Assistive Technology Guidelines

Del Sol High School student, Dylan Smith,
uses his Chat PC augmentative device to speak.

How is Assistive Technology acquired?

In an effort to make services accessible, cost efficient, and time efficient, CCSD Assistive Technology (AT) Services utilizes a three-tiered model of access. It is important to keep in mind that whichever level of access is used, all determinations regarding AT are made by the IEP team, through the IEP process.

LEVEL 1-Access through the use of Site Based AT

A significant number AT devices and software have been distributed to each school throughout CCSD. These items range from software solutions (Write Out:Loud, Co:Writer, ReadPlease, Boardmaker, etc) to augmentative communication devices (One Step, Big Mack, Cheap Talk, etc), picture resources (PECS, picture schedules, etc), and various assistive devices (Intellikeys, Alphasmart, etc). Items distributed as Site Based AT are simple to use and widely understood. When considering the need for AT, IEP teams should start by looking at the Site Based products available at the school. If the Site Based AT will not suit the students' needs, the team should progress to the next higher level of access to AT. If the IEP team is not sure if Site Based items will suit the students' needs, contact AT Services for guidance before proceeding.

LEVEL 2-Access through an Equipment Loan (formerly Region Kit Loan)

All schools are able to borrow "light tech" items by using the "Request for Equipment Loan" form. "Light tech" devices are intended to provide access to those educationally-based needs that are less complex and less costly. These devices provide interventions that are easily observed and measured and are

requested on a trial basis as part of the IEP process. For example, a student who is unable to use a standard computer mouse may be able to use a touch screen, joystick, or trackball instead. Over the 30 school-day trial, the IEP team determines if a selected device is appropriate to meet the identified educationally-based need. If the IEP team is not sure if an Equipment Loan will be able to address the students' needs, contact AT Services for guidance before proceeding.

LEVEL 3-Access through Referral for Assessment

If Site Based AT and/or an Equipment Loan is not able to address the needs of a student, a referral may be necessary. Referrals are made to access more complex devices that require in-depth knowledge, feature matching, customization, and/or the coordination of multiple service providers. For example, a student with communication needs and access challenges may need access to AT which is not commonly understood at the school level. A liaison from AT Services may be called upon to work with the IEP team and the student to guide the device selection process. Referrals are made during the IEP and should be recorded by:

-checking "Yes, addressed in IEP" in the "Consideration of Special Factors"

-writing or selecting "assessment" under Assistive Technology in the   "Related Services" page of the IEP.

After AT works with the IEP team, a set of recommendations are made. If the IEP team agrees with the recommendations, they are recorded in the IEP and implemented with the support of AT Services.