Accessibility & Assistive Technology

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Objectives

- Learn about accessibility and assistive technology from multiple people
- Identify types of assistive technology
- Learn about supporting varying learners through assistive technology services
- Benefits and Barriers to Artificial Intelligence (with AT)
- Steps to creating a plan for assistive technology support
- Learning about resources and professional development

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Definitions

- Accessibility
- Artificial Intelligence
- Assistive Technology
- SETT Framework
- Technology
- Transdisciplinary Teams

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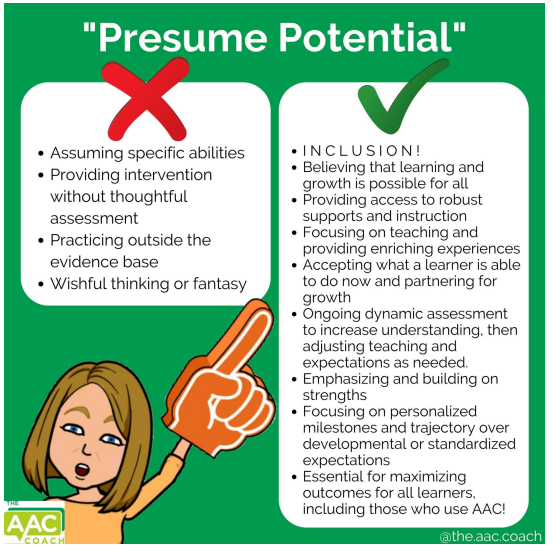
Reasons Why This Topic is Important

- Accessibility vs AT
- AT can promote independence, inclusion, and positive life outcomes
- Many professionals and service providers lack knowledge and skills of the effective use of AT
- AT vs AI
- Presume competence



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Steps for Assistive Technology Use and Service

- AT assessment and data collection (formal, informal, data collection)
- Work collaboratively with professionals, the learner, and family
- Create a plan with measurable goals that involve the learner and family

AT Decision-Making Tool By OCALI

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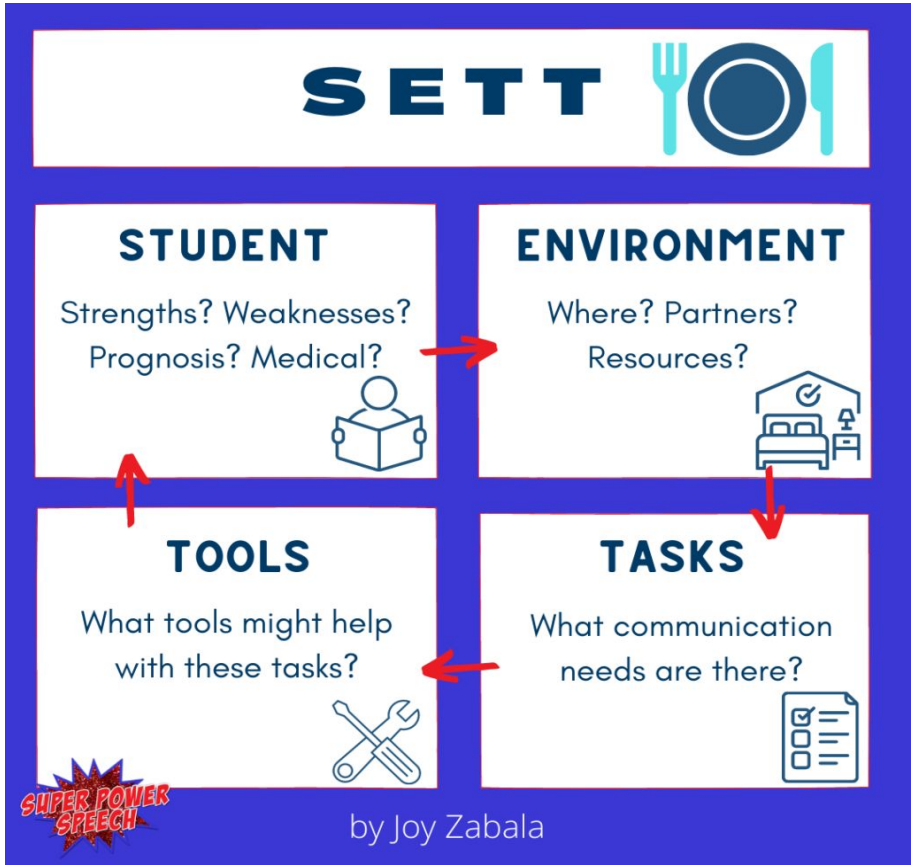
SETT Framework

A collaborative process that guides teams inselecting, implementing, and evaluating AT.



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QUALITY INDICATORS FOR ASSISTIVE TECHNOLOGY (QIAT)

QIAT is a national association devoted to improving the quality of assistive technology services in schools. They offer the QIAT Community a gateway to information including:

- Quality Indicators, Intent Statements, and Matrices
- Resources including QIAT in Action and the Resource Bank for sharing resources
- The QIAT List and searchable archives
- Announcement

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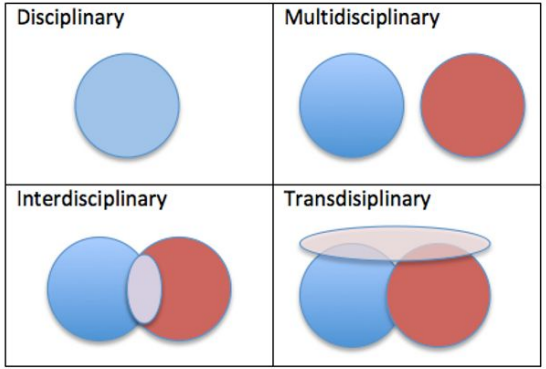
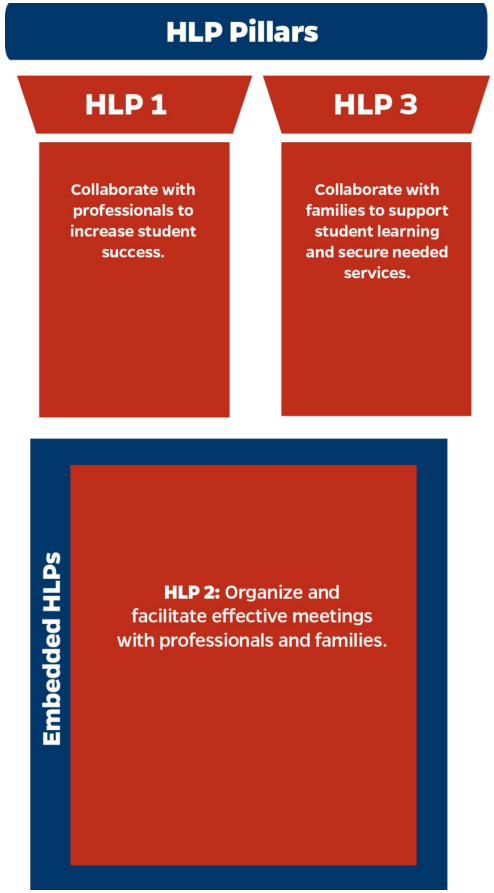
Transdisciplinary Teams

Collaboration serves as the first domain in the updated *High-Leverage Practices for Students with Disabilities.*

Transdisciplinary Teams *offer a holistic approach or more coordinated person-centered services.*





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AT Modules: Overview & Interventions

Type	Definition	Examples
Low-tech	Devices that are readily available, inexpensive, and typically do not require batteries or electricity	•Specialized rubber pencil grip •Page holder •Modified scissors
Mid-tech	Devices that are usually digital and may require batteries or another power source	•Calculator •Audio book •Digital recorder
High-tech	Devices that are typically computer-based, likely to have sophisticated features, and can be tailored to the specific needs of an individual student	•Tablet •Screen reader •Voice recognition software

IRISCENTER

Assistive Devices Services Technology

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AT Modules: Overview & Interventions

- Augmentative & Alternative Communication (AAC)
- Technology-Aided Instruction & Intervention (TAII)

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Contextualizing AT Usage

Before completing the activity, you may need to think about:

- Cost and access to AT tools (e.g., high tech)
- Immediate needs (e.g., mobility, communication, health/sensory [hearing, vision])
- Education context (early childhood, primary grades, secondary)
- Education background (attendance, numeracy/literacy skills)

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Resources

Accessibility and AT Resource Folder (DISES Curated List of resources and tools)

OCALI AT Consideration Resources

The SETT Framework: Minnesota Guide to Assistive Technology

- Zabala's SETT Scaffolded Considerations Form

The QIAT website Resources

IRIS Module and Resources on AT

- Assistive Technology: An Overview

National Center on Accessible Educational Materials
Assistive Technology Mega Collection

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