

# The Diagnostician, the FIE, Reading and Assistive Technology

- Legal Background
  - Federal and State
  - SBEC
  - AIM/AEM: Accessible Educational Materials
- Consideration of AT
- AT in the FIE
  - Assessment of AT for reading
  - Reading Devices \*

## IDEA

Assistive Technology Device: 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

Added in 2004 the term does not include a medical device that is surgically implanted, or the replacement of such device.

Among areas of need to be considered:

- Writing
- Spelling
- Reading
- Math
- Study/Organizational Skills
- Listening
- Communication
- Activities of Daily Living
- Recreation, Leisure, and Adaptive Play
- Positioning, Seating, and Mobility
- Computer Access

Assistive Technology Service: any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device

- Evaluation
- Instruction
- Provide and/or purchase
- Maintenance and repair of AT tools
- Support, Resources
- Data collection, processing and interpretation
- Training: Staff, Student, Caregivers/family, Peers

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## Consideration of AT

- IDEA (1997) added the requirement that each IEP team consider the need for assistive technology as part of the Consideration of Special Factors during the IEP.
- IDEIA 2004: *Consideration of Special Factors: The IEP Team shall... (v) consider whether the child requires assistive technology devices and services.*

## Questions for the Consideration of AT

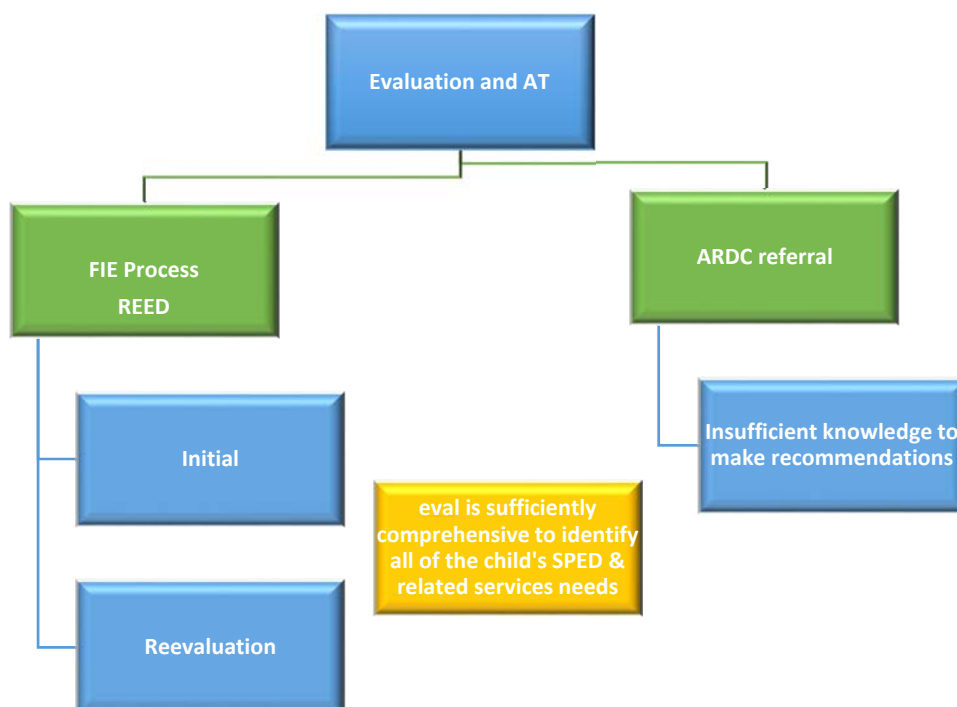
- If the student is currently using AT, is the AT adequate to address the new goals and objectives?
- Does the student need AT to access the curriculum?
- Does the student need AT to access the technology used by other students?
- Could AT help the student work more independently?

## Results of AT Consideration

1. The IEP Team anticipates that the student will be able to participate in the educational program, accomplish expected tasks, and make reasonable progress toward mastery of IEP goals and objectives with typically available supports and services. DOCUMENT
2. AT is required and the IEP team knows the nature and extent of the AT devices and services needed. AT devices and services to be provided are documented in the IEP
3. The IEP team has insufficient information to make a determination of need for AT or the nature and extent of devices/services needed for the student to participate in the educational program and make adequate progress toward mastery of IEP goals.

Consideration of AT is an Ongoing Process

## Evaluation / Assessment



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## Standards Required for the Educational Diagnostician Certificate

19 TAC §239.83

(g) Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

(1) The beginning educational diagnostician knows and understands:

(L) methods of academic and nonacademic (e.g., vocational, developmental, assistive technology) assessment and evaluation;

(2) The beginning educational diagnostician is able to:

(H) determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology...

## State Dyslexia Technology Plan

- S.B. 866 was signed by the Governor on 6/17/2011.
- TEC § 38.0031 required TEA to establish a committee to develop a plan for integrating technology into the classroom and provide this plan to school districts.
- [www.region10.org/dyslexia/techplan/](http://www.region10.org/dyslexia/techplan/)
- Technology Map
  - Section One: An overview of the benefits of integrating technology into the classroom
  - Section Two: A list with descriptions of classroom technologies that are useful and practical for the classroom
  - Section Three: A methodology for providing technologies to students with dyslexia

## Evaluation or Assessment

- Evaluation: A group of activities conducted to determine a child's *eligibility* for special education.
- Assessment: A group of activities conducted to determine a child's *specific needs*.

## Assessment Tools

- [www.WATI.org](http://www.WATI.org)
  - Assessing Student Needs for Assistive Technology (ASNAT)
- [www.joyzabala.com](http://www.joyzabala.com)
  - SETT Framework

## ASNAT Guidelines for Reading Assessment

- ➡ Does the STUDENT need instructional materials in specialized formats to access the curriculum and receive a free, appropriate, public education?
- ➡ In which ENVIRONMENTS will specialized materials be used?
- ➡ For which TASKS will the student require materials in which specialized format?
- ➡ What TOOLS will the student (and others) need?

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## Typical Reading Assessment Using ASNAT

### Chapter 1

– *Referral/Question Identification Guide pp. 20-21*

- ☐ *Section 6 - Reading pp. 33-35*
- ☐ *Section 1 - Seating, Positioning and Mobility p. 22*
- ☐ *Section 3 - Computer Access pp. 28-29*

### SETT process

– SETT process embedded

- ☐ Chapter 7
- ☐ Chapter 2
- ☐ Chapter 4

### Next Steps

## Protocol for Accommodations in Reading (PAR)

- 3 probes to determine appropriate reading accommodations
- Student reading at independent reading level
- Adult reader at instructional level
- Computerized reading (etext) at instructional level
- [www.donjohnston.com](http://www.donjohnston.com)

Research-Based Effective Reading Components Linked to TEKS	What Do You Need to Know?
<ul style="list-style-type: none"><li>– Phonemic/Phonological Awareness</li><li>– Phonics</li><li>– Fluency</li><li>– Vocabulary (word identification, word study, spelling)</li><li>– Comprehension</li></ul>	<ul style="list-style-type: none"><li>– Curriculum taught</li><li>– Instructional materials</li><li>– Supplemental instructional programs</li><li>– SPED supplementary aids</li><li>– Assistive technology tools available in district</li><li>– Assistive technology tools generally available</li></ul>

## Print Processing & AIM/AEM

- The Chafee amendment to chapter 1 of title 17, United States Code, adds section 121, establishing a limitation on the exclusive rights in copyrighted works. The amendment allows authorized entities to reproduce or distribute copies or phonorecords of previously published nondramatic literary works in specialized formats exclusively for use by blind or other persons with print disabilities.
- IDEIA 2004
  - 34 CFR 300.172 - Access to Instructional Materials
  - 34 CFR 300.210 - Purchase of Instructional Materials

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- Requires that **core instructional materials** be provided in a **timely manner** in **specialized formats** when needed by students with print disabilities by 2006
- 4 specialized formats: Braille, large print, audio and digital text
- Print Disability
  - Blind persons: visual acuity is 20/200 or less in the better eye with correction or visual field no greater than 20°
  - Persons certified by competent authority: even with correction, visual disability is preventing the reading of standard printed materials
  - Persons certified by competent authority: unable to read or use standard printed materials due to physical limitations
  - Persons certified by competent authority: have reading disability resulting from organic dysfunction and of sufficient severity to prevent their reading of printed materials in a normal manner

### AIM/AEM Producers

- BookShare
  - <http://www.accessiblebooks4tx.org/>
  - [www.bookshare.org](http://www.bookshare.org)
- Learning Ally (formerly RFB&D)
  - <http://www.learningally.org/>

### Text To Speech (TTS)

- The combination of text appearing on a display and computerized device speaking that text aloud

<b>Who might be able to qualify?</b> <ul style="list-style-type: none"><li>– Visual disabilities</li><li>– Blindness</li><li>– Physical disabilities</li><li>– Dyslexia</li><li>– Reading disabilities</li></ul>	<b>Who might benefit?</b> <ul style="list-style-type: none"><li>– ADD and ADHD</li><li>– Multimodal learners</li><li>– EL students</li><li>– Students who have occasions of eye strain</li><li>– Students with dyslexia</li><li>– Students with SLD in reading</li><li>– Students with SLD in writing/spelling</li><li>– Students with cognitive disabilities</li><li>– Students with TBI</li></ul>
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## Technology Supports

<ul style="list-style-type: none"><li>– News-2-You</li><li>– MEville to WEville</li><li>– Route 66</li><li>– Start to Finish Literacy Starters</li><li>– Kurzweil 3000</li><li>– Snap&amp;Read</li><li>– WYNN</li><li>– Read &amp; Write</li><li>– Clicker 7</li><li>– Classroom Suite</li><li>– Boardmaker Studio</li></ul>	<ul style="list-style-type: none"><li>– Simplified text<ul style="list-style-type: none"><li>– Content and vocabulary</li></ul></li><li>– Text to Speech</li></ul>
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## Free / Low Cost Tools from State Dyslexia Technology Plan

- Balabolka
- Mac
- Microsoft Word 2010
- NaturalReader
- State approved adoptions (NOTE: When new state-adopted materials are chosen, districts should determine if TTS is available.)
- Word Talk < MS 2010
- <https://ttsreader.com/> (online reading)

## iPad Apps that support TTS

- Notes
- VoiceDream Reader
- Clicker Docs
- Clicker Sentences
- Snap & Read
- Read&Write
- firefly

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