

Assistive Technology Competencies

| 1. Understand federal and state regulations and policies related to the consideration and implementation of assistive technology in Florida schools. | |
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| <i>Understand the Individuals with Disabilities Education Act (IDEA) directives regarding assistive technology consideration and implementation.</i> | |
| Assistive Technology Professionals | IEP Team Members (including Students) |
| <ul style="list-style-type: none"> • Provide the IEP team technical assistance in defining assistive technology devices and services according to IDEA. • Coach, collaborate with, and consult with key school personnel and related service providers on the process for consideration of AT during the IEP meeting. • Provide technical assistance to the IEP team members on their role(s) in the consideration and implementation of AT for students in educational environments other than public schools. • Provide technical assistance to key personnel concerning the LEA's obligation to students with a surgically implanted medical device. | <ul style="list-style-type: none"> • Define assistive technology devices and services according to IDEA. • Have a thorough understanding of the AT considerations process and how to work collaboratively during each IEP meeting. • Know the conditions in which AT is considered and implemented for students in educational environments other than public schools. • Know and understand the LEA's obligation to students with a surgically implanted medical device. |
| <i>Utilize current technical assistance papers (TAP) and Florida Statutes for consideration and implementation of assistive technology in Florida schools.</i> | |
| <ul style="list-style-type: none"> • Provide coaching and technical assistance for key personnel and related service providers on the current technical assistance papers (TAP) and Florida Statutes for consideration and implementation of assistive technology in Florida schools. | <ul style="list-style-type: none"> • Locate and understand the assistive technology technical assistance paper(s), produced by the Florida Department of Education (FLDOE), dealing with the consideration of AT by the IEP team and the implementation of AT in the educational environment. |
| <i>Know when and how to consider/implement assistive technology as an allowable accommodation on statewide assessments, and know when an accommodation is not allowable on statewide assessments.</i> | |
| <ul style="list-style-type: none"> • Provide coaching and technical assistance to IEP teams on the consideration and implementation of allowable accommodations on statewide testing. • Provide coaching and technical assistance to IEP members on allowable AT devices for statewide testing. • Provide coaching and technical assistance to the IEP team on why some AT devices cannot be used on statewide testing and provide specific examples. | <ul style="list-style-type: none"> • Identify each accommodation category and give an example of a possible allowable accommodation for each category on the statewide assessment. • Explain when assistive devices may be used on statewide testing • Explain why some assistive devices cannot be used on statewide testing. |

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| <ul style="list-style-type: none"> Be able to locate and explain parental information for accommodations which may be allowed, and those accommodations which may not be allowed, on statewide testing. | |
| <i>Be knowledgeable of classroom accommodations which are not allowable on statewide assessments but should be used on a regular basis in the classroom and during instruction and summative/interim assessments.</i> | |
| <ul style="list-style-type: none"> Provide coaching and technical assistance to IEP teams on classroom accommodations, which may be required by students for classroom instruction, but many not be used for statewide testing using specific examples. Collaborate with IEP teams on the procedure for notifying parents when assistive technology is being used in the classroom that may not be allowable on statewide testing | <ul style="list-style-type: none"> Have a good understanding of classroom accommodations, which may be required by students for classroom instruction, but may not be used for statewide testing. Know the procedure for notifying parents when assistive technology is being used in the classroom that is not allowable on statewide testing. |
| <i>Have specific knowledge of: (1) The definition of unique accommodations and the process to apply for a unique accommodation. (2) Criteria considered for a waiver from the statewide testing and end of course exam graduation requirement.</i> | |
| <ul style="list-style-type: none"> Provide coaching and technical assistance to IEP teams and key personnel on definition of unique accommodations and the process to apply for a unique accommodations. Provide coaching for IEP teams and key personnel on the criteria to be considered for a waiver from the statewide testing and end of course exam graduation requirement. | <ul style="list-style-type: none"> Know the definition of unique accommodations and the process to apply for a unique accommodation. Describe the criteria to be considered for a waiver from the statewide testing and end of course exam graduation requirement. |
| 2. Provide leadership and support to students, professionals and family members/caregivers of the team conducting AT assessment activities. | |
| <i>Know team building skills needed to work with the IEP team.</i> | |
| Assistive Technology Professionals | IEP Team Members (including Students) |
| <ul style="list-style-type: none"> Guide and provide IEP teams with team building skills and knowledge as needed. Describe the procedures for consensus decision-making as collaborators, consultants, and coaches. | <ul style="list-style-type: none"> Implement team building skills throughout the AT assessment activities. Be knowledgeable about the role of each member of the IEP team and how to actively participate towards reaching consensus about decisions regarding AT. |
| <i>Identify and collaborate with providers in the AT assessment/evaluation process.</i> | |
| <ul style="list-style-type: none"> Guide and support IEP teams with roles and responsibilities. Provide IEP teams with information on the importance of utilizing the feature match process. | <ul style="list-style-type: none"> Identify roles and responsibilities of the IEP team in the assessment/evaluation process. Explain the importance of using the feature match process. |

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3. Be knowledgeable about and implement the school district's assistive technology (AT) assessment/evaluation procedures.

Implement the district's AT referral procedures.

| Assistive Technology Professionals | IEP Team Members (including Students) |
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| <ul style="list-style-type: none"> Share the district's AT referral procedures with collaborators at the school level. Know the district's policy for consent with regard to AT assessment/evaluation procedures. Know and share parent permission requirements. Know assessment/evaluation timelines. Follow district implementation plan guidelines and disseminate these to school team members. Know procedures for developing a district AT referral plan. | <ul style="list-style-type: none"> Collaboratively discuss assistive technology request/referral needs. Know the district's policy for consent with regard to AT assessment/evaluation procedures. Know the specific district parent permission requirements. Be knowledgeable about implementation guidelines. Follow the district referral process for assistance with assistive technology needs. |

Describe the function of the IEP team as related to AT assessment/evaluation.

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| <ul style="list-style-type: none"> Identify typical team members in your district. Describe team members' roles. Determine assessment/evaluation timelines. Describe the collaborative process that ensure that the IEP team effectively considers AT. Explain how the decision is made to select a specific device for a trial. Know how assistive technology is documented in the IEP. Describe the process necessary when assistive technology needs are beyond the scope of knowledge of the IEP team. Explain the process for developing measurable IEP goals and objectives that include the use of assistive technology in a way that increases student achievement. | <ul style="list-style-type: none"> Carry out designated roles. Implement strategies for integrating assistive technology into the curriculum. Document assessment/evaluation data in accordance with the district/state timeline. Collaborate among the school team as well as with district support personnel in assessment of students for assistive technology. Follow appropriate selection procedures. Document assistive technology in each student's IEP during the annual reviews, and at update meetings as necessary when needs change. Know the procedure for contacting district supports. Incorporate assistive technology within measurable goals for students. |
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4. Select and use appropriate measurement tools, strategies, and activities to assess assistive technology needs.

Be knowledgeable about the range of screening, interview, and strategies for assessment/evaluation tools.

| Assistive Technology Professionals | IEP Team Members (including Students) |
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| <ul style="list-style-type: none"> Provide training to IEP teams on understanding and use of specific processes, procedures, and data collection for different areas of need. Assist IEP teams in locating appropriate assessment tools. | <ul style="list-style-type: none"> Describe at least one assessment tool for each area being assessed. Locate appropriate assessment tools. Follow the assessment process in AT using a team approach. |

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| <ul style="list-style-type: none"> Provide professional development regarding the assessment process in AT to IEP teams. | |
| <i>Select the appropriate tools based on individual student needs.</i> | |
| <ul style="list-style-type: none"> Locate assessment tools for a specific need and provide to IEP teams if tools are not available on school campus. Provide training to IEP teams in identifying appropriate assessment tools for measuring specific needs. Provide training to assist IEP teams, including the student, in identifying the process for determining individual student needs. Provide training to IEP teams, including the student, in utilizing the feature match process to determine tools for individual student needs. | <ul style="list-style-type: none"> Locate assessment tools for a specific need, consulting with an AT Professional or LATS as needed. Identify appropriate assessment tools for measuring specific needs, consulting with an AT Professional or LATS as needed. Identify the process for determining individual student needs, including the student's opinions, and consulting with an AT Professional or LATS as needed. Use the feature match process, including training for the student, to determine tools for individual student needs. |
| <i>Implement the assessment process using a team approach.</i> | |
| <ul style="list-style-type: none"> Provide guidance to the IEP team in administration of appropriate assessment strategies in a customary environment. Provide guidance to IEP teams in determining best practices for collecting assessment data and including the provision of opportunity for student self-selection. Provide guidance to IEP teams in summarizing findings and recommendations in a written report. Facilitate analysis by the IEP team of the data used to determine the effectiveness and outcome of an equipment trial, including feedback from the student whenever possible. Provide guidance to IEP teams regarding the importance of ongoing assessment to address the changing needs of the student and helping the student to recognize and advocate when changes need to occur. | <ul style="list-style-type: none"> Administer appropriate assessment strategies in a customary environment, consulting with an AT Professional or LATS as needed. Collect data during the assessment process including the provision of opportunity for student self-selection. Summarize findings and recommendations in a written report. Explain the data used to determine the effectiveness and outcome of an equipment trial. Understand the importance of ongoing assessment to address the changing needs of the student and provide training to the student in self-advocacy skills, such as self-assessment and self-selection of assistive technology. |
| 5. Consider a continuum of assistive technology devices, services, and resources to address participation and progress in the general curriculum. | |
| <i>Follow the procedures for providing equipment for trials as a part of an AT assessment/evaluation.</i> | |
| Assistive Technology Professionals | IEP Team Members (including Students) |
| <ul style="list-style-type: none"> Develop options and procedures for borrowing equipment in home district. Provide technical assistance and training for equipment trials. | <ul style="list-style-type: none"> Know the options and procedures for borrowing equipment in home district. |

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| <ul style="list-style-type: none"> Assist IEP teams in gathering appropriate data during trials. | <ul style="list-style-type: none"> Request technical assistance and training as needed for equipment trials. Gather appropriate data during trials. |
| <i>Implement a continuum of low-tech to high-tech assistive technology tools for a specific learning task.</i> | |
| <ul style="list-style-type: none"> Know the continuum of assistive technology tools for use in curricular activities such as reading, study skills, math, writing, science, etc. Use data collection forms to measure the effectiveness of equipment trials. Assist IEP teams in interpreting equipment trial data. | <ul style="list-style-type: none"> Know the continuum of assistive technology tools for use in curricular activities such as reading, study skills, math, writing, science, etc. Use data collection forms to measure the effectiveness of equipment trials. Interpret equipment trial data. |
| <i>Utilize the continuum of services and resources available from school-based, district, regional, state, and national levels.</i> | |
| <ul style="list-style-type: none"> Inform IEP teams of the continuum of services available from Local Assistive Technology Specialists (LATS), Regional LATS, Regional Coordinators, FDLRS Techs, Specialized Centers, PS/RtI staff, FLDOE, and national organizations. Inform IEP teams regarding local and national vendors and the resources they provide. Assist IEP teams in identifying the appropriate professional contact (occupational therapist, speech pathologist, physical therapist, behavior analyst or specialist, assistive technology specialist) for each service (area of student need). | <ul style="list-style-type: none"> Know the continuum of services available from LATS, Regional LATS, Regional Coordinators, FDLRS Techs, Specialized Centers, PS/RtI staff, FLDOE, and national organizations. Identify local and national vendors and the resources they provide. Identify the appropriate professional contact (occupational therapist, speech pathologist, physical therapist, behavior analyst or specialist, assistive technology specialist) for each service or area of need. |
| 6. Understand that assistive technology is an area of continuous change. Be able to describe the dynamic relationship between mainstream/educational technology and assistive technology. | |
| <i>Be knowledgeable about mainstream technology and the effective use of mainstream technology to support academic achievement.</i> | |
| Assistive Technology Professionals | IEP Team Members (including Students) |
| <ul style="list-style-type: none"> Be able to guide an IEP team through an approach of assessing what mainstream/educational technology is in place at a given school. Provide information about how to plan for management/maintenance of mainstream technology and how this affects assistive technology. | <ul style="list-style-type: none"> Describe an approach of assessing what mainstream/educational technology is currently in place at a given school. Determine and describe strategies needed for management and maintenance of mainstream technology and how it will affect assistive technology. |
| <i>Be able to work with and train on how and when to use assistive technology with mainstream technology.</i> | |
| <ul style="list-style-type: none"> Describe how IEP teams can use assistive technology with mainstream technology. | <ul style="list-style-type: none"> Describe how local staff members and stakeholders will use assistive technology with mainstream technology. |

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| <ul style="list-style-type: none"> • Describe strategies for understanding what a student needs to be able to do when combining assistive technology and mainstream technology in different/multiple environments. • Be able to offer trainings for generalists to understand what a student may need when combining assistive technology with mainstream technology. • Plan for management and maintenance of mainstream technology and how it affects assistive technology. • Recommend an action plan for when updated or new mainstream technology is replaced, repaired, or reset to the district's standard settings. • Understand what to do when mainstream technology maintenance is disruptive to assistive technology currently in use by a student. • Develop a relationship with the school/district technology department. | <ul style="list-style-type: none"> • Describe how the local school can assist a student through the use of combining assistive technology and mainstream technology in different/multiple environments. • Monitor when changes in current mainstream technology is disruptive to assistive technology currently in use by a student. • Recommend a strategy to address disruptions to assistive technology currently in use by a student. • Develop a relationship with the school technology department. |
| <p><i>Be able to collaborate with other professionals and integrate assistive technology into the environment.</i></p> | |
| <ul style="list-style-type: none"> • Be knowledgeable in different strategies that can be used to gain school administrative support for assistive technology. • Be able to explain what assistive technology is and compare/contrast it to mainstream technology. • Be able to explain how mainstream technologies can limit or increase accessibility options. • Be able to explain and follow best practices for collaboratively including an assistive technology plan within a district technology plan. • Provide PD for IEP team members on developing implementation plans for assistive technology devices and services. • Explain educational and social consequences related to barriers of assistive technology. Be able to facilitate a problem solving process regarding challenges and barriers to the effective implementation of assistive technology. | <ul style="list-style-type: none"> • Be able to build awareness of assistive technology in the local school. • Recognize how assistive technology can become mainstream. • Recognize how mainstream technologies can limit or increase accessibility options. • Be able to create implementation plans for assistive technology devices and services. • Understand the various perspectives of the members of the IEP team. • Be able to problem-solve challenges and barriers to the effective implementation of assistive technology. |

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| 7. Design, implement and monitor a plan for the use of assistive technology to support educational achievement. | |
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| <i>Design a plan for the effective use of assistive technology to support educational achievement.</i> | |
| Assistive Technology Professionals | IEP Team Members (including Students) |
| <ul style="list-style-type: none"> Describe and/or design/ prepare and provide a model assistive technology plan. Guide and support IEP teams in designing and using a student centered assistive technology plan. Provide professional development to IEP teams to support implementation of assistive technology to support educational achievement of students. Guide and support IEP teams in determining and documenting the role(s) of each member of the school and family team, including the student in supporting the use of assistive technology. | <ul style="list-style-type: none"> Determine and document the specific educational task(s) required within the student's educational environment with relation to the IEP goals. Determine and document the assistive technology tool(s) that will support the student in the task(s). Determine and describe the strategies needed for the effective use of the assistive technology. Determine and document the role(s) of each member of the school and family team, including the student, in supporting the use of the assistive technology. |
| <i>Implement a plan for the use of assistive technology.</i> | |
| <ul style="list-style-type: none"> Describe the roles of team members. Describe strategies for integrating the use of assistive technology into the curriculum. | <ul style="list-style-type: none"> Carry out designated roles. Implement strategies for integrating the use of assistive technology into the curriculum. |
| <i>Monitor the plan for the use of assistive technology.</i> | |
| <ul style="list-style-type: none"> Explain the process for ongoing data collection and evaluation of the effectiveness of the assistive technology plan. Assist IEP teams in using data to determine and document changes in assistive technology tools and strategies. | <ul style="list-style-type: none"> Utilize procedures for ongoing data collection and evaluation of the effectiveness of the assistive technology plan. Determine and document any needed changes in assistive technology tools and strategies. |