer four questions in that section.
    • Whether the child has a particular category of disability
    • The present levels of performance and educational needs of the child
    • Whether the child needs special education and related services, or in the case of a reevaluation, whether the child continues to need special education and related services, and
    • Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.

- If an AT evaluation is needed, it would be a part of determining the answers to the fourth question.

**Note to Presenter:**
Though there are other circumstances in which an AT evaluation would be conducted (for example, a 504 plan), the scope of this training session includes
the AT evaluation that may be a part of the services provided to a student who has already qualified for special education services under the provisions of IDEA ‘97.
• Is important to the development of appropriate evaluation
• Includes information gathered during consideration about student, environments, expectations, and tasks
• Informs the ARD committee and the evaluation team

In an AT evaluation process, each step builds upon the information used to guide the decisions of previous steps.

When a referral is made for an AT evaluation, the referral should include all of the information that has been gathered to that point and led to the development of the referral. Districts should follow state mandates and local guidelines.

The following areas should be included in the referral so that the information can be used to determine the need for the reevaluation and, if needed, the scope of the reevaluation.

- Functional areas of concern identified during consideration or at other times
- Specific examples of concerns such as products, student work sample videos, narratives, interviews, etc.
- Curricular and classroom expectations of student (attach/refer to IEP)
- Student’s present levels of performance (PLOP)
- Curricular and classroom expectations of peers
- Prior and current interventions (strategies, tools, accommodations, modifications)
- Results of prior interventions

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Introduce the slide by saying… Which brings us to the next question.. “How is an AT evaluation conducted?”

This is the basic question that will be addressed throughout the remainder of this session.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Note to Presenter:
In the Participant Supplementary Handouts booklet, please refer to the Quality Indicators for Assessment that is one of the areas for which quality indicators have been developed.

• One excellent source of information and resources that can help districts in all aspects of implementing and improving assistive technology programs is the Quality Indicators for Assistive Technology (QIAT) Consortium. QIAT is an international group of assistive technology providers who work together to identify the characteristics of quality assistive technology services and to share information and resources about how to provide them. More information about QIAT can be found at the website at www.qiat.org.

• Throughout the remainder if the session, the Quality Indicators for Assessment and the intent statements will be included.

• In Texas, the term “evaluation” is used to refer to the process of determining eligibility for special education services. “Assessment” in Texas refers to statewide and district accountability measures.

• Also, the QIAT Consortium has developed a resource list that includes many sources of information and tools for providing quality AT services. This resource, *Putting QIAT in Action: Quality Resources for Quality Services*, is included in the Participant Supplementary Handouts booklet.
• Read the Quality Indicator on the slide, then the intent statement below.

**Intent statement:** Throughout the educational agency, personnel are well informed and trained about assessment procedures and how to initiate them. There is consistency throughout the agency in the conducting of AT assessments.

• There is no “test” that specifically indicates whether or not there is a need for assistive technology devices and services, and if so, the nature and extent of those devices and services. However, a clearly defined and consistently followed process is critical.

**Extension Activity:** Refer to district AT guidelines and make them available to participants. Discuss relevant processes.
Before beginning, prepare carefully.

Cicero
"Who is involved in an AT evaluation?"

Introduce the slide by saying… Which brings us to this question.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
AT assessments are conducted by a multidisciplinary team that actively involves the student and family or caregivers.

• Read the Quality Indicator on the slide, then the intent statement below.

  Intent statement: The multidisciplinary team conducting an AT assessment is comprised of people who collectively have knowledge about the abilities and needs of the student, the demands of the customary environments, the educational objectives, and AT. Various team members bring different information and strengths to the assessment process.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
The AT Evaluation Team

Is based on a student-centered process that includes...

- Student
- Parents
- Professionals

• Team membership is dynamic and determined by the unique needs of the student.
• Best practices indicate that the student, the center of the entire process, and appropriate family members, are included as members of the AT evaluation team. Experience has shown that evaluations are much more effective if the student and family members are actively involved THROUGHOUT the AT evaluation activities, rather than just at the point at which recommendations are reviewed and acted upon.
• There are no specific statutes or regulations that explicitly address who should be on an AT evaluation team or what credentials they should have. However, staff that provides special education and related services must be certified, endorsed, or licensed in the areas in which they are assigned. Please refer to the Guide to Assistive Technology Legal Issues in the module, Providing Assistive Technology: A Legal Perspective for more information in this area. The Guide is available at the TATN website at www.texasat.net.
• What is clear is that each person should bring experience, knowledge, and skills that add to the ability of the team to gather and process information that supports effective decision-making.

Note to Presenter:
IDEA '97 uses the term, multidisciplinary, to reflect the involvement of two or more disciplines or professions in the provision of integrated and coordinated services, including evaluation and evaluation activities (Sec. 303.322) and development of the IFSP (Sec. 303.342).

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
• In addition to the student and family, the multidisciplinary team members should include those with specific knowledge about the following:
  • Student, environments and the tasks
    These team members bring specific experience or knowledge related to the student’s specific needs, the educational environments and tasks such as the teachers, educational aids and other campus based professionals who know the student best. They have knowledge about the barriers to the student being able to accomplish those tasks.
  • Areas of identified need
    These are qualified professional members of the multidisciplinary team who are selected based on the student’s functional concerns that have triggered the evaluation. These team members can assess a student’s functional needs across several domains and may include the diagnostician or appraisal personnel, the speech language pathologist, the occupational or physical therapist, the teachers of students with visual impairments or audiological impairments, etc. depending on the student’s specific needs. For example, if the student has a visual impairment, the teacher of students with visual impairments should be included. If the student has a motor impairment, the occupational or physical therapist should be involved.
  • Assistive Technology (AT)
    Some members of the team must have specific knowledge and skills in AT in order to assist in the process of determining if the student requires AT or not; and if so, what tools and strategies might be appropriate.
• If there are needs that require assistance that is not available within the district, outside sources should be included. Technical assistance is available from regional education service center staff or from others who provide services through other organizations or independently. If sources outside of the district are sought for inclusion on the team, the knowledge and skills needed and the expected levels of participation should be
made clear to all from the outset. (Districts often define minimum requirements for personnel working with AT in operating guidelines and procedures.)

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
There are compelling reasons to have a team involved in an AT evaluation rather than just having it done by one person.

Review the first two bullets

But… it is critically important that all team members, regardless of their individual experiences and perspectives, share a common interest in the educational progress of the student and are seeking ways to best foster it.

Keeping this common interest in the student’s educational progress at the forefront will be important throughout the AT evaluation and beyond.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Review referral information for Thomas. Determine who needs to be involved in the evaluation and add them to the team.

Case study activity:
DISTRIBUTE CASE STUDY HANDEFOUT 1 - REFERRAL INFORMATION
(DO NOT PASS OUT CASE STUDY HANDEFOUT 2 - TRIAL INFORMATION - UNTIL DIRECTED TO DO SO)
Have the team review referral information on Thomas’ referral and determine who needs to be involved in the evaluation.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Case study activity:
- Provide time for a BRIEF discussion of who should be involved in Thomas’ evaluation along with the rationale for their involvement.
- The following roles and rationales may be mentioned by participants. If not, the presenter may want to bring up the role and ask about possible rationales.

Typical responses from others include ...
- Thomas - the student
- Mr. and Mrs. T - Thomas' parents
- Case manager - will align this service with others Thomas receives
- English teacher - the most writing is expected in this class
- Physical therapist - possible devices may interface with wheelchair
- Occupational therapist - issues related to hand function
- AT specialist - may serve as team leader

Other possibilities:
- Administrator?
- Other teachers?
- Instructional tech representative?

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
“When and where is an AT evaluation conducted?”

Introduce the slide by saying… Which brings us to the next question.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Assistive technology assessments, including needed trials, are completed within reasonable timelines.

- Read the Quality Indicator on the slide, then the intent statement below.

**Intent statement:** Assessments are initiated in a timely fashion and completed within a timeline that is reasonable as determined by the IEP team. The timeline complies with applicable state and agency requirements.

- While timelines can differ from state to state and district to district, initiating and completing an evaluation in a timely manner is very important.

- This quality indicator is not specific about the actual timelines because, as mentioned, the specifics can differ from state to state and district to district.

- Refer to the student’s ARD/IEP documents to see what timeline was included for the AT evaluation. If the AT evaluation was appropriately included in the ARD/IEP documents as an AT service that is to be delivered to the student, the ARD committee should have indicated a timeframe for the delivery of that service.

- Discuss procedural timelines that apply to participants in the session, which may include
  - timeline for response to a referral
  - timeline for initiation of evaluation
  - timeline for submitting a report
  - timeline for additional evaluation activities, such as trials

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Assistive technology assessments are conducted in the student’s customary environments.

- Read the Quality Indicator on the slide, then the intent statement below. Intent Statement: The assessment process takes place in customary environments (e.g., classroom, lunchroom, home, playground, etc.) because of the varied characteristics and demands in those environments. In each environment, district personnel, the student and family or caregivers are involved in gathering specific data and relevant information.
- Recall the IDEA ’97 definition of AT services. The definition states that an AT evaluation is “a functional evaluation in the customary environment.”
- A critical part of all evaluations is the observation of the student in typical environments. In addition to discussion with people who share those environments, observation of the student while engaged in educational activities will not only yield valuable information about tasks in which the student is experiencing difficulty, but will also provide valuable information about the student’s strengths and the supporting factors within the environments that can be built upon. It is possible, however, that some activities of an evaluation may take place out of customary environments (e.g. device adjustments, learning to use a feeding device, etc.)

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
And now, let’s look at the steps that are a part of any thorough, effective evaluation. No matter what specific models or tools are used, the evaluation is based on a process or decision-making framework. Remember, there is no formal, standardized test for AT evaluation.

In Texas, an 8-step process called the DATE is being used to provide the foundation of an effective AT evaluation which we will explore next.

**Note to Presenter:**
- Pass out DATE form. Tell participants that this form will be used throughout the rest of the presentation for guided practice as they work through the case study on Thomas.
- Participants should write directly on the form. More forms are downloadable from the TATN website at www.texasat.net.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
1. Identify and define areas of concern
2. Gather information
3. Analyze information
4. Generate and prioritize potential solutions

• This slide and next list the eight steps of the DATE evaluation process.
• Each step will be developed as we continue.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
5. Develop the Trial Action Plan
6. Conduct trials and collect data on effectiveness
7. Formulate recommendations
8. Document
“A problem well-stated is a problem half-solved”

Charles Kettering

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
All team members should be involved in this discussion of the areas of concern. It is important that all be made aware of the concerns that are included in the referral, along with the supporting documents.

Sometimes referrals are submitted with very little information to guide the team. A question or concern may be something like:

- “John needs AT. What AT can John use?” or
- “What AT does John need for math?”

If a review of the referral indicates that more information is needed to focus the main question, a team member can confer with someone in the group who developed the referral to seek additional information that would help the team analyze what they need to find out during evaluation.

Often the team member with the most knowledge and experience with the areas of particular concern is the most logical one to initiate this communication. (For example, if the concern is math, the teacher on the team may make the contact. If the concern were handwriting, the OT may make the contact.)

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Refine the main question, if necessary
Determine what the team knows and still needs to know
Determine when and how to seek additional information

• After talking with the person who made the referral, a more focused question might be,
  • “How can John most effectively and efficiently have access to the number facts he needs when working on word problems.”
• The team works together to arrange information in the referral and supporting documents in a way that helps them determine what is known and what they need to find out during the evaluation.
• Team members develop questions that they will seek to answer as the evaluation continues. These are the questions that will be addressed during the evaluation in order to answer the main question. For example, questions might include the following:
  • What are John’s math goals?
  • What is the difficulty of the word problems?
  • What number facts does John know? Addition to what level? Subtraction to what level? Multiplication, etc.
  • How does he currently figure out facts he does not know automatically?
  • Can John read the word problems independently?
  • Can John explain the steps needed to solve the problem?

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Case study activity:
Review referral information as a team. Determine the MAIN question that Thomas’ evaluation seeks to answer.

• Have participants enter demographic information and team members decided upon earlier into the DATE form.
• Give 5 minutes to review the referral information to identify the question that the evaluation will seek to answer.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
What others have said...

- Often when people write referrals, the main question for a student like Thomas appears to be something like “Does Thomas need AT to write?” or “What AT does Thomas need for writing?”
- A more focused question for Thomas’ evaluation might be something like, “Is there a more effective and efficient way for Thomas to access the computer and produce text than with a standard keyboard and mouse?”
- Refine your main question, if necessary. Enter this question in Step #1 of the DATE.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Case study activity:
Determine what is known and what questions need to be answered to be able to answer the main evaluation question.

• Give 10 minutes to develop the of questions that need to be explored during the evaluation so that this main evaluation question can be answered.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
What others have said...

- A few examples of questions that need to be answered include:
  - What accommodations and modifications does Thomas have in place now?
  - Is Thomas currently able to keep up with the written work load?
  - If not, what are the contributing factors?
  - How fast can Thomas write with the computer at school?
  - How long can Thomas write with the computer at school before he is too tired to continue? (duration)
  - How do writing samples done at school compare with writing samples done at home?
  - How far can Thomas move his arms? fingers?
  - Does it make a difference how hard he has to push the keyboard keys?
  - When was voice input last tried?
  - What were the results?
  Etc...

- At the next step, we will look at some examples of how information might be gathered…

**CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.**
• Team members reflect upon the questions they identified as needing to be answered during the evaluation and determine how those questions can be effectively and efficiently answered.
• Important information can be gained looking at information that is already available or gathering more information from a variety of sources such as those listed here.
• **Standardized tests**: While formal, standardized tests either norm referenced or criterion referenced may provide helpful information in some situations, there is NO FORMAL, STANDARDIZED TEST for AT. Though standardized test scores may be available and may provide an indication of the student's achievement in some areas, it is important to keep in mind that rarely are tests “standardized” on a population that is similar to the student you are evaluating. Useful, important information must be gathered from a variety of sources.
• **Record review and other evaluation reports**: Review these documents and use what is already available as a place to begin. If the information is accurate, current, and sufficient, include it and move on. For example, if the results of a recent vision evaluation indicate that the student requires text or symbols that are at least one inch in size and on a high contrast background and team members agree that this is consistent with what they see in functional activities, it can be assumed that any AT solutions that would be useful to this student would have text and/or symbols that are at least that size or rely on some other means of location identification such as auditory feedback.
• **Environmental inventories**: Inventories can be used to gather information about the environment and guide the team to look at what the other students are doing, what technology is available, and what the students needs to be able to do.

**CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.**
Discussions and interviews: Though all sources of information may be useful, much PERTINENT INFORMATION can be effectively and efficiently gathered through discussion and interviews with the student, staff who are with the student in typical environments, and family members, as well as peers close to the student. The student and others close to him often have insights into the questions that have been identified by the evaluation team. It is important that the people who are typically with the student and who are involved in the evaluation as observers or participants be asked such questions as, “is this what you typically see?” because sometimes a student will achieve very differently in an evaluation setting than they do in typical environments (either stronger or weaker performance). If this happens, the results of the evaluation may be based on unreliable information rather than on a reliable snap-shot of performance demonstrating the student’s present levels of achievement. Conclusions drawn on that information are not likely to be very useful in supporting student achievement.

Observations and videos: Watching the student’s current performance in customary environments, especially when engaged in tasks of concern, is vital. This can be done “live” or by other means such as viewing video tapes. Video recordings can also serve as a record of the student’s current performance that can be used as a starting place for comparison to evaluate progress during intervention.

Hands-on: Hands-on evaluation activities are important, though it is unlikely that they will be most effective and efficient source of ALL information. What the team elects to do depends upon what questions need to be answered during the evaluation. Hands-on activities should focus on gathering the information that answers the questions that the team has identified.
Note to Presenter:

• Please refer participants to the Evaluation Protocols and Frameworks in the Supplementary Handouts for Participants.

• To build your background on information and resources, please refer to the Assistive Technology Evaluation Process: Supporting Literature and Research in the Supplementary Materials for Presenters.

• While there is no “test” for AT need, there are a number of tools that teams can use to guide their information gathering and analysis.

• In the Supplementary Handouts for Participants, there is information about several tools that be of interest to you. This is not intended to be an exhaustive list of what is available nor is this intended to be an endorsement of any of these tools.

• It is important for the team to determine what is known and develop questions that the evaluation needs to address before tools can be selected.

• Some of the tools listed are protocols and consist of comprehensive lists of information that may be gathered during an AT evaluation.

• It is important to know that it is fairly rare that all parts of these tools will be pertinent to a particular student. The team will need to select the pertinent parts of the tools that will answer questions that need to be addressed.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
• The SETT Framework, is a conceptual model that can be used to organize information that is gathered by a variety of means. At this point, you only have the information from the referral, but as you gather additional information during the evaluation process, organization will be helpful.

• SETT stands for Student, Environments, Tasks, and Tools. In order to make effective decisions about tools - AT devices, services and supporting strategies - AT teams must gather and analyze information about the student who will be using the tools, the environments in which the student may be expected to use the tools, and the tasks for which he requires the tools.

• Though many tools, such as the ones described in the handout are protocols which specify what information should be gathered, the SETT Framework provides a way to organize information gathered from all of the sources that the team uses so that the information can be used to support decision-making.

• As you gather information, using whatever means are appropriate, you may wish to use the SETT Framework to arrange what you have found out according to whether it is about the student, the environments, or the tasks. This may be of help to you in selecting appropriate tools and needed supports, not only for the student, but for those who will support the student.

• Additional information about the SETT Framework can be found on Joy Zabala’s website at www.joyzabala.com.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Case study activity:
Determine what evaluation activities the team will conduct to find the answers to the questions that they have developed.

Give 10 minutes for team to brainstorm evaluation activities they will use to determine the answers each of the questions they have identified as evaluation questions. They are NOT expected to find the answers - just to determine HOW to find the answers. 

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Note to Presenter:
Activities must relate to the questions that need to be answered.

What others have said...

Question:  How long are typical writing assignments?
  Where does Thomas need to write at school?
  How fast can Thomas write with the computer at school?
  How long can Thomas write with the computer at school before he is too
tired to continue? (duration)
Activities:  - Ask Thomas, Ask teachers
  - Ask OT about possible existing evaluation information
  - Conduct a trial to time the rate and duration

Question:  How do the results of the school trials compare with his writing at home?
Activities  - Conduct same trials at home and compare results.
  (Possibly Thomas or his parents can time the trials.)

Question:  How far can Thomas move his arms? fingers?
  Does it make a difference how hard he has to push the keyboard keys?
Activities:  - OT evaluation information, if current
  - Conduct evaluation if information is not current
  - Observation

Question:  When was voice input last tried at school?
  What were the results?
  What were contributing factors?
Activities:  - Record review of previous attempts
  - Opinions of student, family, and teachers involved
Continue with next section of presentation.
What they found out...

Question: How long are typical writing assignments?
Answer: Several paragraphs to multiple pages depending on assignment

Question: Where does Thomas need to write at school?
Answer: All classes except PE and Choir

Question: How fast can Thomas write with the computer at school?
Answer: 12 words a minute

Question: How long can Thomas write with the computer at school before he is too tired to continue? (duration)
Answer: 10 minutes

Question: How do the results of the school trials compare with his writing at home?
Answer: 30 words per minute at home
20 minutes at school

Question: How far can Thomas move his arms? His fingers?
Answer: Arms must be supported. 2” range of motion with fingers.

Question: Does it make a difference how hard he has to push the keyboard keys?
Answer: Minimal pressure. No ability to release

Question: When was voice input last tried at school?
Answer: 2 years ago

Question: What were the results?
Answer: Thomas could do as well with keyboard as with voice input

Question: What were the contributing factors?
Answer: MD not as advanced

• Have group make up answers to other questions they generated and add it to the DATE (SETT)
• The need to identify expected achievement (What do you want the student to be able to do?) is repeated many times throughout the evaluation process. When analyzing the information, revisiting the expected achievement serves to remind the team of the main focus of the evaluation. The expected achievement should be based on the IEP goals and objectives and the general curriculum. In Texas, expected achievement is based on the Texas Essential Knowledge and Skills (TEKS). The curricula are available on-line at the TEA website (www.tea.state.tx.us/teks/index.html).

• If, during the gathering of information, it is found that different people have different expectations for student achievement, there should be some discussion that will help align expectations so that it is possible for all to come to consensus, at the minimum, on the place to begin.

• Review the information to determine what the team has found out about what barriers are currently hindering the student's ability to reach expected achievement. Use specific examples of data that has been gathered about the student, the environments, and the tasks to support the conclusions that the team reaches about the barriers.

• Review the information to determine what the team has found out about strengths and supports that can be built upon to increase student achievement. Use specific examples of data that has been gathered about the student, the environments, and the tasks to support the conclusions that the team reaches about the strengths and supports.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
• Using this information as a guide, the team should ask itself this question. "If there were a system of supports and services that could help this student do these tasks in customary environments, what would it be like?"

• EXAMPLE: If the team is seeking a system that will help Thomas write more clearly and for longer periods of time without fatiguing, some examples of characteristics of the system might include: 1) produces written output, 2) reduces hand fatigue, 3) increases legibility of written products, 4) increases length of written products, 5) has a keyboard, 6) maintains independence in writing, etc.

• While some of these items are device features, some, such as maintains independence in writing, go beyond device features, and are critical considerations in the identification of possible tools and supports.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Using the information gathered in the DATE, list specific characteristics of devices that might enable Thomas to write as efficiently and independently as possible.

Case study activity:
Determine what evaluation activities the team will conduct to find the answers to the questions that they have developed.
Give 5 minutes for team to brainstorm evaluation activities they will use to determine the answers each of the questions they have identified as evaluation questions.
They are NOT expected to find the answers - just to determine HOW to find the answers.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
What others have said...

Generate a list of characteristics that would be important in a writing system for Thomas.

• Produce written output
• Has printing capabilities
• Requires minimal hand motion
• Light touch
• Usable in multiple environments
• If portable, wireless so no connection is needed
• Flexible positioning
• Rate enhancement such as word prediction to eliminate keystrokes
• Environmentally compatible
• Requires minimal training to get started
• Etc.

Note to Presenter:
This list contains EXAMPLES. It is not intended to be an exhaustive list. Participants are likely to name several other characteristics and should be encouraged to do so.
“Recognize differences. Don’t alter your expectations, but alter your approach.”

Annie Benford Duvall
• This is the first point where specific devices and services should be mentioned.
• Keeping in mind the description that was just developed, team members brainstorm possible tools and supports that could be used by the student to lower the barriers and work toward mastery of expected tasks.
• During the brainstorming, ALL suggestions should be recorded.
• After brainstorming, team members identify possible solutions that mostly closely match the descriptions.
• Team members can advocate for including specific tools in the system, using specific data that has been gathered to support the need for those tools and the likelihood that those tools can be used by the student, to do the tasks with the supports that are either already in the environments or can be added.
• Generally, it is helpful for the team to identify two or three alternative ways (tools, strategies, and supports) that the student’s needs can be met and think through the strengths and challenges of each.
• When developing AT systems, teams must keep in mind that, beyond a period of novelty, human beings generally use the least complex means available to them to accomplish the tasks that they face. It is important that AT systems are as complex as they need to be to meet the student’s needs in the present and near future, but that they are not so complex that the effort that the student must make to use them is so great that the tools actually create more barriers than they remove. In some cases, a combination of simple and complex technologies is appropriate.
• The team examines the options and determines what would be the first potential solution to try out. Some examples of things that the team might consider in making this selection, in addition to least complex, would be the intrusiveness of the solution on the student or the environment, the ability to acquire the tools for trial period, the amount of training needed to get started and for whom, etc.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Case study activity:
Using the DATE Information, generate and prioritize possible solutions. Provide 10 minutes for team to review all of the information gained so far to describe what tools that would help this student would be like and identify a short list of promising to try.
CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
What others have said...
Possible systems to try out:
- onscreen keyboard with word prediction (WIVIK and others)
- voice input system with macros
- chorded keyboard (BAT?)
- TASH mini-keyboard
- word prediction program

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
An effective trial is a great deal more than just putting an AT device in front of a student, asking them to do the task for which it was intended, and waiting to see what happens.

An effective trial takes careful planning, both for consistency in the activities of the trial and in order to collect useful evidence of whether or not the trial indicated that the possible solution was promising enough to go forward or whether something else needs to be tried.

BE SURE THAT ALL PEOPLE WHO WILL BE INVOLVED IN THE TRIAL IN ANY WAY ARE INVOLVED IN THE DEVELOPMENT OF THE TRIAL ACTION PLAN.

The DATE Collaborative Worksheet which is included in your handouts includes a form for a Trial Action Plan.

In general, there are two parts involved in developing an action plan for a trial. The first is determining exactly what will be done during the trial. This is important so that there is consistency and fidelity across the people and environments involved in the trial. In other words, it is used so that everyone will know what to do and what to expect during the trial.

Use the bulleted items on the slide to discuss each step of developing the plan.

It is critical that the student have many opportunities for success during the trial, so be sure to select an activity that occurs frequently and, if possible, in more than one environment. Be VERY specific.
• In addition to selecting and detailing the activities involved in the trial, the team details how the success or lack of success of the trial will be evaluated and what information will be collected so that that can be determined and shared.
• Everyone needs to be very clear about how the student CURRENTLY participates in the activity that is the center of the trial. This serves as baseline data from which expected change can be measured.
• When determining the change that will be expected during the trial and developing the minimum criteria that will be used to determine success, the team considers such things as the length of the trial, the time that it typically takes the student to learn new things, the complexity of the tasks, the complexity of the tools, the number of opportunities that the student will have to participate in the activities of the trial, etc.
• The team determines what data it will take to convince them and others that the expected change did or did not occur and develop a means of collecting that data that will not place undue hardship on any single team member.
• When the team has decided what needs to be done, they must also decide – before they leave the meeting – who will do what and when, and upon a schedule for reviewing the data at intervals during the trial.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Using the DATE form, outline a trial action plan.

Case study activity:
Provide 10 minutes for team to develop a plan for trying out the tools with the student in the environments in which the tools will be used.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
What others have said...

• Unable to prioritize without more information.
• Will try out each of the possible tools
  - onscreen keyboard on computer in English class and infrared trackball mounted on wheelchair tray
  - voice input system with macros - Thomas will try this at home
  - chorded keyboard (Frog Pad) - OT will teach during therapy sessions
  - TASH mini-keyboard
  - word prediction program - OT will demonstrate

• OT, teacher, and Thomas will each participate actively in trials. Thomas will take responsibility for writing with each of the tools. The teacher will provide assignments and feedback. The OT will collect data and measure fatigue and range issues.
• Data will be gathered on the time, duration of written productivity. Quality and quantity of work will be evaluated. Fatigue levels will be noted. Opinions of Thomas and others will be gathered by interview

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Data can be collected in many different ways, and the way that is selected depends largely upon what sort of change is expected and how it can best be captured.

Be sure to collect data that will convince team members whether or not the change is occurring (and, if not, why not) so that the data can be used to support recommendations to decision-makers (ARD committee members).

If data indicate that the trial is not producing change at the expected rate, it is important to know why. Before the trial begins, team members can identify factors that would undermine success and then collect data during the trial to see if any of those factors were evident. Examples of some factors that might undermine success include: required training was not delivered, the student had excessive absences, the equipment was not in working order, the student did not know how to do the task with or without the tool, etc.

The data must be reviewed and analyzed at pre-set intervals throughout the trial so that, if the data indicate that the expected level of change is not occurring, team members can either adjust the trial as indicated to be necessary by the data, or try something else.

It is helpful during the planning stages for the team to make a decision about what would indicate a need for change.


As the data is analyzed, the results are added to the whole body of known information so that it can be used to guide the development of recommendations.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Case study activity:
Pass out **CASE STUDY HANDOUT #2 – INFORMATION FROM TRIAL ACTIVITIES**. Analyze the information gained in the trial evaluation and add it to the initial information. Provide 5 minutes for team to add the new information to the DATE form. Determine if there are questions that remain unanswered and discuss possible ways to find answers to those questions.

**CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.**
What others have said...

Have teams share briefly what they have added about the student, the environments and the tasks.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
'What are the results of an AT evaluation?'

Introduce the slide by saying… Which brings us to the next question.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Recommendations from AT assessments are based on data about the student, environments and tasks.

- Read the Quality Indicator on the slide, then the intent statement below.
  Intent statement: *The assessment includes information about the student's needs and abilities, demands of the environments, and educational tasks and objectives. It may include trial use of the technology in the environments in which it will be used.*
- A team that has carefully planned and conducted the DATE 8 steps of the evaluation process, is ready to formulate well-thought out, data-supported recommendations for the ARD committee.
- This section provides a brief overview of the development of recommendations and preparation of the report.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
• Recommendations that result from an AT assessment must provide sufficient information to guide the decision-making of the ARD committee about the student’s possible need for AT devices and services, and, if needed, the type of devices and the nature and extent of the services.
• Recommendations include both devices and services.
• Recommendations for a tool that might be the center of a system, should include all parts of the system that are required to make that tool useful for the student. For example, if a battery-operated device is being recommended for use throughout the day, it would be important to include an extension cord (preferably one with a built-in threshold) that could be used when the battery was low and the student needed to use the device. If a special desk or transportation system was required, that should also be captured in the recommendations.
• Recommendations should include information about the training, supports, strategies and initial and/or ongoing services, etc. that will be necessary to support the student and those around him/her in the use of the device for educational achievement.
• There is a good bit of discussion about whether or not the names of specific devices should be included in recommendations. While there are compelling reasons on both sides of the discussion, it is generally felt that recommendations should include a more generic description of features followed by examples of tools that fit the description. HOWEVER, IF THERE IS A SPECIFIC TOOLS SYSTEM THAT IS THE ONLY WAY TO MEET THE NEEDS OR HAS BEEN SHOWN TO BE MOST EFFECTIVE DURING TRIALS, IT SHOULD GENERALLY BE INCLUDED BY NAME. Also, if the student is soon to transition out of public school, recommending by name can facilitate other agencies support.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
• In all cases, recommendations should be supported with data (information) that has been gathered throughout the steps of the evaluation.

• One of the most frequent errors in the development of AT recommendations is limiting the recommendation to the acquisition of one device. If possible, recommendations should include three viable options along with the strengths and challenges of each so that the ARD committee can make an informed decision.

• In addition to devices and services, recommendations are most helpful when they include suggestions that support implementation. Suggestions about how the device might be included in activities that were observed or identified as tasks which were difficult or impossible for the student is important. This should include suggestions about strategies that promote use of the system by the student to accomplish learning tasks. IT IS VERY IMPORTANT TO ALIGN THESE SUGGESTIONS TO SPECIFIC ACTIVITIES THAT TAKE PLACE IN THE STUDENT’S CUSTOMARY ENvironments WHENEVER POSSIBLE.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Case study activity:
Analyze all information. Formulate recommendations and support them with evaluation data.

Provide 10 minutes develop an outline of recommendations (include all parts mentioned on previous slides).

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Share your recommendations. Justify them with evaluation information.

Case study activity:
Provide 3 minutes per group for sharing recommendations with entire group and justifying the recommendations with evaluation data

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
Introduce the slide by saying… Which brings us to the last question in this session…

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
The assessment provides the IEP team with documented recommendations about AT devices and services.

- Read the Quality Indicator on the slide, then the intent statement below.
  
  **Intent statement:** The recommendations from the assessment are clear and concise so that the IEP team can use them in decision making and program development.

- A team that has carefully planned and conducted the DATE 8 steps of the evaluation process, is ready to formulate well-thought out, data-supported recommendations for the ARD committee.

- This section provides a brief overview of the development of recommendations and preparation of the report.

**CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.**
• Recommendations are documented in a report that is sent to the ARD committee. Though the evaluation team makes recommendations, it is the ARD committee who makes decisions.
• As stated earlier, the report should be complete enough to enable the ARD committee to make an informed decision about AT for the student.
• Review the items on the slide.
• Follow district guidelines for documentation in the IEP and commence with the development of an implementation plan.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
AT needs are reassessed by request or as needed based on changes in the student, environments and/or tasks.

- Read the Quality Indicator on the slide, then the intent statement below.
  
  **Intent Statement:** An assistive technology assessment is available any time it is needed due to such changes or when it is requested by the parent or other members of the IEP team.
  
  - Even though this module emphasizes the legally called for “event of an AT evaluation,” it is important for all involved in the education of students with disabilities to keep in mind that AT evaluation is a continuous, on-going, process, and an integral part of implementation.
  
  - Additionally if the “reasonable” timeline set for the evaluation is running out and more time is needed to conduct trials, it is possible to extend timelines through the ARD process.
  
  - At any time that it appears that the AT that is in place is not supporting student progress and issues extend beyond the typical problem-solving processes that are a part of each school day, revisit the results of a previous AT evaluation(s). Update and add to the information contained in them so that the information can be used to guide decisions about how to meet continuing student needs.

**CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.**
• As we close, let’s take a moment to revisit the purpose, intent, and results of an AT evaluation.

CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
An AT Evaluation...

- Builds upon existing information from a variety of sources
- Determines how the student currently performs
- Determines the nature of barriers

REVIEW AND CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
An AT Evaluation Team...

- Analyzes information
- Uses evaluation data to make recommendations regarding:
  - The nature and extent of AT devices and services required
  - How to support achievement of expected outcomes

REVIEW AND CLICK THE MOUSE TO PROCEED TO THE NEXT SLIDE.
ARD committees have the information they need to make informed decisions about:

• need for AT devices and services
• nature and extent of AT devices and services, if any, required to participate in and benefit from FAPE
“We’re here to help children succeed. It’s that simple.”

Elaine Collins

The End
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