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Oklahoma State Department of Education
Special Education Services

Technical Assistance Guide:
Assistive Technology for Infants
and Toddlers with Disabilities
IDEA Part C



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Purpose

The purpose of this document is to guide parents, families, and service providers in Oklahoma who have or serve infants and toddlers with developmental delays or disabilities. This document provides information and resources related to assistive technology devices and services for children ages birth to three years of age with disabilities as required by the Individuals with Disabilities Education Act (IDEA).

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Assistive Technology for Infants and Toddlers

We know that between birth to five years of age, children grow more rapidly than in any other time of their lives. Our challenge is to identify technologies and systems that support this continual development - an ongoing dynamic process.

Families, caregivers, and service providers need to share a common vision as to what [Assistive Technology] is and how it can be best used to meet the needs of children and families. We need to examine a wide range of AT options to choose from and how and when they are best used.

Sue Mistrett - 2005

Transcript: AT Supports for Young Children

The Family Center on Technology and Disability



IDEA and Assistive Technology

Assistive technology is a critical early intervention service authorized under Part C of the Individuals with Disabilities Education Act (IDEA) for children with disabilities birth to three years of age. Oklahoma SoonerStart Early Intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.

The SoonerStart Early Intervention Program uses an individualized, comprehensive, coordinated system of services and supports to enhance the abilities of Oklahoma infants and toddlers with disabilities and developmental delays, and strengthen the capacity of their families to support their development. The Oklahoma State Department of Education is the lead agency for the SoonerStart program.

What are Assistive Technology Devices and Services?

Assistive technology (AT) is used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. Examples include walkers, positioning supports, switches that activate appliances or toys, and speech-generating devices.

§303.13(b) (1) Assistive technology device and service are defined as follows:

- i. 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 the functional capabilities of an infant or toddler with a disability. The term does not include a medical device that is surgically implanted, including a cochlear implant, or the optimization (e.g., mapping), maintenance, or replacement of that device.
- ii. Assistive technology service means any service that directly assists an infant or toddler with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:
 - a. The evaluation of the needs of an infant or toddler with a disability, including a functional evaluation of the infant or toddler with a disability in the child's customary environment;
 - b. purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by infants or toddlers with disabilities;
 - c. selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
 - d. coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
 - e. training or technical assistance for an infant or toddler with a disability or, if appropriate, that child's family; and,
 - f. training or technical assistance for professionals (including individuals providing education or rehabilitation services), or other individuals who provide services to, or are otherwise substantially involved in the major life functions of, infants and toddlers with disabilities.

Categories of Assistive Technology Devices

Assistive technology devices fall into one of the following categories:

- Vision
- Assistive Listening
- Self-care
- Positioning
- Mobility
- Communication
- Early Reading
- Early Writing
- Early Math
- Computer Access
- Play
- Environmental Control



7-Level Communication Builder



Mini Light Box

The Individualized Family Service Plan (IFSP) Team

The IFSP team must include, but is not limited to:

- The parents/guardians of the child.
- The resource coordinator.
- A person or persons having information regarding the eligibility evaluation.

The following are people who may also be a necessary part of the IFSP team:

- Other family members (as requested by the family).
- An advocate or person outside the family (as requested by the family).
- A person or persons with experience in providing assistive technology devices/services.
- The person(s) who will be providing services.



§303.343 The Individualized Family Service Plan (IFSP) Team Meeting and Periodic Review

(a) Initial and annual IFSP Team meeting.

1. Each initial meeting and each annual IFSP Team meeting to evaluate the IFSP must include the following participants:
 - i. The parent or parents of the child.
 - ii. Other family members, as requested by the parent, if feasible to do so.
 - iii. An advocate or person outside of the family, if the parent requests that the person participate.
 - iv. The service coordinator designated by the public agency to be responsible for implementing the IFSP.
 - v. A person or persons directly involved in conducting the evaluations and assessments in §303.321
 - vi. As appropriate, persons who will be providing early intervention services under this part to the child or family.

Assistive Technology Consideration

All infants or toddlers with disabilities are not required to receive AT devices and services. The need for AT devices and services must be determined on an individual basis by the IFSP team. The IFSP team must consider all services that are necessary for the child to achieve his/her outcomes and to allow participation in daily activities and routines in the natural environment including AT devices and services.

§303.344 Content of an Individualized Family Service Plan (IFSP)

- a. Early intervention services.
 1. The IFSP must include a statement of the specific early intervention services, based on peer-reviewed research (to the extent practicable), that are necessary to meet the unique needs of the child and the family to achieve the results or outcomes identified.

A child's need for AT devices and services must not be based upon a category, severity, or class of disability. AT devices and services must be provided as outlined in the IFSP. The IFSP team must specify what, if any, AT device(s) and service(s) are needed to achieve child or family outcomes.

Assistive Technology Consideration Questions

The IFSP team may use the following questions to assist team members in determining if a child needs an AT assessment. Questions may include, but are not limited to the following:

- Is the child able to communicate just like other children without special intervention?
- Is the child able to move around just like other children without special intervention?
- Is the child able to sit, stand, or walk independently according to their age?
- Is the child able to use typical ways to learn from his/her environment and show what he/she knows without special intervention?
- Is the child able to independently eat, dress, bathe, and take care of age-appropriate self-care needs just like other children without special intervention?
- Is the child able to play with others, toys/games, and alone just like other children his/her age without special intervention?



See Appendix A for Consideration Resources.
See Appendix B for an AT Consideration Checklist.

Assistive Technology Assessment

Once the team considers an AT device for a child, the child's IFSP team begins an ongoing process of assessment. It is important to note that assessment is a process that takes place over a period of time, includes observation within the child and family's typical activities and routines, and should involve all relevant team members. The assessment process should focus on the child's strengths and needs. The team should not start the assessment process with a focus on a particular device, but should concentrate on matching the features of devices to the child's strengths and needs.

To assist with the assessment process, SoonerStart has assessment kits of AT for all regional offices. The kits help ensure that AT is considered for all eligible infants and toddlers.

Assistive technology assessment is a systematic process for determining a child's need for AT to participate in daily activities and routines in natural environments. Assistive technology assessment does not include administering a battery of standardized tests. The process often involves multiple visits over time.

The following are important to note as teams are completing the assessment process:

- Unlike other educational assessments, an AT assessment is not completed with the administration of one test during a singular event.
- Assistive technology assessment is ongoing and should be a continual part of the child’s plan.
- Assistive technology assessments are conducted within the child’s natural environment by providers knowledgeable about AT devices and services.

See Appendices A and B for Assessment Resources and Printable Forms.

Assistive Technology Assessment Process

A Gathering Information about the Child, Environments, Tasks and Tools

The following are techniques team members may utilize when gathering information:

- a. **Observations** – Observe the child during typical activities and routines over multiple days.
- b. **Interactions** – Interact with the child. Engage him/her in activities similar to those which other children his/her age are participating. Create opportunities for the child to try AT and/or modifications that might be helpful.
- c. **Interviews** – Ask the child’s family, caregivers, and those involved in the child’s typical activities and routines specific questions for information regarding needs, abilities, interests, and participation patterns of the child.
- d. **Record Review** – Review past history, medical, or specialized assessment information that may provide insight on the child.

Note: The SETT Framework (Joy Smiley Zabala, Ed. D., ATP) is a systematic process that Local Education Agencies (LEAs) may use to conduct an AT assessment. “SETT” is an acronym that stands for: Student, Environment, Tasks, and Tools. The SETT Framework assists teams in exploring and recording information about the student, environment, tasks, and tools and can be adapted to help IFSP teams working with young children to do the same.

See Appendix A for Assessment Resources and Appendix B for the SETT Framework.

B Determining Potential AT Devices and/or Strategies and Trialing Device(s)

Based on information gathered about the child's needs/abilities, environments, and tasks, a list of AT tools is generated by the IFSP team for trial with the child. The items might be found around the child's home, like a rolled up bath towel used to wedge beside a child in their high chair to improve positioning for eating and playing. At times, IFSP team members may need to consult with other SoonerStart clinicians to come up with with a list of AT tools. Devices and services should be specific to the child's needs given the daily activities and routines. The goal should be to match features needed to devices that have those features.

To prepare for a trial with an AT device, the IFSP team should:

- Identify who is going to coordinate the trial which could include: obtaining the device, scheduling training, monitoring progress, etc.
- Include training for the child and applicable team members on how to use the AT.
- Identify a start and finish date for the trial.
- Identify criteria to determine whether or not the trial was successful.
- Have a process for collecting and reviewing data with the IFSP team.

Where to Get Devices for Trial

- Visit device manufacturer's websites for information about trials and local sales representatives.
- Oklahoma also has some state-specific resources for obtaining trials with AT devices:

The Oklahoma Library for the Blind and Physically Handicapped

➤➤ <http://library.state.ok.us>

Oklahoma ABLE Tech: Oklahoma's statewide Assistive Technology Act Program

➤➤ <http://okabletech.okstate.edu>



See Appendix A for Choosing Specific AT to Trial Resources.

C Collecting Data and Making a Decision

The IFSP team will need to collect data about each device trial to provide objective information about the child's need for AT and to help the team make a decision about which AT device(s) are appropriate for the child. Also, depending on the funding source, most entities will require objective data when considering a request to fund AT for an infant or toddler. There are a variety of data collection tools that can be used to document the child's progress during an AT device trial.

- a. Document AT tried, include low- and high-tech devices.
- b. Include the results of each of the trials with objective criteria to determine whether or not the trial was successful.



After completing trials and collecting data, the team should know which device(s) will meet the child's needs. If more than one device meets the same need, the team may need to consider additional questions to select the best device.

- Will a no- or low-tech solution work just as well as a high-tech solution?
- Will the technology work in all necessary settings or environments?
- If it will be moved regularly, how portable is it?
- How easy is it to learn and operate?
- How reliable is it under home or other conditions?
- Does it need to work with other technologies?
- Are there sufficient technical resources available to support the technology?

See Appendix A for Data Collection Resources.

D Recommending AT and Documenting in the IFSP

Many times when families are new to receiving SoonerStart services, they are participating in the IFSP process as they are still learning about their child's disability. For this reason assistive technology may be one of the last things on anyone's mind. Team members may find that families know little to nothing about AT or that they have actually been using AT without realizing it! The team should be aware of this and sensitive to how information about AT options is delivered.

Once the team has collected data on AT device trials, members should be able to make recommendations about specific AT device features, strategies, and/or services that should be included in the IFSP. This is critical as sometimes the IFSP is the only information trail following the child from one place to another.

The following highlighted paragraphs explain why and how AT may be included in multiple sections of the IFSP. Any early intervention (EI) service provided (including AT) is required to be documented on the IFSP service delivery page:

Section 2A: Concerns, Priorities and Resources OR Section 2C: Family Supports (Informal, Formal and Intermediate) – If the parent/guardian has a specific concern regarding assistive technology specifically, it could be listed here.

Example: We are concerned that Millie needs something that enlarges text and pictures so that she can read books. *If the child is already using (or has used in the past) some type of AT, it could be listed under this section as a resource.*

Example: Clint benefitted from a six-week loan of a switch and an adapted toy from Oklahoma ABLE Tech.

Section 2B: Present Levels of Development OR Section 2D: Present Levels of Development in Daily Routines and Activities – If a child is currently using AT, that should also be included under the applicable subsection whether it be Adaptive, Social-Emotional, Communication, Motor/Physical, Cognitive, and/or Health (including Vision and Hearing).

Example: A bath chair is used to bathe Stacy.

Note: Section 2D is completed with information obtained from the family about their daily routines. This may or may not include references to AT depending on what the family reports, or whether the parent reports that the child uses AT in any daily routine or activity.

Section 3: Outcomes – This section documents the outcomes that the family has identified in priority order. Sometimes AT will be included as a goal or outcome; however, it will most likely be included as a strategy used to reach the goal. If there is a type of AT that is currently being used, a statement may be added in this section so that others reading the IFSP who are unfamiliar with the child know what AT the child is using to meet the goal.

Example: Bailey will participate in outside playtime with her brother. We will know she can do this when she is able to mobile around the playground. *Bailey currently uses the KidWalk to access the playground.*

During a periodic review, AT that has been used and/or is currently being used should be included in the Summary of Progress section.

Example: Carter has learned to use a Jelly Bean switch to activate a spinning light show toy. He is currently learning to use the 7-Level Communication Builder to communicate: more, go, yay, and no.

Section 5: Service(s) Needed to Achieve Outcomes – When an AT service is needed, it should be documented in this section. See the section on this guide entitled, “What are Assistive Technology Devices and Services,” to review what constitutes an AT service. Recording AT services in this section keeps team members accountable and communicates to those reading the IFSP that AT services are being provided, by whom, and when.

As mentioned previously, service providers will be considering all services the child may need to meet his/her unique needs to achieve child or family outcomes, including assistive technology needs. This can be recorded on the IFSP as such:

Example:

Early Intervention Service	Start Date	End Date	Frequency, Length & Location	Intensity (Group or Individual)	Method	Payment Source	Provider	Modified End Date
Assistive Technology Consideration	6/1/2014	6/1/2015	1X for 20 minutes in the home or childcare setting	Individual	Direct	SoonerStart	J. Doe, SLP	

Sometimes another perspective may be needed to help a service provider determine if AT may be needed for a child. In this case, an AT consultation should be scheduled. The consult may be recorded in the IFSP as such:

Example:

Early Intervention Service	Start Date	End Date	Frequency, Length & Location	Intensity (Group or Individual)	Method	Payment Source	Provider	Modified End Date
Assistive Technology Consideration	6/1/2014	12/1/2014	1X for 60 minutes in the home or childcare setting	Individual	Direct	SoonerStart	J. Doe, SLP	

Section 6: Natural Environment – AT services that are needed may also be in this section.

Example:

Early Intervention Service	Is the service provided in the natural environment?	If not, the justification for that determination based on the family and child’s outcomes
Assistive Technology	Yes	N/A

E Acquiring AT (Funding)

Providing AT

Depending on the type of AT required, there are many funding sources available to the child including Medicaid, private insurances, and other private sources. When funding is not available, SoonerStart is the payor of last resort and may not unnecessarily delay the provision of AT devices and services due to funding issues if a child requires such services to benefit from the IFSP. Assistive technology devices and equipment purchased by SoonerStart remain the property of the SoonerStart Program.

See Appendix B for Funding Resources.

See Appendix C for the SoonerStart AT Acquisition Process and Request for AT Form.

The following are actions that are necessary to obtain the recommended AT devices:

1. Identify source of equipment and costs.
 - a. Locate vendor or manufacturer.
 - b. Obtain a price quote in writing.
2. Identify possible funding sources.
 - a. Determine person(s) who will seek funding sources.
 - b. Determine requirement for each funding source. The Oklahoma Funding for AT Manual (Found online at <http://okabletech.okstate.edu/Publications>) has a list of funding resources including but not limited to:
 - Medicaid SoonerCare
 - Medicaid Early, Periodic, Screening, Diagnostic, and Treatment
 - Medicaid Tax Equity and Fiscal Responsibility Act (TEFRA)
 - Supplemental Security Income-Disabled Children's Program (SSI-DCP)
 - Family Support Assistance Program
 - Private Insurance
 - Financial Loan Programs – Alternative Financing Program
 - Oklahoma Durable Medical Equipment Reuse Program (OKDMERP)
 - Private/Charitable/Community Resources
3. Order equipment.
4. Plan for training as needed.
5. Set up equipment.
6. Establish technical support system.

Implementing AT

Implementation should focus on ensuring that the AT provided can be adequately used by the child within the environments that he/she is actively engaged.

The following areas should be noted when evaluating how well the AT is being implemented:

- Identify the AT tools or systems that will be used.
- Identify specific tasks for which the AT will be used.
- Identify where the child will be using the AT.
- Verify how the AT correlates to the IFSP.



- Identify components of the AT that need to be maintained (charged, cleaned, replaced).
- Ensure all persons working with the child and his/her AT are trained.
- Determine who will customize the AT (when necessary).
- Note information about repairs.
- Develop a contingency plan for temporary replacements (when necessary).

See Appendix A for Implementation.

Assistive Technology for Transition

Assistive technology can play an integral role in the early childhood transition process. For a child transitioning into the school system with an IFSP, the team would have previously considered the AT needs of the child as required for him/her to benefit from daily routines in their natural environment and/or to achieve outcomes on the IFSP. At least 90 days before the child turns three, but no sooner than 27 months of age, the team members working with the child and his/her family are required to meet with the Local Education Agency (LEA) to discuss the upcoming transition.

34 CFR 303.209

- a. Conference to discuss services. The State lead agency must ensure that—
 1. If a toddler with a disability may be eligible for preschool services under part B of the Act, the lead agency, with the approval of the family of the toddler, convenes a conference, among the lead agency, the family, and the LEA not fewer than 90 days—and, at the discretion of all parties, not more than 9 months—before the toddler's third birthday to discuss any services the toddler may receive under part B of the Act.

At this time it is important to reconsider the child's need for AT and discuss what devices and services may benefit the child as he/she may be transitioning to a new environment where activities and routines are different. There are many pieces of AT that children may need between the ages of birth to three that would continue to benefit them as they transition at the age of three.

Section 4 of the IFSP includes information regarding Transition Steps and Services. If AT was used with the child and/or is currently being used, it should be documented here.

- Example:** Ben has successfully been using a PECS (Picture Exchange Communication System) book to communicate with his family and caregivers.
- Example:** The LEA has been notified that Paula uses social stories when transitioning from one activity to another.

See Appendix A for Transition Resources.

If it is determined that the AT used in early intervention transitions with the child, the entities involved (i.e. parent, SoonerStart, LEA, etc.) may sign an Agreement for the Purchase/Sale or Statement Declining the Sale of AT Devices.

Note: The Oklahoma State Department of Education (OSDE) provides a mechanism for school districts, public agencies and/or parents to transfer AT either through sale or transfer. The Agreement can be found within the OSDE Technical Assistance Document, “Assistive Technology for Children and Youth with Disabilities.”

See Appendix B for the Purchase/Sale or Statement Declining the Sale of AT Devices documents that may be used to transition AT with the child into the LEA.

Common Questions about Assistive Technology Devices and Services

1. Should AT be **CONSIDERED** for all infants and toddlers with disabilities?

Yes, AT can promote a child's participation in family activities and routines. Professionals should work with the child and his/her family to identify the activities and routines the child does or would like to do. Discuss how the child participates in activities and routines and what families feel children are learning. Often, AT can help children participate more fully in the activity/routine, or the activity itself may provide a context for learning. If an IFSP team considers the need for AT and determines that more information is needed, then an AT Assessment may need to be completed.

2. Is AT required for all infants and toddlers who have an IFSP?

No, the decision regarding the need for AT must be made on an individual basis by the IFSP team.

3. Who makes the decision if an infant or toddler needs assistive technology devices or services?

The IFSP team makes the decision based on assessment results. Decision-making is a team process that should reflect multidisciplinary involvement. The IFSP team should include the parent and persons with experience in providing AT devices and services. The team must include the resource coordinator and other team members as appropriate.

4. What are critical components of an AT assessment?

An assistive technology assessment should be a systematic process to ensure that decisions regarding the selection of AT devices are based on information regarding the child's abilities, needs, environments, activities, and routines. The AT assessment process includes a team approach, assessment of daily activities and routines, and is ongoing in nature. Although most AT assessments are not standardized, the assessment process should be replicable and use a framework for effective decision-making.

5. What is the role of parents in the assessment process?

Parents provide information about the child's developmental need, as well as their goals and outcomes. If parents believe their child would benefit from AT they should discuss this with other members of the IFSP team. Parents should request an assessment if they are unsure whether or not their child could benefit from AT, or to determine what type of AT would be most helpful.

6. What are the timelines for buying and providing AT devices and services?

IDEA regulations do not specify a timeline for the provision of AT; however, if the IFSP determines that AT is necessary to achieve outcomes on the IFSP, then it must be provided in a timely manner. The resource coordinator, with the assistance of the parent and other team members, should identify funding for assistive technology devices. When alternative funding is not available, the SoonerStart Program must provide the device. SoonerStart is the payor of last resort.

7. Are personal use devices excluded?

No, the IFSP decides on a case-by-case basis what AT a child needs to benefit from the early intervention program. If the device, for example hearing aids, is included in the IFSP, SoonerStart is responsible for the provision of that device or ensuring that it is provided at no cost to the parents with the exception of cochlear implants or other surgically implanted devices.

8. Who is responsible for purchasing AT?

The resource coordinator is responsible for coordinating the acquisition and provision of AT devices. Sometimes, parents may choose to buy devices for their child. Funding sources that may be used to provide needed AT devices can be found online in the Oklahoma Funding for AT Manual at <http://okabletech.okstate.edu/Publications>. It includes a list of available resources, including but not limited to the following:

- Medicaid SoonerCare
- Medicaid Early, Periodic, Screening, Diagnostic, and Treatment
- Medicaid Tax Equity and Fiscal Responsibility Act (TEFRA)
- Supplemental Security Income-Disabled Children's Program (SSI-DCP)
- Family Support Assistance Program
- Private Insurance
- Financial Loan Programs – Alternative Financing Program
- Oklahoma Durable Medical Equipment Reuse Program (OKDMERP)
- Private/Charitable/Community Resources

9. Who owns the AT device?

It depends on who purchased the device. If SoonerStart purchases the device, then SoonerStart maintains ownership. If the parent's private insurance purchases the device, then it belongs to the family. If Medicaid purchases the device, the family retains the device until it is no longer needed by the child.

10. Who is responsible for maintenance and repair of equipment?

SoonerStart is responsible to assist the family in repairing or obtaining a replacement for AT devices used as part of the child's early intervention services. SoonerStart can provide substitute equipment while his or her device is being repaired.

11. What provisions should be made for transfer of equipment when a child transitions from early intervention services under Part C to public school services under Part B?

The IFSP team should consider transferring equipment between SoonerStart and the child's public school district during transition. Agencies that purchase AT can use Memorandum of Understanding or Interagency Agreements to transfer equipment between agencies. Refer to Appendix C, "Assistive Technology Devices Purchases/Sales Agreement Form and Sample Depreciation Spreadsheets."

12. What should happen when an AT device is no longer appropriate for a child?

First, the IFSP team should conduct an AT assessment to determine why the device is no longer meeting the child's needs and also to determine if the child still requires AT to meet their needs. If the AT device is no longer appropriate for a child, the IFSP team needs to show that the child no longer needs AT to achieve outcomes or to determine if another device will meet the child's needs. If SoonerStart purchased the AT, then the early intervention program can then use the old device for another child or for a centralized loan program. If the parent or an insurance company purchased the AT that is no longer needed, the family may wish to place the item(s) on the Oklahoma Equipment Exchange (<http://oec.okstate.edu>) or donate the item(s) to the Oklahoma Durable Medical Equipment Reuse Program (http://okabletech.okstate.edu/DME_Reuse).

13. What can parents do if their child is denied AT by the IFSP team?

Assistive technology devices and services are included as one of the early intervention services available to infants and toddlers with disabilities under Part C, and are subject to the procedural safeguards required by the IDEA, including the right to request a due process hearing. As specified in the Policies and Procedures for Special Education in Oklahoma, parents or guardians may request mediation or a hearing to challenge whether the early intervention program is designed to meet the needs of their child. Parents and SoonerStart providers can contact the Special Education Resolution Center. See "Assistive Technology Resources in Oklahoma" for contact information.

Assistive Technology Resources in Oklahoma

Oklahoma ABLE Tech



Collaborates with the SoonerStart Early Intervention Program to provide AT in the form of assessment kits. The kits are used for device demonstration for infants and toddlers with disabilities and developmental delays to help increase awareness and access to AT that will provide families with tools needed to support their children's development.

Phone: (800) 257-1705 or (405) 744-9748

Web: <http://okabletech.okstate.edu>

AIM Center at OLBPH



Located at the Oklahoma Library for the Blind and Physically Handicapped, the AIM Center provides AT as it relates to reading books in accessible digital and audio formats.

Phone: (800) 523-0288 or (405) 521-3514

Web: www.library.state.ok.us/aim

Oklahoma State Department of Education



Contracts with Oklahoma ABLE Tech to provide an Assistive Technology and Information Services Program for Oklahoma public schools.

Phone: (405) 522-3248

Web: <http://ok.gov/sde>

Special Education Resolution Center (SERC)



Contracts with the Oklahoma State Department of Education to administer the special education due process hearing system for the state of Oklahoma. SERC provides IEP facilitation, mediation, due process hearings, and stakeholder training.

Phone: (888) 267-0028 or (918) 270-1849

Web: <http://serc.okstate.edu>

Assistive Technology Resources in Oklahoma



Oklahoma State
Department of Health

Oklahoma State Department of Health

Partners with the Oklahoma State Department of Education to provide SoonerStart Early Intervention services to infants and toddlers with disabilities in Oklahoma.

Phone: (405) 271-5600

Web: <http://ok.gov/health>



OKLAHOMA DEPARTMENT OF HUMAN SERVICES
DEVELOPMENTAL DISABILITIES
SERVICES DIVISION

Oklahoma State Department of Human Services (OKDHS)

Provides a wide range of assistance programs to help Oklahomans in need including persons with developmental disabilities. OKDHS also handles applications and eligibility for SoonerCare, the state's Medicaid program offering healthcare to families with low income.

Phone: (405) 521-3546

Web: <http://www.okdhs.org>



Oklahoma Health Care Authority

Provides health care services for several groups including children and individuals who are blind or who have disabilities. Services include, but are not limited to, the provision of AT as durable medical equipment.

Phone: (405) 522-7300

Web: <http://okhca.org>

Appendix A

- ◆ **AT CONSIDERATION**
- ◆ **AT ASSESSMENT**
- ◆ **CHOOSING SPECIFIC AT TO TRIAL**
- ◆ **DATA COLLECTION**
- ◆ **FUNDING**
- ◆ **IMPLEMENTATION**
- ◆ **TRANSITION**

AT Consideration Resources

SETT Scaffold for Consideration of AT Needs

Created by Joy Zabala, Ed.D. This is one of several forms created to guide users through the process of considering, selecting, and implementing AT. The forms are intended to be examples and can be adapted and changed to meet the needs of the people who are using them as long as credits to the original source are maintained.

>> <http://www.joyzabala.com/Documents.html>

AT Assessment Resources

The SETT Framework

Joy Zabala, Ed.D. The SETT Framework is a four-part model intended to promote collaborative decision-making in all phases of AT service design and delivery from consideration through implementation and evaluation of effectiveness. See the “SETT Documents”>>”SETT Framework Publications” for more information about the SETT Framework.

>> <http://www.joyzabala.com>

SETT Scaffold for Data Gathering

Joy Zabala, Ed.D. This is one of several forms created to guide users through the process of considering, selecting, and implementing AT. The forms are intended to be examples and can be adapted and changed to meet the needs of the people who are using them as long as credits to the original source are maintained.

>> <http://www.joyzabala.com/Documents.html>

How Do You Know It? How Can You Show It?

This publication provides information and a ‘thought process’ teams can use to gather data and evaluate the effectiveness of AT.

>> <http://www.wati.org/content/supports/free/pdf/KnowItShowItJan09.pdf>

Choosing Specific AT to Trial Resources

AbleData

An online resource which provides information about AT products and rehabilitation equipment.

>> <http://www.abledata.com/>

AIM Center

Located in the Oklahoma Library for the Blind and Physically Handicapped, the AIM Center assists Oklahoma students by providing textbooks and other instructional materials in Braille, large print, and other accessible formats.

>> <http://www.library.state.ok.us/aim>

Oklahoma ABLE Tech

Oklahoma’s statewide Assistive Technology Act Program provides free, short-term loans of AT devices. (See “Device Demo and Loan”)

>> <http://okabletech.okstate.edu>

SETT Scaffold for Tool Selection

Joy Zabala, Ed.D. This is one of several forms created to guide users through the process of considering, selecting, and implementing AT. The forms are intended to be examples and can be adapted and changed to meet the needs of the people who are using them as long as credits to the original source are maintained.

>> <http://www.joyzabala.com/Documents.html>

Data Collection Resources

SETT Scaffold for Implementation and Evaluation of Effectiveness Planning

Joy Zabala, Ed.D. This is one of several forms created to guide users through the process of considering, selecting, and implementing AT. The forms are intended to be examples and can be adapted and changed to meet the needs of the people who are using them as long as credits to the original source are maintained.

>> <http://www.joyzabala.com/Documents.html>

WATI Assistive Technology Trial Use Guide

This publication includes guiding questions and planning tools that can be used to collect information during an AT trial.

>> <http://www.wati.org/content/supports/free/pdf/form/TrialUse-Form.pdf>

AT Data Collection Tools

This is an online resource of examples of a variety of data collection tools that may be used during AT trials and to evaluate the effectiveness of AT implementation.

>> <http://www.aiu3.net/Level3.aspx?id=3860>

Funding Resources

Oklahoma Funding for AT: A Guide to Solving the Funding Puzzle and Getting Assistive Technology in Oklahoma

This publication provides detailed information about the processes of how to fund AT and a list of public and private funding sources.

>> <http://okabletech.okstate.edu/Publications>

Implementation Resources

SETT Scaffold for Implementation and Evaluation of Effectiveness Planning

Joy Zabala, Ed.D. This is one of several forms created to guide users through the process of considering, selecting, and implementing AT. The forms are intended to be examples and can be adapted and changed to meet the needs of the people who are using them as long as credits to the original source are maintained.

>> <http://www.joyzabala.com/Documents.html>

Transition Resources

Oklahoma Assistive Technology for Infants and Toddlers with Disabilities Birth to Three

This document provides technical assistance guidelines for SoonerStart Early Intervention providers and parents of children receiving SoonerStart services.

>> <http://ok.gov/sde/soonerstart-operations-manual>

Timeline of Transition Activities Provided by the Oklahoma Transition Council

This document provides a timeline of recommended programs, services, and activities that can be accessed by individuals with disabilities across the lifespan.

>> <https://www.ou.edu/education/centers-and-partnerships/zarrow/timeline-of-transition-activities.html>

Appendix B

◇ **AT CONSIDERATION CHECKLIST**

◇ **SETT FRAMEWORK:**

1. **SETT Scaffold for Consideration of AT Needs**
2. **SETT Scaffold for Data Gathering**
3. **SETT Scaffold for Tool Selection**
4. **SETT Scaffold for Implementation and Evaluation of Effectiveness Planning**

Child's Initials: _____

Age: _____

Diagnosis, Medical Condition, or Developmental Concern:

Dates of AT Consideration:	Results:	Specific Areas to be Assessed:	Disciplines Present:
Initial:	<input type="checkbox"/> Further Assessment Needed <input type="checkbox"/> No AT Needs Identified (all consideration questions answered "yes")		
Review:	<input type="checkbox"/> Further Assessment Needed <input type="checkbox"/> No AT Needs Identified (all consideration questions answered "yes")		
Review:	<input type="checkbox"/> Further Assessment Needed <input type="checkbox"/> No AT Needs Identified (all consideration questions answered "yes")		
Review:	<input type="checkbox"/> Further Assessment Needed <input type="checkbox"/> No AT Needs Identified (all consideration questions answered "yes")		
Review:	<input type="checkbox"/> Further Assessment Needed <input type="checkbox"/> No AT Needs Identified (all consideration questions answered "yes")		
Review:	<input type="checkbox"/> Further Assessment Needed <input type="checkbox"/> No AT Needs Identified (all consideration questions answered "yes")		

Assistive Technology (AT) Category	AT Devices: Currently Used	AT Devices: Used for Assessment	AT Devices: Extended Trial	AT Devices: Ordered
<p>1. Vision:</p> <p>Aids or devices to facilitate the enhancement or interpretation of visual information.</p> <p>Can the infant/toddler see and attend to visual stimulation/information (faces, lights, toys, people moving) in his/her environment?</p> <p>Initial Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p>	<p><input type="checkbox"/> Mini-Lite Box</p> <p><input type="checkbox"/> Mini-Lite Transparent overlays</p> <p><input type="checkbox"/> Plexiglass spinner and spinner patterns</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p><input type="checkbox"/> Mini-Lite Box</p> <p><input type="checkbox"/> Mini-Lite Transparent overlays</p> <p><input type="checkbox"/> Plexiglass spinner and spinner patterns</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p><input type="checkbox"/> Mini-Lite Box</p> <p><input type="checkbox"/> Mini-Lite Transparent overlays</p> <p><input type="checkbox"/> Plexiglass spinner and spinner patterns</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p><input type="checkbox"/> Mini-Lite Box</p> <p><input type="checkbox"/> Mini-Lite Transparent overlays</p> <p><input type="checkbox"/> Plexiglass spinner and spinner patterns</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<p>2. Assistive Listening:</p> <p>Aids or devices to facilitate the enhancement or interpretation of auditory information.</p> <p>Can the infant/toddler hear and respond to sounds (voices, door bell, TV, airplane, dog barking) in the environment?</p> <p>Initial Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p>	<p><input type="checkbox"/> _____</p>	<p><input type="checkbox"/> _____</p>	<p><input type="checkbox"/> _____</p>	<p><input type="checkbox"/> _____</p>

Assistive Technology (AT) Category	AT Devices: Currently Used	AT Devices: Used for Assessment	AT Devices: Extended Trial	AT Devices: Ordered
<p>3. Self-care:</p> <p>Devices to assist with eating, bathing, dressing, and toileting. Is the infant/toddler able to manage daily self-care and daily living activities?</p> <ul style="list-style-type: none"> • Holds own bottle (7 mos) • Begins finger feeding (8 mos) • Sits & plays w/toys in bath (8 mos) • Drinks from cup (12 mos) • Takes off simple clothes (1.5 yrs) • Uses utensils 50% of meal (2 yrs) <p>Initial Date: _____ Yes/No Review Date: _____ Yes/No Review Date: _____ Yes/No Review Date: _____ Yes/No Review Date: _____ Yes/No</p>	<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____
<p>4. Positioning:</p> <p>Supports needed to maintain body or joint alignment. Can the infant/toddler _____ on typical surfaces?</p> <ul style="list-style-type: none"> • Lie at birth • Sit (6-8 mos) • Stand (9-11 mos) <p>Initial Date: _____ Yes/No Review Date: _____ Yes/No Review Date: _____ Yes/No Review Date: _____ Yes/No Review Date: _____ Yes/No</p>	<input type="checkbox"/> Versaform 22X34 <input type="checkbox"/> Vacuum Pump <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Versaform 22X34 <input type="checkbox"/> Vacuum Pump <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Versaform 22X34 <input type="checkbox"/> Vacuum Pump <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Versaform 22X34 <input type="checkbox"/> Vacuum Pump <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

Assistive Technology (AT) Category	AT Devices: Currently Used	AT Devices: Used for Assessment	AT Devices: Extended Trial	AT Devices: Ordered
<p>5. Mobility:</p> <p>Equipment to promote independent or assisted movement.</p> <p>Is the infant/toddler able to independently move about all areas of the home/community?</p> <ul style="list-style-type: none"> • Roll (8 mos) • Crawl (9-11 mos) • Walking (9-18 mos) <p>Initial Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p>	<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____
<p>6. Communication:</p> <p>Strategies and/or technology for communication with others.</p> <p>Can the infant/toddler let wants/needs be known in all situations with all people?</p> <ul style="list-style-type: none"> • Cries/vocalizes (birth-12 mos) • Uses 1-3 words (12-15 mos) • Uses 15-20 words (18-24 mos) • Uses 50+ words, 2-3 word phrases (24-32 mos) <p>Initial Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p>	<input type="checkbox"/> Picture Symbols (Boardmaker) <input type="checkbox"/> BigMack - red <input type="checkbox"/> Every Move Counts Book & Video <input type="checkbox"/> 7-Level Communicator <input type="checkbox"/> VoicePal 8K <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Picture Symbols (Boardmaker) <input type="checkbox"/> BigMack - red <input type="checkbox"/> Every Move Counts Book & Video <input type="checkbox"/> 7-Level Communicator <input type="checkbox"/> VoicePal 8K <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Picture Symbols (Boardmaker) <input type="checkbox"/> BigMack - red <input type="checkbox"/> Every Move Counts Book & Video <input type="checkbox"/> 7-Level Communicator <input type="checkbox"/> VoicePal 8K <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Picture Symbols (Boardmaker) <input type="checkbox"/> BigMack - red <input type="checkbox"/> Every Move Counts Book & Video <input type="checkbox"/> 7-Level Communicator <input type="checkbox"/> VoicePal 8K <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

Assistive Technology (AT) Category	AT Devices: Currently Used	AT Devices: Used for Assessment	AT Devices: Extended Trial	AT Devices: Ordered
<p>7. Early Reading:</p> <p>Aids or devices to promote the development of reading.</p> <p>Can the infant/toddler participate in reading activities?</p> <ul style="list-style-type: none"> • Hold book/see pictures (6 mos) • Look/point at pictures (16 mos) • Turn pages (1.5 yrs) • Listen to stories/repeat phrases within the book (2-2.5 yrs) • View book on own (2.5-3 yrs) <p>Initial Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p>	<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____
<p>8. Early Writing:</p> <p>Aids or devices to promote the development of writing.</p> <p>Can the infant/toddler let wants/needs be known participate in writing activities?</p> <ul style="list-style-type: none"> • Grasp crayon (11 mos) • Color/paint (18 mos) • Draw lines (2+ yrs) <p>Initial Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p> <p>Review Date: _____ Yes/No</p>	<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____

Assistive Technology (AT) Category	AT Devices: Currently Used	AT Devices: Used for Assessment	AT Devices: Extended Trial	AT Devices: Ordered
<p>9. Early Math:</p> <p>Aids or devices to promote the development of math skills. Can the infant/toddler participate in early math activities?</p> <ul style="list-style-type: none"> • Hold/play with manipulatives – stack blocks (12+ mos) • Nest cups (12-18 mos) • Push Duplos together/pull apart (1.5-2 yrs) • String beads (2 yrs) • Pretend play with dishes, spoons, cups (2+ yrs) <p>Initial Date: _____ Yes/No Review Date: _____ Yes/No Review Date: _____ Yes/No Review Date: _____ Yes/No Review Date: _____ Yes/No</p>	<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____
<p>10. Computer Access:</p> <p>Programs or devices to allow a child to use a computer for play or learning. Can the infant/toddler use a computer (move the mouse/touch screen and keys) for play or learning?</p> <ul style="list-style-type: none"> • If available/allowed (2.5+ yrs) <p>Initial Date: _____ Yes/No Review Date: _____ Yes/No Review Date: _____ Yes/No Review Date: _____ Yes/No Review Date: _____ Yes/No</p>	<input type="checkbox"/> Switch Interface Pro 5.0 <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Switch Interface Pro 5.0 <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Switch Interface Pro 5.0 <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Switch Interface Pro 5.0 <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

Assistive Technology (AT) Category	AT Devices: Currently Used	AT Devices: Used for Assessment	AT Devices: Extended Trial	AT Devices: Ordered
<p>11. Play:</p> <p>Technology to promote play opportunities and experiences alone or with others.</p> <p>Can the infant/toddler participate in play and leisure activities?</p> <ul style="list-style-type: none"> • Grasp/shake rattle (5-8 mos) • Push buttons on toys (9-12 mos) • Stacks (12-18 mos) • Explores/likes variety of toys (9+ mos) • Interactive ball play (12 mos) • Pretend play (2 yrs) • Enjoy circle games & story time (2.5+ yrs) <p>12. Environmental Control:</p> <p>Equipment that provides a way to assist the child to independently control appliances and fixtures.</p> <p>Can the infant/toddler independently control appliances and fixtures regularly available in the environment?</p> <ul style="list-style-type: none"> • Turn TV on/off (16 mos) • Turn lights on/off (16 mos) • Open drawers/doors (2 yrs) <p style="text-align: right;">Play <u>EC</u></p> <p>Initial Date: _____ Y/N Y/N</p> <p>Review Date: _____ Y/N Y/N</p>	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p style="text-align: center;">Switches</p> <input type="checkbox"/> JellyBean Switch <input type="checkbox"/> Specs Switch <input type="checkbox"/> Big Red Switch <input type="checkbox"/> Wobble Switch on Base <input type="checkbox"/> Pal Pad Switch (small) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p style="text-align: center;">Switches</p> <input type="checkbox"/> JellyBean Switch <input type="checkbox"/> Specs Switch <input type="checkbox"/> Big Red Switch <input type="checkbox"/> Wobble Switch on Base <input type="checkbox"/> Pal Pad Switch (small) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p style="text-align: center;">Switches</p> <input type="checkbox"/> JellyBean Switch <input type="checkbox"/> Specs Switch <input type="checkbox"/> Big Red Switch <input type="checkbox"/> Wobble Switch on Base <input type="checkbox"/> Pal Pad Switch (small) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
		<p style="text-align: center;">Switch Accessories</p> <input type="checkbox"/> Dual Switch-Latch timer <input type="checkbox"/> PowerLink 3 <input type="checkbox"/> Battery adapter A/AA <input type="checkbox"/> Battery adapter C/D <input type="checkbox"/> Notching File <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p style="text-align: center;">Switch Accessories</p> <input type="checkbox"/> Dual Switch-Latch timer <input type="checkbox"/> PowerLink 3 <input type="checkbox"/> Battery adapter A/AA <input type="checkbox"/> Battery adapter C/D <input type="checkbox"/> Notching File <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p style="text-align: center;">Switch Accessories</p> <input type="checkbox"/> Dual Switch-Latch timer <input type="checkbox"/> PowerLink 3 <input type="checkbox"/> Battery adapter A/AA <input type="checkbox"/> Battery adapter C/D <input type="checkbox"/> Notching File <input type="checkbox"/> _____ <input type="checkbox"/> _____
		<p style="text-align: center;">Switch Activated Devices</p> <input type="checkbox"/> Tape Recorder <input type="checkbox"/> Small fan <input type="checkbox"/> Bouncing Butterfly <input type="checkbox"/> Vibrating Pillow <input type="checkbox"/> Rainforest Waterfall <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p style="text-align: center;">Switch Activated Devices</p> <input type="checkbox"/> Tape Recorder <input type="checkbox"/> Small fan <input type="checkbox"/> Bouncing Butterfly <input type="checkbox"/> Vibrating Pillow <input type="checkbox"/> Rainforest Waterfall <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p style="text-align: center;">Switch Activated Devices</p> <input type="checkbox"/> Tape Recorder <input type="checkbox"/> Small fan <input type="checkbox"/> Bouncing Butterfly <input type="checkbox"/> Vibrating Pillow <input type="checkbox"/> Rainforest Waterfall <input type="checkbox"/> _____ <input type="checkbox"/> _____

Date:	Comments:

SETT Scaffold for Consideration of AT Needs

Name:	Date of birth:	Current Date:
Contact or Location:		
Persons participating in consideration:		

1. Review each area below and mark to indicate any areas in which there are concerns about the ability to function as independently as possible in that area because of disabilities. Review the goals and objectives of the service plan to determine if any functional limitations will impede progress.

Physical: (health, motor abilities, seating, positioning)	Academic Performance: Basic and content reading; Reading comprehension; Mathematics calculation, reasoning and application; Written expression; Oral expression; Listening comprehension; Learning preference; learning style, strategies; Effect of the disability on acquisition, development, mastery and applications of academic skills.	Vocational Performance: General work behaviors; Following directions; Working independently or with job supports; Job preferences or interests; Dexterity; Abilities; Interpersonal relationships and socialization; Related work skills.
Sensory: (Vision, hearing, sensitivity to/of touch)		
Communication: Speech sound production and use, receptive and expressive language, voice, fluency, augmentative and alternative communication	Environmental Control: Ability to control events within the environment; Ability to interact with others to influence actions of others	Recreation / Leisure: Free time, maintenance of physical fitness, use of generic community recreation facilities and resources and degree of social involvement.
Cognitive: An appraisal of aptitude and mental processes by which an individual applies knowledge, thinks and solves problems.	Social Competence: Adaptive behaviors and social skills, which enable a child or youth to meet environmental demands and to assume responsibility for his own and other's welfare.	Other:

2. **If there are no areas of concern, proceed to Step. #9.**
- Enter each highlighted area into a box in the first column of the grid below, along with the specific functions that are of concern (see table above for examples)
 - If there are areas of concern, write the SPECIFIC tasks related to progress in that area that this person needs to be able to do or learn to do that currently would be difficult or impossible to do without assistance.
 - For each task listed, determine how barriers to doing those tasks are currently addressed (special strategies? Accommodations? Modifications? Assistive technology?). Enter this information in Column A
 - Determine if there are any continuing barriers encountered when attempting a task? If yes, complete Column B.
 - Consider whether the use of new or additional assistive technology would: (a) enable performance of this task with more ease, efficiency, or in a less restrictive environment, or (b) perform the task successfully with less personal assistance. If yes, indicate in column C.
 - If team members are not familiar with assistive technology tools that could address remaining barriers or need additional assistance, indicate in column C that further investigation is necessary in this area.
9. **Analyze the information that has been entered in the previous steps, then complete the Summary of Consideration to reflect the results of the analysis.**

Area(s) in which functional capabilities are currently of concern (Enter only one on each line. Use additional sheet for more areas of concern.)	Consider functioning in all customary environments.			
	Identify specific tasks in this area that are difficult or impossible at this time at expected level of independence.	A) Describe the special strategies, accommodations, and tools that are currently being used to lower barriers to the task.	B) Are there continuing barriers encountered when the student attempts this task? If so, describe.	C) Describe new or additional assistive technology to be tried to address continuing barriers, or indicate a need for further investigation.

SUMMARY OF THE CONSIDERATION of possible need for assistive technology services. If the team has determined that a need exists, describe what will be provided (more specific assessment of need for assistive technology; existing tools, adaptation or modification of existing tools; additional tools; technical assistance on device operation or use, training of student, staff, or family, etc.).

Decision	Summary of Consideration		
	Needs are currently being met without assistive technology. It is anticipated that current goals can be worked toward without assistive technology devices or services. AT is not necessary at this time.		
	It is anticipated that adequate progress cannot be made without the support of assistive technology. Assistive technology devices /services are required by this student and will be used for designated tasks in customary environments. (Specify nature and duration in the plan)		
	Further investigation / assessment is necessary to determine if or what assistive technology devices and services may be required. (Specify nature and timeline of investigation in the plan)		
List AT devices and services to be provided. Include those currently used successfully, and those to be tried or added.	Responsible Parties	Initiation	Duration
Trials with a variety			

SETT SCAFFOLD FOR GATHERING DATA–ANNOTATED

Collaboratively Gather and Analyze Information from a Variety of Sources

Student: _____ Date: _____ Perspective: _____

EXAMINING CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	ENVIRONMENTS	TASKS
<p>INFORMATION RELATED SPECIFICALLY TO THE STUDENT, INCLUDING SPECIFIC AREAS OF CONCERN, SPECIAL NEEDS, CURRENT ACHIEVEMENT, INTERESTS, GOALS, ETC.</p> <ul style="list-style-type: none"> ▪ Build shared knowledge about the student that can be used to identify need for tools, guide decisions about tools, and assist in planning implementation and evaluation of effectiveness. ▪ Determine what still needs to be known and how it can be found out. ▪ Add additional information as it becomes available through evaluation, implementation, or discussion 	<p>INFORMATION RELATED TO ANYONE WHO IS AROUND THE STUDENT OR ANYTHING THAT IS PROVIDED TO THE STUDENT.</p> <ul style="list-style-type: none"> ▪ Build shared knowledge about the environments in which the student is, or can be, expected to learn and grow. This information can be used to identify need for environmental supports and training, and assist in planning implementation and evaluation of effectiveness. ▪ Determine what still needs to be known and how it can be found out. ▪ Add additional information as it becomes available through evaluation, implementation or discussion 	<p>INFORMATION SPECIFICALLY RELATED TO THE DETAILS OF THE TASKS THAT ARE CURRENTLY REQUIRED OF THE STUDENT OR WILL BE REQUIRED IN THE NEAR FUTURE.</p> <ul style="list-style-type: none"> ▪ Build shared knowledge about the tasks that the student needs to do or learn to do that are currently difficult or impossible for the student to do at the expected level of independence. ▪ This information can be used to identifying the type of tools needed, but will also play a critical role in planning implementation and evaluation of effectiveness. ▪ Determine what still needs to be known and how it can be found out. ▪ Add additional information as it becomes available through evaluation, implementation, discussion. ▪

- **CIRCLE FUNCTIONAL AREA(S) OF CONCERN**
- **UNDERLINE BARRIERS TO STUDENT PROGRESS**
- **STAR SUPPORTS FOR STUDENT PROGRESS**

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SETT forms and additional resources are available for download at <http://www.joyzabala.com>. Please provide feedback on effectiveness and suggestions for modifications/revisions by email to joy@joyzabala.com

SETT SCAFFOLD FOR GATHERING DATA
Collaboratively Gather and Analyze Information from a Variety of Sources
 (use as many sheets as necessary to build shared knowledge)

Student: _____ Date: _____ Perspective: _____

DESCRIBE CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	ENVIRONMENTS	TASKS

- CIRCLE FUNCTIONAL AREA(S) OF CONCERN
- UNDERLINE BARRIERS TO STUDENT PROGRESS
- STAR SUPPORTS FOR STUDENT PROGRESS

SETT SCAFFOLD FOR TOOL SELECTION – PART 1 - IDENTIFYING TOOLS

Develop Descriptors of an Assistive Technology Tool System that Addresses Needs and Identify Possible Tools

STUDENT: _____ **AREA OF ESTABLISHED NEED (See SETT: Part I):** _____

STEP 1: Based on S-E-T data, enter descriptors or functions needed by the student across the shaded top row - 1 descriptor per column
STEP 2: Enter promising tools in the shaded left column - 1 tool per row
STEP 3: For each tool, note matches with descriptors and functions to help guide discussion of devices and services
USE ADDITIONAL SHEETS IF NECESSARY

Tools									

***Activity-Based Implementation and Evaluation Plan Summary
(Used as SETT Scaffold for Implementation and Evaluation Planning)***

Student's Name: _____ Date: _____

Planning/Implementation Team Members: _____

Area(s) of concern targeted for change: _____

STEPS	QUESTIONS	PLANS
1	Describe important, frequently occurring activities that provide embedded opportunities for the student to develop and use priority skills. <i>Include when, where, and with whom they take place.</i>	
2	Identify existing barriers that make the performance of the skills or participation in these activities difficult or impossible for the student.	
3	Identify assistive technology tools to be used (or tried) to remove barriers to performance and enhance the student's ability to develop targeted skills within the activities. <i>Provide viable options for performance.</i>	
4	Determine additional strategies, accommodations, or modifications which will be used to encourage the student's participation in the activity to be more active and powerful.	
5	Determine when and how tools and strategies will be used within the activity. <i>Under what conditions? When what happens?</i>	
6	Describe cues to be used to support student learning and success. <i>Include strategies for fading cues.</i>	
7	Describe the major area(s) of expected change (<i>Communication, participation, productivity</i>) and ways in which change is expected to occur. (<i>independence, rate, accuracy, quantity, frequency, spontaneity, duration, etc.</i>)	
8	Describe what successful participation in this activity or use of this skill "looks like" for this student in an observable, measurable way. <i>What is the minimum performance criterion for success?</i>	
9	What factors might undermine reaching success? <i>How will they be captured in the data?</i>	
10	Determine what, when how, and by whom data will be collected and analyzed for evidence of change? <i>What will it take to convince you and others that the student is making progress?</i>	
11	Under what conditions will this plan be modified if data indicates a need for modification? How and by whom will these decisions be made? <i>If change in the plan is indicated, is it in the tool(s), strategies, cues, skills, tasks, or other dimension?</i>	
12	Determine action steps. What will be done by whom? By when? Evidence?	

Appendix C

- ◆ **SOONERSTART AT ACQUISITION PROCESS**
- ◆ **SOONERSTART REQUEST FOR AT FORM**

SoonerStart Assistive Technology Acquisition Process

Step 1: Complete the AT assessment (for assistance see the Technical Assistance Guide, “AT for Infants and Toddlers with Disabilities”). Identify AT necessary to meet an IFSP outcome.

Step 2: Identify all possible resources to cover the cost of the recommended AT devices and services. Possible resources include, but are not limited to the following:

- SoonerCare (Medicaid) - A funding source that provides reimbursement for medical services for individuals who are financially and categorically eligible. Devices must be medically necessary for the child and must be prescribed by a physician. There must be a statement of the medical necessity to justify the equipment. Medicaid will also reimburse medically necessary services and devices which are unrelated to the child's developmental needs. The Oklahoma Health Care Authority can provide more information.
- Oklahoma Durable Medical Equipment Reuse Program - The program is designed to reuse valuable durable medical equipment (DME) that is no longer needed, and reassign to Oklahoma residents in need. Priority will be given to SoonerCare members, but any Oklahoma resident is eligible with a completed application.
- SSI-Disabled Children's Program (SSI-DCP) - This state program provides formula, diapers (for children over four), adaptive equipment, including van lifts, and environmental aids. Children must be receiving Supplemental Security Income (SSI) and under 16 years of age to be eligible. Applications can be made at the county Department of Human Services office.
- Private pay - The parent may choose to purchase devices or services for the child with private funds. This can occur either when AT is initially recommended by the multidisciplinary team or during the transition process, at a reduced fair market value, for equipment that was formerly purchased by SoonerStart or other public or private resources.
- Private insurance - The parent may choose to use their insurance company if their policy covers the cost of AT devices or services. Parents may decline to use private health insurance based on financial cost considerations, such as a out-of-pocket expenses, co-pays, insurance deductions, or decreases in lifetime coverage.
- Alternative resources - Private foundations, charitable organizations, service clubs, or other local groups may be approached to provide funding support for AT devices or services.
- Other - A combination of any of the above or some other creative source that results in provision of AT devices or services.

SoonerStart Assistive Technology Acquisition Process... *continued*

- Step 3:** If the team is unable to access funding for AT devices or services in a timely manner, then SoonerStart resources can be utilized. To access funding through SoonerStart the team must submit the SoonerStart Assistive Technology Request to the Executive Director of SoonerStart Early Intervention, Special Education Services, Oklahoma State Department of Education.
- Step 4:** The Executive Director reviews the documentation of the team's assistive technology assessment, the need for assistive technology to support the child's outcome(s), a letter of medical necessity or a letter of justification, and the attempts to access other funding sources within ten working days. The documentation review is to insure that the IFSP team has provided adequate information regarding assessment and how it relates to the child's IFSP outcomes and all attempts at seeking other appropriate funding sources.
- Step 5:** The SoonerStart team is contacted within ten working days to request more information/ documentation if necessary or to inform the team that the reviewed documentation is determined complete.
- Step 6:** Once the documentation has been reviewed and determined complete, acquisition of the equipment is coordinated through the SoonerStart Program and provided to the family in a timely manner.

In some circumstances, families may offer to donate AT equipment to SoonerStart that is no longer being used by their child. All donations are subject to the Oklahoma State Department of Education's "Donation Solicitation and Acceptance Policy" which can be viewed online at <http://ok.gov/sde/sponsorshipdonation>.



SoonerStart Early Intervention Program

Assistive Technology: Request for Use of SoonerStart Funds

Child's Name:	SoonerStart Site:	Date:
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This request is to be completed by the SoonerStart team and submitted to the Executive Director for SoonerStart Early Intervention, Special Education Section, Oklahoma State Department of Education. A response will be provided within 10 working days of receipt of this request.

Please attach order information, manufacturer, model #, and picture of device and vendor for the assistive technology device(s)/Service(s) requested. Please provide the information requested for the below 4 items. If the information is included in existing documentation, you do not need to duplicate on this form, but rather attach relevant documents (evaluation or assessment reports, applicable sections of the IFSP, assistive technology guide, etc.) to support your request.

State the IFSP outcome to be addressed by use of AT requested:

Identify infant/toddler present abilities and consideration of these abilities in relation to use of specific type of assistive technology requested:

Identify the environmental considerations for use of the technology at home, in the community, or other natural environments in which the child may participate:

Identify efforts to access other sources of funding and state the results:

State Office Use:

SoonerStart Region:	Service Coordinator:	Date Request Received:
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Phone:	Fax:
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Identify Assistive Technology Assessment Team Members:

Appendix D

- ◆ **PURCHASE/SALE AGREEMENT FORM**
- ◆ **SAMPLE DEPRECIATION SPREADSHEETS**

Statement of Purpose for Agreement

The school districts and public agencies that are signatories to the agreement, hereinafter referred to as “the Parties,” recognize the need for continued use of assistive technology devices that were originally purchased for individual students when the student moves from one school district to another or transitioning to other public agency service systems.

As a result, the parties hereby agree to the continued use of such devices by the student when the student changes school districts or transitions to other public agency service systems. Such continued use can be through one of the following methods: (a) by transfer or sale of the devices by the school district or agency to the student’s new school district; (b) by the transfer or sale of the devices by the school district or agency to the student or the student’s parents or legal guardians; or (c) by any other legal means that are acceptable to the student, and the parties to the agreement.

The parties further agree that in the event of a transfer or sale of assistive technology devices, they may use the “Agreement for the Purchase/Sale or Statement Declining the Sale of Assistive Technology Devices by Oklahoma School Districts and Public Agencies.”

All transfers or sales of assistive technology devices will be made according to applicable state and federal law, rules, and regulations.

Agreement for the Purchase/Sale or Statement Declining the Sale of Assistive Technology Devices by Oklahoma School Districts/Public Agencies

Check Appropriate Box:

- Purchase/Sales agreement, between school districts or between a school district and a public agency or parents. If box is checked, complete Section A.
- Declining sales of assistive technology devices(s). If box is checked, complete Section B.

Section A

_____ agrees to sell “as is” the assistive technology device(s)
school district or public agency

described below to _____ for use by _____
purchasing school district, public agency, or person *child/client name*

Description and Price of Device(s):

_____ Price set by: Appraisal Current Market Value Other*

*If checked, explain _____

Price determined by calculations as set forth in the Addendum.

_____ is not liable for any nonconformities in the device(s) after
school district or public agency

it is purchased by the individual’s new school district, agency or parent/individual person.

signature of superintendent or authorized official of district or public agency selling assistive technology

Date

signature of superintendent or authorized official of district or public agency, or person purchasing assistive technology

Date

Section B

_____ declines to sell the assistive technology device(s)
school district or public agency

requested by _____
requesting school district, public agency, or parent/individual person

on _____ for the following reasons:

- The assistive technology device is currently being used by another child (children)(client(s)).
- The assistive technology device is a “general use” device and is not available for sale. It has been/is being modified for other children/clients.
- Other _____

signature of superintendent or authorized official of district or public agency

Date

Sample Device Depreciation Spreadsheets

Assistive Technology Device	Estimated Useful Life*	Device Age	Estimating Remaining Life	Original Purchase Price	Depreciation	Current Value
Alpha Smart Pro	5	2	3	\$279.00	\$111.60	\$167.40
Macintosh cable	7	2	5	\$10.00	\$2.86	\$7.14
downloading software	7	2	5	\$19.00	\$5.43	\$13.57
Carry case	7	2	5	\$25.00	\$7.14	\$17.86
TOTAL				\$333.00	\$127.03	\$205.97

*Note: Computers/AAC devices utilizing computer technology: 5 years.
Other types of devices: 7 years.

The Alpha Smart Pro is a word processing keyboard that the school purchased to implement a student's IEP writing objectives. The cable and software enable the student (or teacher) to upload information from the keyboard to computer or vice-versa.

The above example illustrates how the depreciation model works for this package of device when the device in question is 2 years old. The depreciation is figured by taking the original purchase price (\$279) and dividing it by the estimated useful life (5). The figure attained (\$55.80) is multiplied by the device age (2) and subtracted from the original purchase price (\$279.00). This figure will be the current value (\$167.40) for the remaining life. Spreadsheet examples that continue on the next page, age other device packages to provide an idea of how this process works for a range of devices.

Formula

Original Purchase Price	\$279.00	Original Purchase Price	\$279.00
Estimated Useful Life	(÷) 5	Subtotal II	(-)111.60
Subtotal I	\$55.80	Current Value	\$167.40
Device age	(x) 2		
Subtotal II	\$111.60		

Assistive Technology Device	Estimated Useful Life*	Device Age	Estimating Remaining Life	Original Purchase Price	Depreciation	Current Value
Kenx (Morse Code)	5	2	3	\$780.00	\$312.00	\$468.00
Write Outloud	7	2	5	\$99.00	\$28.29	\$70.71
Spec Switch	7	2	5	\$42.00	\$12.00	\$30.00
Biggy curser	7	2	5	\$99.00	\$28.29	\$70.71
Track Pad	7	2	5	\$99.00	\$28.29	\$70.71
			TOTAL	\$1,119.00	\$408.87	\$710.13

*Note: Computers/AAC devices utilizing computer technology: 5 years.
Other types of devices: 7 years.

Assistive Technology Device	Estimated Useful Life*	Device Age	Estimating Remaining Life	Original Purchase Price	Depreciation	Current Value
Tactile/texture-based symbols	7	2	5	\$15.00	\$4.29	\$10.71
One-step communicator (2)	7	2	5	\$200.00	\$57.14	\$142.86
Tactile symbols mounted on switch caps (10)	7	2	5	\$50.00	\$14.29	\$35.71
Power Link	7	2	5	\$180.00	\$51.42	\$128.57
Switch	7	2	5	\$42.00	\$12.00	\$30.00
Switch Interface	7	2	5	\$135.00	\$38.57	\$96.43
			TOTAL	\$622.00	\$177.72	\$444.28

*Note: Computers/AAC devices utilizing computer technology: 5 years.
Other types of devices: 7 years.



**Technical Assistance Guide
Assistive Technology for Infants and Toddlers with Disabilities
IDEA Part C**