

Welcome to the Parent Corner!

Please be advised that the intent of this page is to answer general questions. Specific details regarding a student and educational needs and environments may influence IEP team determinations and answers to these questions.

1. What is Assistive Technology?

Assistive Technology (AT) is part of a “modification and accommodation spectrum” with one end being simple accommodations and modifications (such as additional time for assignments or repeating instructions) and the other end being Assistive Technology (such as the use of an electronic speaking device or software to help with spelling challenges). Like any other accommodation or modification, AT is used when more natural accommodations and modifications have not been successful in supporting IEP goals and benchmarks in the Least Restrictive Environment.

Natural Supports AT

As Assistive Technology is considered during the development of the IEP, all concerns should be directed to the IEP team. Concerns that are directed to Assistive Technology Services will usually need to be directed back to the IEP team for discussion and action.

2. When should Assistive Technology be used?

Assistive Technology is considered during the development of every IEP. However, it should be given more thorough consideration if the IEP team is not able to implement your son/daughter’s IEP using “natural” and readily accessible modifications and accommodations that are available to students.

3. How do I ask for Assistive Technology for my son/daughter?

During an IEP, Assistive Technology can be discussed by looking at the CCSD three-tiered model of service implementation (see the Assistive Technology Policies page of this website). IEP teams should be familiar with the Site-Based equipment (Tier 1) that is available on the school campus (each school site is provided a list on a regular basis), types of equipment that can be loaned for a 30 day trial (Tier 2), and when it is necessary to make a referral to Assistive Technology Services (Tier 3). The use of Assistive Technology should be documented in the IEP (either in the Present Levels, Goals and Benchmarks, or Modifications and Accommodations).

If you are not currently preparing for an IEP meeting, Site-Based equipment can still be accessed. If it is able to support the IEP need, then an IEP should be reconvened to record the use of the Assistive Technology. If the Site-Based equipment is not successful, the IEP team should discuss the next step-an Equipment Loan or referral and document that in the IEP.

4. What kinds of Assistive Technologies are available at schools?

While you will obtain more accurate information by referring to the inventory sheet that is distributed to each school at the beginning of the school year, the following is always available at school sites:

Elementary schools:

Write Out:Loud (talking word processing with superior spell check)
Co:Writer (word prediction)
Intellikeys (large alternative keyboard which can be used to simplify curriculum)
School based computers and standard electronic supports
Big Macks
Switches
Switch adapted toys
Powerlinks
Go Talks
Cheap Talks
One Steps
Step by Steps
All-Turn-Its
Pixwriter (picture based word processing)
Switch Interfaces for computer access
Cause and effect software and shareware

Secondary schools:

Write Out:Loud
Co:Writer
Intellikeys
Alphasmarts (portable word processors with word prediction)
School based computers and standard electronic supports
Big Macks
Switches
Switch adapted devices
Powerlinks
Go Talks
Cheap Talks
One Steps
Step by Steps
All-Turn-Its
Pixwriter (picture based word processing)
Switch Interfaces for computer access
Cause and effect software and shareware

If the IEP team is not able to locate the inventory sheet, another can be obtained by calling or emailing our office.

5. How can I learn about the Assistive Technologies that my son/daughter is using?

Each year, Assistive Technology Services has a calendar of over 100 in-servicing opportunities. That calendar is available in this website and at school sites. To sign up for an in-service, please call our office and confirm your participation in advance.

6. Can the Assistive Technology that my son/daughter uses go home with him/her?

Educational needs and several additional circumstances will help determine if Assistive Technology is able to go home with your son/daughter. If a device or software will travel back and forth for home use, a "Parent Agreement" form must be filled out. This agreement will explain your responsibilities when taking home any CCSD property (NRS 393.170 and Clark County School District Policy and Regulation 5134), including Assistive Technology.

7. What if a device breaks?

If Assistive Technology breaks while outside the school environment, please bring it to the school and have the school contact us ASAP. The "Parent Agreement" form outlines financial responsibilities for broken equipment. If a device is broken repeatedly, it may benefit the IEP team to discuss the provision of services in an alternate manner, with different supervision, through the provision of a more durable form of Assistive Technology, etc.

8. What about Assistive Technology for students in private, charter school, or home school?

Students not attending CCSD schools can receive assessment services. A request for assessment should be documented in the student's IEP/Service Plan and referral paperwork should be completed and sent to Assistive Technology Services. If Assistive Technology supports are recommended, they can be utilized at the home school unless the non-CCSD site chooses to provide the recommended devices, software, etc.