



# Guidelines for the Provision of Quality Assistive Technology Services: A Plan for Michigan's Region IV

Jackson ISD  
Lenawee ISD  
Macomb ISD  
Monroe County ISD  
Oakland Schools  
St. Clair RESA  
Washtenaw ISD  
Wayne RESA

June 1994

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Revised March 2021

# Introduction

The ***Guidelines for the Provision of Quality Assistive Technology Services: A Plan for Region IV*** is based upon the ***Region IV Assistive Technology Plan*** created by the 1994 Academy on Assistive Technology (see appendix for list of participants). As a result of the 1994 Plan, the Michigan Region IV Assistive Technology Consortium was formed. The Michigan Region IV Assistive Technology Consortium is dedicated to building the capacity of its members to deliver quality assistive technology services. The consortium includes representatives from Jackson, Lenawee, Macomb, Monroe, Oakland, St. Clair, Washtenaw, and Wayne counties and serves several purposes. This plan guides the work of the Region IV Assistive Technology Consortium. It also serves as a framework for districts, counties and schools to use as they develop and refine their Assistive Technology Services. The revised plan reflects a response to current legislation, including No Child Left Behind and IDEA 2004. In addition, it incorporates the principles of Universal Design for Learning (UDL) and integrates Quality Indicators for Assistive Technology (QIAT) into the Assistive Technology process.

We thank the eight Intermediate School District Special Education Directors for their continued guidance and support.

It is our hope that these guidelines will ensure that all students have the opportunity to be successful in their educational experience.

## Using This Guide

In this document we set forth the guidelines regarding assistive technology (AT) that have been agreed upon by the constituent districts of Region IV in Michigan.

These fifty guidelines will be used by Region IV for organizing, supporting and promoting the use of assistive technology for students with disabilities.

Material presented in italics is reproduced directly from the rules, regulations or public laws.

## Legislative Basis for these Guidelines

### Legislation

#### Definition of Assistive Technology Devices

“Assistive technology device” means any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of such device. (From the Individuals with Disabilities Education Improvement Act of 2004 [IDEA], § 300.5.)

#### Definition of Assistive Technology Services

The term “assistive technology service” means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Such terms include:

- (A) *the evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;*
- (B) *purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;*
- (C) *selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices; coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;*
- (D) *training or technical assistance for a child with a disability or, if appropriate, that child's family; and*
- (E) *training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of children with disabilities. (From the Individuals with Disabilities Education Improvement Act of 2004 [IDEA] § 300.6.)*

## **Assistive Technology**

*Each public agency shall ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in 300.5-300.6, are made available to a child with a disability if required as part of the child's: (a) special education; (b) related services; or (c) supplementary aids and services. 300.308*

Development of IEP 300.324 (v) At each and every IEP the team must consider whether the child needs assistive technology devices and services.

### **Comments**

The definition of assistive technology is very broad in federal legislation. These aids can range from an adapted pencil to sophisticated augmentative communication devices.

- (A) Optional terms for evaluation include: AT consultation, AT decision making process or AT assessment. Best practice suggests that assistive technology consideration and decision making is an ongoing process rather than a single event, which the term 'evaluation' may imply.

## **Guideline 1**

### **Mission Statement**

We recognize that technology can eliminate barriers and enable individuals with disabilities to be participating and contributing members of society.

We believe that all individuals with disabilities are entitled to equal access to the technology needed to ensure opportunities for learning.

We accept the responsibility to provide assistive technology services, when appropriate, to directly assist an individual with a disability in the selection, acquisition, or use of an assistive technology device.

The mission of the Region IV Assistive Technology Consortium is to provide and facilitate the capacity to deliver quality assistive technology services through regional and interregional collaboration, building capacity and training.

### *Comments*

Each district should have a mission statement which affirms the value and accessibility of assistive technology to individuals with disabilities. Mission statements should include at least the following three key components:

1. A statement regarding the value of assistive technology to society at large or to the community within the district.
2. A brief statement regarding student equity and access.
3. A commitment to providing assistive technology service and support.

## Guideline 2

### **Consortium Work**

The Region IV ISD Directors of Special Education will maintain the Region IV Assistive Technology Consortium. The purpose of the Consortium is to continue to build capacity to deliver quality assistive technology services and promote best practices, including the principles of Universal Design for Learning. This Consortium consists of representatives from each constituent ISD, and meets monthly

Consortium members:

- Coordinate communication within and between all levels within the ISD, and disburse information about assistive technology.
- Disseminate information on availability of service and equipment options.
- Gather information to ensure that staff members are kept current about district plans and state objectives.
- Communicate information about technology and support monies, and district, state and national public and private procedures for funding devices.
- Maintain open lines of communication between state, county, district and building levels, serving as an assistive technology communication liaison.
- Share resources developed by the region or counties.
- Report the results of each meeting to the Region IV administrators of special education.

### *Comments*

Universal Design for Learning (UDL) “is an educational approach to teaching, learning, and assessment, drawing on new brain research and new media technologies to respond to individual learner differences,” according to [Center for Applied Special Technology](http://www.cast.org) (www.cast.org).

In support of UDL principles, the National Instructional Materials Accessibility Standards (NIMAS) were developed. As referred to in IDEA 2004, NIMAS ensures students’ access to written text by the production and electronic distribution of digital versions of textbooks and other instructional materials.

The Strategies and Tools to enhance Learning for All (STELA) project, developed by the Michigan Region IV Assistive Technology Consortium, demonstrated a method of meeting diverse needs within the general education classroom. The results of the STELA project continue to inform our current work in UDL. The [21Things4Educators Project](http://www.21things4educators.net) (www.21things4educators.net) was created and is maintained by the collaborative efforts

between Macomb ISD and Shiawassee RESD and Region IV contributed to incorporating assistive technology into this effort.

## Guideline 3

### **Professional Collaboration**

The consortium is committed to working collaboratively with general educators so that all students may progress within the Least Restrictive Environment.

#### *Comments*

This reflects federal mandates IDEA 04, ESSA.

Work of this committee is both to help educators incorporate the principles of Universal Design for Learning in established general education initiatives as well as supporting assistive technology for individual students.

- This committee also is committed to working collaboratively with stakeholders in the AT area (Ex. 21 things, Alt+Shift, UDL-IRN, Michigan AT Leaders)
- Collaborate with vendors to stay current with evolving technology and best practices-Forums
- Share amongst Region IV members expertise areas

## Guideline 4

### **Setting Goals**

The AT Consortium will annually develop goals and activities and review projects, based upon the identified needs throughout Region IV.

#### *Comments*

A yearly review is conducted. The results, along with the next year's goals, projects, activities, and budget are presented to the Region IV ISD Directors of Special Education for their review and approval.

(Past projects include *21 Things 4 Teachers*, *AT Service Planning with Denise DeCoste*, *Universal Design for Learning-Strategies and Tools to Enhance Learning for All • UDL-STELA*)

## Guideline 5

### **Monitoring Needs**

The Assistive Technology Consortium should continuously monitor the needs of constituent districts to determine changing priorities and emerging needs.

#### *Comments*

This guideline requires ongoing communication with the local education agency.

## Guideline 6

### **Acquisition of Products**

The Assistive Technology Consortium will collaborate with vendors and other agencies to enable our local districts to access information and AT materials (e.g., software, equipment and related training) in a cost effective manner.

#### *Comments*

Activities include facilitating special group purchase pricing, sharing funding sources, and providing product information.

## Guideline 7

### **Collaborative Professional Development**

The Assistive Technology Consortium shares in service activities, combines resources for mutual training needs, and facilitates the exchange of information about best practices in assistive technology and UDL.

#### *Comments*

Ways to enhance information exchange include sharing or providing AT/UDL:

- Presentation by state and national speakers for local and regional staff.
- Training materials
- Training in regional and local settings
- Processes and procedures
- Training opportunities such as vendor demonstrations and technology fairs.

## Guideline 8

### **Informational Resources**

The Assistive Technology Consortium maintains informational resources relating to Assistive Technology and Universal Design for Learning.

#### *Comments*

The Consortium maintains a [Region IV Assistive Technology Weebly](https://miregioniv.weebly.com) (<https://miregioniv.weebly.com>) including:

- Guidelines
- Links to regional, state and national resources
- Contacts
- Consortium special projects

## Guideline 9

### **Guidelines Review**

The Region IV Assistive Technology Consortium will review and evaluate these guidelines to ensure that they reflect current legislation and best practices.

## Guideline 10

### Evaluation of District AT Plan

Each district should establish an evaluation process to determine whether their assistive technology service plan has been implemented to determine whether modifications in the plan are needed.

#### *Comments*

A primary document for evaluating district Assistive Technology (AT) plans, as well as administrative and implementation guidelines for quality assistive technology services, is found at the following website: [Quality Indicators for Assistive Technology](http://www.qiat.org) (<http://www.qiat.org>).

## Quality Indicators for Assistive Technology Services

The following guidelines have been selected by the Region IV Consortium from the document “Quality Indicators for Consideration of Assistive Technology Needs”. The indicators are a “set of descriptors that could serve as overarching guidelines for quality AT services.” (QIAT 2004).

Bowser, Gayl, et al. *Quality Indicators for Assistive Technology: a Comprehensive Guide to Assistive Technology Services*. CAST Professional Publishing, 2015.

For additional information visit the [QIAT website](http://www.qiat.org) (<http://www.qiat.org>). Email [Joy Zabala](mailto:joy@joyzabala.com) ([joy@joyzabala.com](mailto:joy@joyzabala.com)) for information on QIAT research.

## Consideration of Assistive Technology Needs

### Guideline 11

#### *Indicator Statement*

Assistive technology devices and services are considered for all students with disabilities regardless of type or severity of disability.

#### *Intent*

Consideration of assistive technology need is required by IDEA and is based on the unique educational needs of the student. Students are not excluded from consideration for any reason (e.g. type of disability, age, administrative concerns).

### Guideline 12

#### *Indicator Statement*

During the development of the individualized educational program, the IEP team consistently uses a collaborative decision-making process that supports systematic consideration of each student’s possible need for assistive technology devices and services.

#### *Intent*

A collaborative process that ensures that all IEP teams effectively consider the assistive technology of students is defined, communicated, and consistently used throughout the agency. Processes may vary from agency to agency to most effectively address student needs under local conditions.

### **Guideline 13**

#### *Indicator Statement*

IEP team members have the collective knowledge and skills needed to make informed assistive technology decisions and seek assistance when needed.

#### *Intent*

IEP team members combine their knowledge and skills to determine if assistive technology devices and services are needed to remove barriers to student performance. When the assistive technology needs are beyond the knowledge and scope of the IEP team, additional resources and support are sought.

### **Guideline 14**

#### *Indicator Statement*

Decisions regarding the need for assistive technology devices and services are based on the student's IEP goals and objectives, access to curricular and extracurricular activities, and progress in the general education curriculum.

#### *Intent*

As the IEP team determines the tasks the student needs to complete and develops the goals and objectives, the team considers whether assistive technology is required to accomplish those tasks.

### **Guideline 15**

#### *Indicator Statement*

The IEP team gathers and analyzes data about the student, customary environments, educational goals, and tasks when considering a student's need for assistive technology devices and services.

#### *Intent*

The IEP team shares and discusses information about the student's present levels of achievement in relationship to the environments and tasks to determine if the student requires assistive technology devices and services to participate actively, work on expected tasks, and make progress toward mastery of educational goals.

### **Guideline 16**

#### *Indicator Statement*

When assistive technology is needed, the IEP team explores a range of assistive technology devices, services, and other supports that address identified needs.

#### *Intent*

The IEP team considers various supports and services that address the educational needs of the student and may include no tech, low tech, mid-tech and/or high-tech solutions and devices. IEP team members do not limit their thinking to only those devices and services currently available within the district.

### **Guideline 17**

#### *Indicator Statement*

The assistive technology consideration process and results are documented in the IEP and include a rationale for the decision and supporting evidence.



***Intent***

Even though IEP documentation may include a checkbox verifying that assistive technology has been considered, the reasons for the decisions and recommendations should be clearly stated. Supporting evidence may include the results of assistive technology assessments, data from device trials, differences in achievement with and without assistive technology, student preferences for competing devices, and teacher observations, among others.

## Assessment of Assistive Technology Needs

**Guideline 18*****Indicator Statement***

Procedures for all aspects of assistive technology assessment are clearly defined and consistently applied.

***Intent***

Throughout the educational agency, personnel are well informed and trained about assessment procedures and how to initiate them. There is consistency throughout the agency in the conducting of assistive technology assessments. Procedures may include - but are not limited to - initiating an assessment, planning and conducting an assessment, conducting trials, reporting results, and resolving conflicts.

**Guideline 19*****Indicator Statement***

Assistive technology assessments are conducted by a team with the collective knowledge and skills needed to determine possible assistive technology solutions that address the needs and abilities of the student, demands of the customary environments, educational goals, and related activities

***Intent***

Team membership is flexible and varies according to the knowledge and skills needed to address student needs. The student and family are active team members. Various team members bring different information and strengths to the assessment process.

**Guideline 20*****Indicator Statement***

All assistive technology assessments include a functional assessment in the student's customary environments, such as the classroom, lunchroom, playground, home, community setting, or workplace.

***Intent***

The assessment process includes activities that occur in the student's current or anticipated environments because characteristics and demands in each may vary. Team members work to gather specific data and relevant information in identified environments to contribute to assessment decisions.

**Guideline 21*****Indicator Statement***

Assistive technology assessments, including needed trials, are completed within reasonable timelines.

***Intent***

Assessments are initiated in a timely fashion and proceed according to a timeline the IEP team determines to be reasonable based in the complexity of student needs and assessment questions. Timelines comply with applicable state and agency requirements.

**Guideline 22*****Indicator Statement***

Recommendations from assistive technology assessments are based on data about the student, environments and tasks.

***Intent***

The assessment includes information about the student's needs and abilities, demands of various environments, educational tasks, and objectives. Data may be gathered from sources such as student performance records, results of experimental trials, direct observation, interviews with students or significant others, and anecdotal records.

Note: One resource for data collection is How Do You Know It? How Do You Show It? Penny Reed, Gayl Bowser and Jane Korsten, 2002.

**Guideline 23*****Indicator Statement***

The assessment provides the IEP team with clearly documented recommendations that guide decisions about the selection, acquisition, and use of assistive technology devices and services.

***Intent***

A written rationale is provided for any recommendations that are made. Recommendations may include assessment activities and results, suggested devices and alternative ways of addressing needs, services required by the student and others, and suggested strategies for implementation and use.

**Guideline 24*****Indicator Statement***

Assistive technology needs are reassessed any time changes in the student, the environments and/or the tasks result in the student's needs not being met with current devices and/or services.

***Intent***

An assistive technology assessment is available any time it is needed due to changes that have affected the student. The assessment can be requested by the parent or any other member of the IEP team.

## Including Assistive Technology in the IEP

**Guideline 25*****Indicator Statement***

The education agency has guidelines for documenting assistive technology needs in the IEP and requires their consistent application.

***Intent***

The education agency provides guidance to IEP teams about how to effectively document assistive technology needs, devices, and services as a part of specially designed instruction, related services, or supplementary aids and services.

**Guideline 26*****Indicator Statement***

All services that the IEP team determines are needed to support the selection, acquisition, and use of assistive technology devices are designated in the IEP.

***Intent***

The provision of assistive technology services is critical to the effective use of assistive technology devices. It is important that the IEP describes the assistive technology services that are needed for student success. Such services may include evaluation, customization or maintenance of devices, coordination of services, and training for the student and family and professionals, among others.

**Guideline 27*****Indicator Statement***

The IEP illustrates that assistive technology is a tool to support achievement of goals and progress in the general curriculum by establishing a clear relationship between student needs, assistive technology devices and services, and the student's goals and objectives.

***Intent***

Most goals are developed before decisions about assistive technology are made. However, this does not preclude the development of additional goals, especially those related specifically to the appropriate use of assistive technology.

**Guideline 28*****Indicator Statement***

IEP content regarding assistive technology use is written in language that describes how assistive technology contributes to achievement of measurable and observable outcomes.

***Intent***

Content which describes measurable and observable outcomes for assistive technology use enables the IEP team to review the student's progress and determine whether the assistive technology has had the expected impact on student participation and achievement.

**Guideline 29*****Indicator Statement***

Assistive technology is included in the IEP in a manner that provides a clear and complete description of the devices and services to be provided and used to address student needs and achieve expected results.

***Intent***

IEPs are written so that participants in the IEP meeting and others who use the information to implement the student's program understand what technology is to be available, how it is to be used, and under what circumstances. Jargon should be avoided.

# Assistive Technology Implementation

## **Guideline 30**

### *Indicator Statement*

Assistive technology implementation proceeds according to a collaboratively developed plan.

### *Intent*

Following IEP development, all those involved in implementation work together to develop a written action plan that provides detailed information about how the AT will be used in specific educational settings, what will be done and who will do it.

## **Guideline 31**

### *Indicator Statement*

Assistive technology is integrated into the curriculum and daily activities of the student across environments.

### *Intent*

Assistive technology is used when and where it is needed to facilitate the student's access to, and mastery of, the curriculum. Assistive technology may facilitate active participation in educational activities, assessments, extracurricular activities, and typical routines.

## **Guideline 32**

### *Indicator Statement*

Persons supporting the student across all environments in which the assistive technology is expected to be used share responsibility for implementation of the plan.

### *Intent*

All persons who work with the student know their roles and responsibilities, are able to support the student using assistive technology, and are expected to do so.

## **Guideline 33**

### *Indicator Statement*

Persons supporting the student provide opportunities for the student to use a variety of strategies – including assistive technology—and to learn which strategies are most effective for particular circumstances and tasks.

### *Intent*

When and where appropriate, students are encouraged to consider and use alternative strategies to remove barriers to participation or performance. Strategies may include the student's natural abilities, use of assistive technology, other supports, or modifications to the curriculum, task or environment.

## **Guideline 34**

### *Indicator Statement*

Learning opportunities for the student, family and staff are an integral part of implementation.

***Intent***

Learning opportunities need by the student, staff, and family are based on how the assistive technology will be used in each unique environment. Training and technical assistance are planned and implemented as ongoing processes based on current and changing needs.

**Guideline 35*****Indicator Statement***

Assistive technology implementation is initially based on assessment data and is adjusted based on performance data.

***Intent***

Formal and informal assessment data guide initial decision-making and planning for AT implementation. As the plan is carried out, student performance is monitored and implementation is adjusted in a timely manner to support student progress.

**Guideline 36*****Indicator Statement***

Assistive technology implementation includes management and maintenance of equipment and materials.

***Intent***

For technology to be useful it is important that equipment management responsibilities are clearly defined and assigned. Though specifics may differ based on the technology, some general areas may include organization of equipment and materials; responsibility for acquisition, set-up, repair, and replacement in a timely fashion; and assurance that equipment is operational.

## Evaluation of the Effectiveness of Assistive Technology

**Guideline 37*****Indicator Statement***

Team members share clearly defined responsibilities to ensure that data are collected, evaluated, and interpreted by capable and credible team members.

***Intent***

Each team member is accountable for ensuring that the data collection process determined by the team is implemented. Individual roles in the collection and review of the data are assigned by the team. Data collection, evaluation, and interpretation are led by persons with relevant training and knowledge. It can be appropriate for different individual team members to conduct these tasks.

**Guideline 38*****Indicator Statement***

Data are collected on specific student achievement that has been identified by the team and is related to one or more goals.

***Intent***

In order to evaluate the success of assistive technology use, data are collected on various aspects of student performance and achievement. Targets for data collection include the

student's use of assistive technology to progress toward mastery of relevant IEP and curricular goals and to enhance participation in extracurricular activities at school and in other environments.

### **Guideline 39**

#### *Indicator Statement*

Evaluation of effectiveness includes the quantitative and qualitative measurement of changes in the student's performance and achievement.

#### *Intent*

Changes targeted for data collection are observable and measurable, so that data are as objective as possible. Changes identified by the IEP team for evaluation may include accomplishment of relevant tasks, how assistive technology is used, student preferences, productivity, participation, and independence, quality of work, speed and accuracy of performance, and student satisfaction, among others.

### **Guideline 40**

#### *Indicator Statement*

Effectiveness is evaluated across environments including during naturally occurring opportunities as well as structured activities.

#### *Intent*

Relevant tasks within each environment where the assistive technology is to be used are identified. Data needed and procedures for collecting those data in each environment are determined.

### **Guideline 41**

#### *Indicator Statement*

Data are collected to provide teams with a means for analyzing student achievement and identifying supports and barriers that influence assistive technology use to determine what changes, if any are needed.

#### *Intent*

Teams regularly analyze data on multiple factors that may influence success or lead to errors in order to guide decision making. Such factors include not only the student's understanding of expected tasks and ability to use assistive technology, but also student preferences, intervention strategies, training, and opportunities to gain proficiency.

### **Guideline 42**

#### *Indicator Statement*

Changes are made in the student's assistive technology services and educational program when evaluation data indicate that such changes are needed to improve student achievement.

#### *Intent*

During the process of reviewing evaluation data, the team decides whether changes or modifications need to be made in the assistive technology, expected tasks, or factors within the environment. The team acts on those decisions and supports their implementation.

### **Guideline 43**

#### *Indicator Statement*

Evaluation of effectiveness is a dynamic, responsive, ongoing process that is reviewed periodically.

#### *Intent*

Scheduled data collection occurs over time and changes in response to both expected and unexpected results. Data collection reflects measurement strategies appropriate to the individual student's needs. Team members evaluate and interpret data during periodic progress reviews.

## **Assistive Technology Transition**

### **Guideline 44**

#### *Indicator Statement*

Transition plans address the assistive technology needs of the student, including roles and training needs of team members, subsequent steps in assistive technology use, and may include follow-up after transition takes place.

#### *Intent*

The comprehensive transition plan required by IDEA assist the receiving agency/team to successfully provide needed supports for the AT user. This involves assigning responsibilities and establishing accountability.

### **Guideline 45**

#### *Indicator Statement*

Transition planning empowers the student using assistive technology to participate in the transition planning at a level appropriate to age and ability.

#### *Intent*

Specific determination skills are taught that enable the student to gradually assume responsibility for participation and leadership in AT transition planning as capacity develops. AT tools are provided, as needed, to support the student's participation.

### **Guideline 46**

#### *Indicator Statement*

Advocacy related to assistive technology use is recognized as critical and planned for by teams involved in transition.

#### *Intent*

Everyone involved in transition advocates for the student's progress, including the student's use of AT. Specific advocacy tasks related to AT use are addressed and may be carried out by the student, the family, staff members, or a representative.

### **Guideline 47**

#### *Indicator Statement*

AT requirements in the receiving environment are identified during the transition planning process.

***Intent***

Environmental requirements, skill demands, and needed AT support are determined in order to plan appropriately. This determination is made collaboratively with active participation by representatives from sending and receiving environments.

**Guideline 48*****Indicator Statement***

Transition planning for students using assistive technology proceeds according to an individualized timeline.

***Intent***

Transition planning timelines are adjusted based on specific needs of the student and differences in environments. Timelines address well-mapped action steps with specific target dates and ongoing opportunities for reassessment.

**Guideline 49*****Indicator Statement***

Transition plans address specific equipment, training and funding issues such as transfer or acquisition of assistive technology, manuals and support documents.

***Intent***

A plan is developed to ensure that the AT equipment, hardware, and/or software arrives in working condition accompanied by any needed manuals. Provisions for ongoing maintenance and technical support are included in the plan.

## Administrative Support of Assistive Technology

**Guideline 50*****Indicator Statement***

The education agency has written procedural guidelines that ensure equitable access to assistive technology devices and services for students with disabilities, if required for a free and appropriate public education (FAPE).

***Intent***

Clearly written procedural guidelines help ensure that students with disabilities have the assistive technology devices and services they require for educational participation and benefit. Access to assistive technology is ensured regardless of severity of disability, educational placement, geographic location, or economic status.

**Guideline 51*****Indicator Statement***

The education agency broadly disseminates clearly defined procedures for accessing and providing assistive technology services and supports the implementation of those guidelines.

***Intent***

Procedures are readily available in multiple formats to families and school personnel in special and general education. All are aware of how to locate the procedures and are expected to follow procedures whenever appropriate.



## **Guideline 52**

### *Indicator Statement*

The education agency employs personnel with the competencies needed to support quality assistive technology services within their primary areas of responsibility at all levels of the organization.

### *Intent*

Although different knowledge, skills, and levels of understanding are required for various jobs, all understand and are able to fulfill their parts in developing and maintaining a collaborative system of effective assistive technology services to students.

## **Guideline 53**

### *Indicator Statement*

The education agency includes assistive technology in the technology planning and budgeting process.

### *Intent*

A comprehensive, collaboratively developed technology plan provides for the technology needs of all students in general education and special education.

## **Guideline 54**

### *Indicator Statement*

The education agency provides access to ongoing learning opportunities about assistive technology for staff, family, and students.

### *Intent*

Learning opportunities are based on the needs of the student, the family, and the staff and are readily available to all. Training and technical assistance include any topic pertinent to the selection, acquisition, or use of assistive technology or any other aspect of assistive technology service delivery.

## **Guideline 55**

### *Indicator Statement*

The education agency uses a systematic process to evaluate all components of the agency-wide assistive technology program.

### *Intent*

The components of the evaluation process include, but are not limited to, planning, budgeting, decision-making, delivering AT services to students, and evaluating the impact of AT services on student achievement. There are clear, systematic evaluation procedures that all administrators know about and use on a regular basis at central office and building levels.

\*Refer to Quality Indicators Matrix for Assistive Technology

# Quality Indicators for Professional Development and Training in Assistive Technology

## **Guideline 56**

### *Indicator Statement*

Comprehensive assistive technology professional development and training support the understanding that assistive technology devices and services enable students to accomplish IEP goals and objectives and make progress in the general curriculum.

### *Intent*

The Individuals with Disabilities Education Act (IDEA) requires the provision of a free and appropriate public education (FAPE) for all children with disabilities. The Individualized Education Plan (IEP) defines FAPE for each student. The use of AT enables students to participate in and benefit from FAPE. The focus of all AT Professional Development and training activities is to increase the student's ability to make progress in the general curriculum and accomplish IEP goals and objectives.

## **Guideline 57**

### *Indicator Statement*

The education agency has an AT professional development and training plan that identifies the audiences, the purposes, the activities, the expected results, evaluation measures and funding for assistive technology professional development and training.

### *Intent*

The opportunity to learn the appropriate techniques and strategies is provided for each person involved in the delivery of AT services. Professional development and training are offered at a variety of levels of expertise and are pertinent to individual roles.

## **Guideline 58**

### *Indicator Statement*

The content of comprehensive assistive technology professional development and training address all aspects of the selection, acquisition, and use of assistive technology.

### *Intent*

AT professional development and training address the development of a wide range of assessment, collaboration, and implementation of skills that enable educators to provide effective AT interventions for students. The AT professional development and training plan includes but is not limited to collaborative processes; the continuum of tools, strategies and services; resources; legal issues; action planning; and data collection.

## **Guideline 59**

### *Indicator Statement*

AT professional development and training addresses and is aligned with other local, state and national professional development initiatives.

### *Intent*

For many students with disabilities, assistive technology is required for active participation in local, state, and national educational initiatives. Content of the professional development and

training includes information about how the use of assistive technology supports the participation of students with disabilities in these initiatives.

#### **Guideline 60**

##### *Indicator Statement*

Assistive technology professional development and training include ongoing learning opportunities that utilize local, regional, and/or national resources.

##### *Intent*

Professional development and training opportunities enable individuals to meet present needs and increase their knowledge of AT for use in future. Training in AT occurs frequently enough to address new and emerging technologies and practices and is available on a repetitive and continuous schedule. A variety of AT professional development and training resources are used.

#### **Guideline 61**

##### *Indicator Statement*

Professional development and training in assistive technology follow research-based models for adult learning that include multiple formats and are delivered at multiple skill levels.

##### *Intent*

The design of professional development and training for AT recognizes adults as diverse learners who bring various levels of prior knowledge and experience to the training, and can benefit from differentiated instruction using a variety of formats and diverse timeframes (e.g., workshops, distance learning, follow-up assistance, ongoing technical supports).

#### **Guideline 62**

##### *Indicator Statement*

The effectiveness of assistive technology professional development and training is evaluated by measuring changes in practice that result in improved student performance.

##### *Intent*

Evidence is collected regarding the results of AT professional development and training. The professional development and training plan is modified based on these data in order to ensure changes to educational practice that result in improved student performance.

# Appendix

## Region IV Assistive Technology Consortium, 2021

Name	Position	District
Laurie Agosta	Intervention Specialist	St. Clair County RESA
Barry Aherne	AT/AAC Consultant	Monroe County ISD
Laura Begley	Assistive Technology Coordinator	Wayne RESA
Pam Cunningham	Assistive Technology Coordinator	Wayne RESA
Jaimie Fons	Assistive Technology Consultant	Macomb ISD
Dawn Jones	AT/AAC Consultant	Oakland Schools
Jamie Mayo	Assistive & Instructional Technology Coordinator	Washtenaw ISD
Elisabeth Mills	Assistive Technology Coordinator	Jackson ISD
Ryan Knoblauch	Assistive Technology Consultant	Monroe County ISD
Amanda Ream	Assistive Technology Coordinator	Lenawee ISD
Christine Skoglund	Assistive Technology Coordinator	Wayne RESA
Sarah Stargardt	Teacher Consultant for the Visually Impaired	Oakland Schools
Maureen Staskowski	Speech, Language and Literacy Consultant	Macomb ISD

## Region IV Assistive Technology Consortium, 2007

Name	Position	District
Judy Arkwright	Assistive Technology Consultant	Wayne County ATRC
Cheryl Borowski	Coordinator of Special Education, Accountability & Planning	St. Clair RESA
Dianna Joachim Colmen	Coordinator of Assistive Technology	Lenawee Intermediate School District
Pam Cunningham	Assistive Technology Consultant	Monroe Intermediate School District
Ronnie Connors	Assistive Technology Consultant	Washtenaw Intermediate School District
Susan Hardin	Assistive Technology Consultant	Macomb Intermediate School District
Ina J. Kirstein	Assistive Technology Consultant	Oakland Schools
Rose McKenzie	Assistive Technology Coordinator	Jackson County Intermediate School District

Name	Position	District
Megan McCall	Assistive Technology Coordinator	Jackson County Intermediate School District
Bryan Myott	Assistive Technology Consultant	Oakland Schools
Judy Phelps	Assistive Technology Consultant	Wayne County ATRC
Karrie St. Pierre	Special Education Consultant	Wayne RESA
Christine Skoglund	Assistive Technology Coordinator	Wayne County ATTIC
Kathi Tarrant-Parks	Assistive Technology Consultant	Wayne County ATRC

## Additional 2005/2006 Consortium Members

Name	Position	District
Mary Ann Berthiaume	Assistive Technology Coordinator	Jackson County Intermediate School District
Nancy Brown	Assistive Technology Consultant	Wayne County ATTIC
JoAnn Chapman	Assistive Technology Consultant	Wayne County ATTIC
Maryann Jones	Assistive Technology Consultant	Michigan Assistive Technology Resources

## Region IV Academy on Assistive Technology, 1994

Name	Position	District
Mr. Rick Angelocci	Instructional Technology Coordinator	Monroe ISD
Ms. Judy Arkwright	Speech Therapist	Wayne County RESA
Dr. Agnes Helen Bellel	Special Education Consultant	Wayne County RESA
Ms. Mary Ann Berthiaume	Speech & Language Pathologist	Jackson ISD
Mr. Joe Bice	Educational Consultant	Oakland ISD
Mr. David Casaceli	POHI Teacher	Warren Woods Middle School
Ms. Anne Chapman	Director of Special Education	Saline Area Schools
Ms. Ronnie Connors	Speech & Language Pathologist	Washtenaw ISD
Ms. Mary Ann Cowden	Speech & Language Pathologist	Port Huron Area School District
Mr. Robert Cain	Director of Special Education	Van Buren Public Schools
Dr. Bonnie Fumo	Curriculum Resource Consultant	Monroe ISD
Dr. Kathleen Golinski	Director of Special Education	Hazel Park Schools

Name	Position	District
Ms. Marion Hoey	POHI Teacher Consultant	Washtenaw ISD
Ms. Jody Howard	Principal	Porter Education Center
Ms. Ruth Jordan	Director of Special Education	Ypsilanti Public Schools
Ms. Susan Kage	Curriculum Resource Consultant	Wayne County RESA
Ms. Ina Kirstein	Communications Consultant	Oakland ISD
Mrs. Kathryn Mathey	Director Special Education Services	Wayne County RESA
Dr. Patricia McLaughlin	Classroom Teacher	Conant Elementary School
Mr. Gary McLean	Administrator	Monroe ISD
Mr. Lee Northrop	Principal	Riverside Elementary School
Ms. Ann Marie Pankow	Speech & Language Pathologist	Woodward Development Center
Ms. Laurene Potter	POHI/VI Consultant	Macomb ISD
Ms. Karen Prater	Executive Director	Jackson County Society for Handicapped Children & Adults
R. Hunt Riegel, Ph.D.	(Facilitator) Director	Project ACCESS
Ms. Mary Lu Robertson	Director, Speech & Hearing Clinic	Oakland ISD
Ms. Elizabeth Ross	Director of Special Education	Trenton Public Schools
Mr. Dan Simeck	POHI Teacher	Warren Woods Tower High School
Mrs. Fran Sosnowsky	Director of Assessment Center	Macomb ISD
Ms. Debra Spencer	Special Education Teacher	Washtenaw ISD
Mr. Donald Spencer	Special Education Regional Director	Monroe ISD
Dr. Lizbeth Stevens	Speech & Language Pathologist	Warren Woods Middle School
Ms. Deniece Strack	Speech & Language Consultant	Porter Education Center
Ms. Joann Tomlinson	Supervisor of Physically Handicapped	Port Huron Area School District
Ms. Elaine Wilson	Consultant for MI Programs	Macomb ISD
Ms. Deann Wilde	Secondary POHI Teacher	IDA High School
Ms. Lynn Wolf	Special Education Teacher	Eberwhite Elementary School