

linking research to real life.


District-Wide Assistive Technology Planning: A View from 40,000 Feet

Jan Rogers, MS, OTR/L, ATP
OCALI Assistive Technology Center

Funded by the Ohio Department of Education Office for Exceptional Children A division of the ESC of Central Ohio


Helpful Hints

- Your microphones have been muted
- Ask technical questions in the “Chat” window
- Type content related questions in the chat interaction tool on your Go-To-Meetings Screen
- Send questions at any time, but we will answer at the end




A question for you...

How many people are out there?



If you are not alone, please use the Chat tool to indicate how many people are in your room

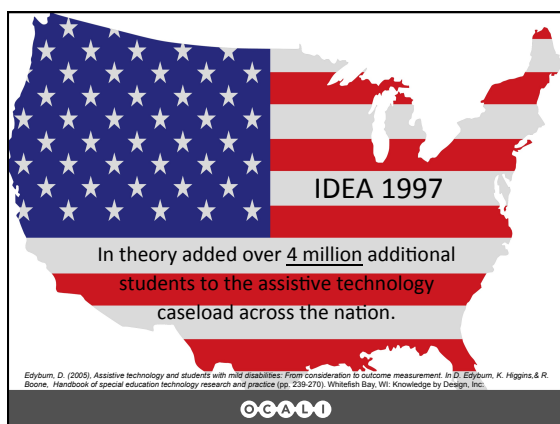


It has been 15 years since
IDEA 1997.....

"The IEP Team shall-(v)consider whether the child requires assistive technology devices and services." [Section 614 (d)(3)(b) Consideration of Special Factors]

Where are we now ?

OCALI



Anticipated assistive technology use by disability category

Disability	% Expected Assistive Technology Use
Deaf and Hard of Hearing	100%
Blind and Visually Impaired	100%
Physical Disabilities	100%
Deaf/Blind	100%
Multiple Disabilities	100%
TBI	50-75%
Autism	50-75%
Learning Disabilities	25-35%
Health Impairment	25-35%
Cognitive Disabilities	25-35%
Speech/Language Disorders	10-25% *
Emotional Disabilities	10-25%

Golden, D. (1999). Assistive technology policy and practice. What is the right thing to do? What is the reasonable thing to do? What is required and must be done? Special Education Technology Practice, 1(1), 12-14.

OCALI

The **vast majority** of students with disabilities **continue** to have limited access to assistive technologies and services.

Edyburn, D. (2008). Assistive Technology Consideration. (cover story). Special Education Technology Practice, 10(1), 16-18.



It is estimated that only 3-5% of students with disabilities have AT written into their IEP.

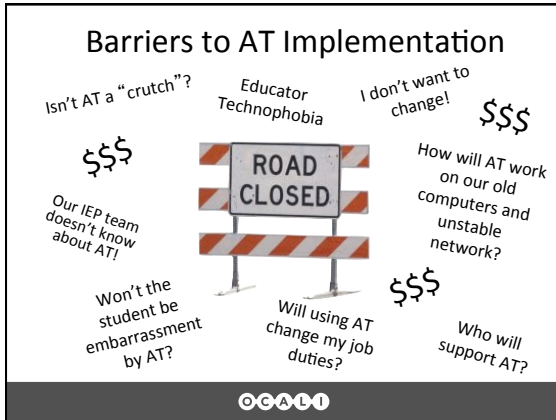


Edyburn, D. (2009). Assistive Technology Advocacy. (cover story). Special Education Technology Practice, 11(2), 15-17.

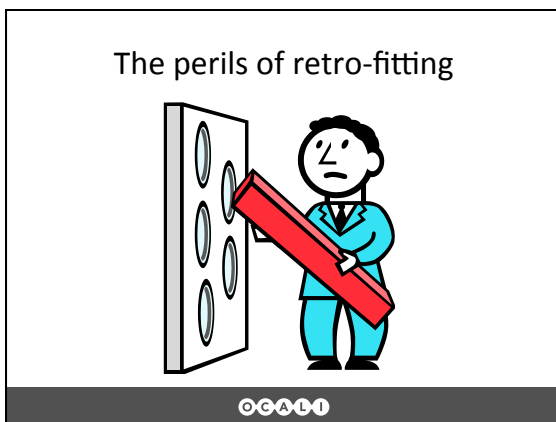


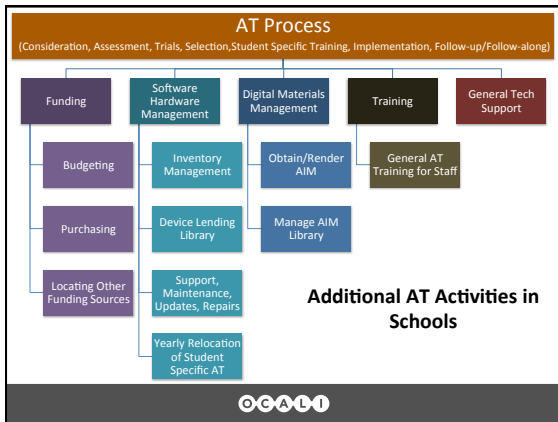
Why do so few students with disabilities receive needed assistive technologies and services?.....



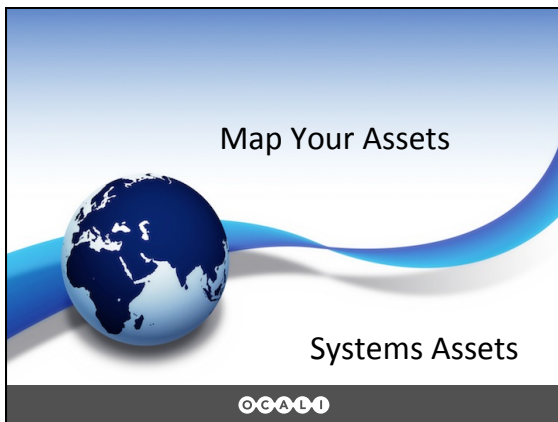




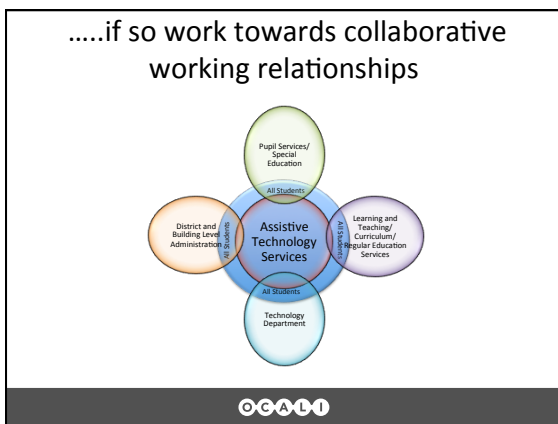


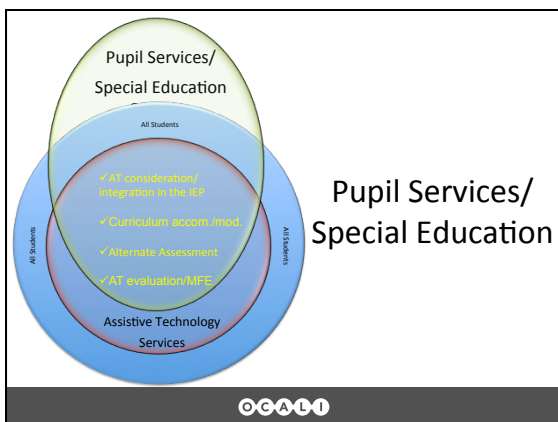


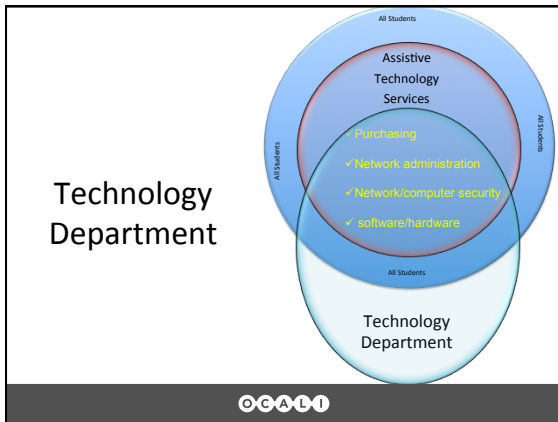


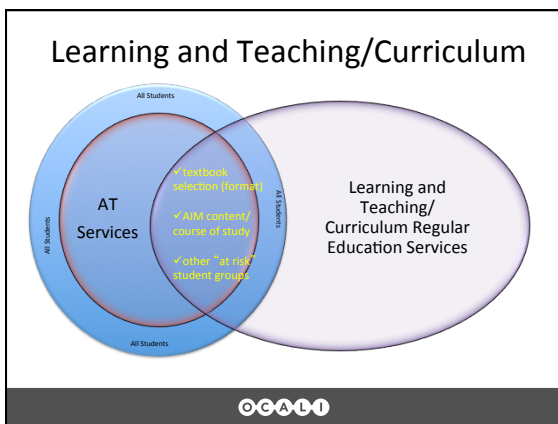


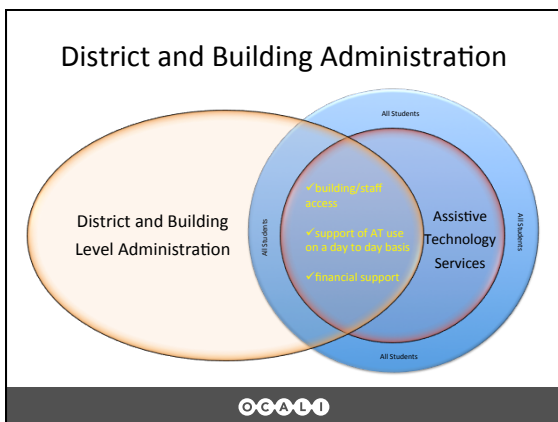




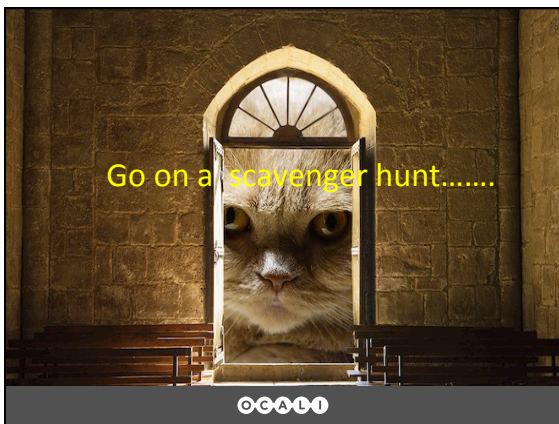
















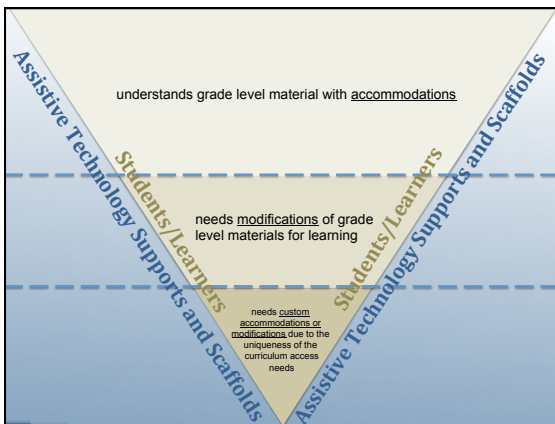


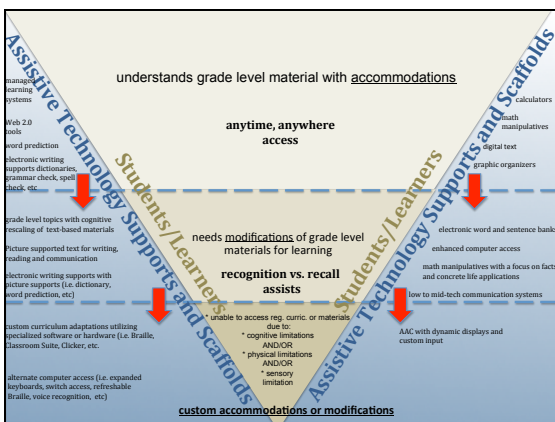


Creating and Implementing an AT Plan by Understanding Student Needs

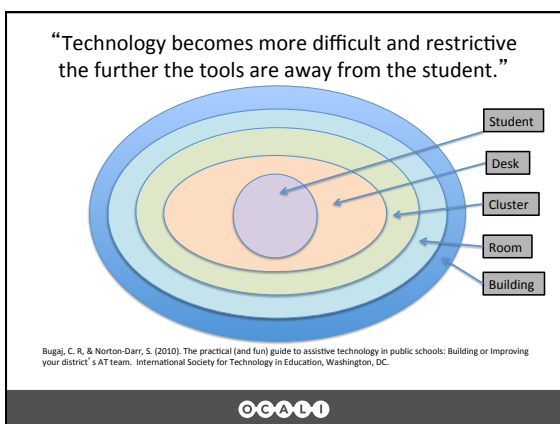


OGALLA

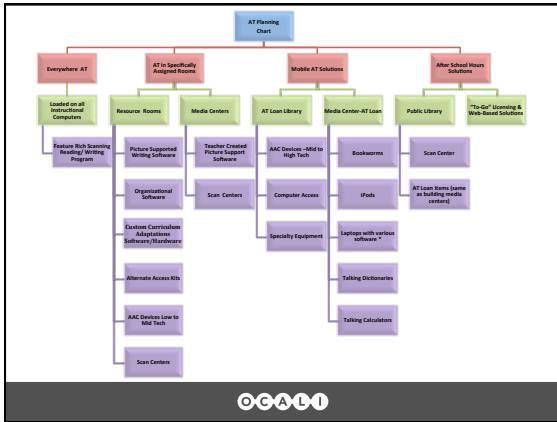












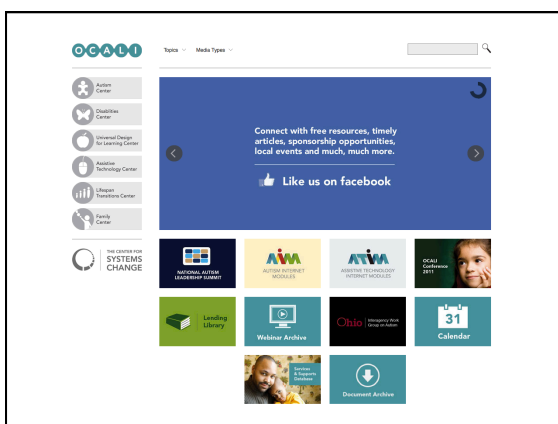




Resources for Learning more about AT

- OCALI Webinars, web resources and Assistive Technology Internet Modules (ATIM)
- Bowling Green State University-Master of Education in Special Education - Assistive Technology Specialization
- RESNA and CSUN national assistive technology certification programs
- The Special Needs Opportunities Window (SNOW) project at the University of Toronto-distance education courses
- SETBC-Special Education Technology in British Columbia web resources
- Technology and Media (TAM) Division of the Council for Exceptional Children-developed technology competencies for beginning special education teachers, master teachers and assistive technology specialists





THANKS FOR LEARNING WITH



linking research to real life.

Please visit our website for resources on
AT, ASD and Low Incidence Disabilities:

<http://www.ocali.org>

Funded by the Ohio Department of Education Office for Exceptional Children

A division of the ESC of Central Ohio
