



ASSISTIVE TECHNOLOGY



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The purpose of this brochure is to help parents and teachers gain knowledge relative to Assistive Technology (AT) policies and procedures.

What is an Assistive Technology device?

“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 children with disabilities.”

What are Assistive Technology services?

“any services that directly assist the child with a disability in the selection, acquisition, and use of an assistive technology device.”

The need for Assistive Technology should be considered at an IEP/IFSP/504 meeting.



When considering AT:

1. When considering AT, it is best practice to start with low tech strategies, techniques, and modifications. Low tech strategies are often trialed in the classroom by school staff. (e.g. pencil grips, slant boards, different types of paper, communication board, etc.)
2. If further assistance is needed, the IEP/IFSP/504 team may make a referral to the School District AT Team or the HDESD. (Schools need to follow their District procedures.)
3. Referrals will likely initiate additional observation, interviews, and device trials.
4. This is an *on-going process* and several devices may be trialed in an effort to find the most appropriate device.
5. Data will be collected during the school day to clearly demonstrate that a particular device increases or improves a student's performance in an identified area of need.
6. Once a device is determined appropriate, the needed AT services and the device are provided and a description of the device will be added to the IEP/IFSP/504 plan.

The HDESD AT Resource Center maintains an equipment loan library of AT devices ranging from low tech (pencil grips, splints, paper stabilizers) to high tech (computers, speech generating devices and Braille).

Criteria for Student Loaned Devices:

- ◆ Documented evidence that a device increases or improves functioning capabilities of student to meet their educational goals as defined in their IEP/IFSP/504 plans.
- ◆ Student has demonstrated pre-requisite skills. (e.g. keyboarding, fine motor skills)
- ◆ Student behavioral issues do not interfere with the care of the device.
- ◆ Student, parent, or staff values and is willing to use the device.
- ◆ Student, parent, or staff agrees to safely care for a device.

HDESD Guidelines:

- ◆ Backup and syncing of school devices needs to be done at school.
- ◆ If an IEP Team determines that an AT device is needed to access education in the home environment, parents must be willing to sign an agreement and take responsibility for the device at home.
- ◆ AT devices may be used during ESY/EYS if AT is stated in the IEP/IFSP and is needed to meet the goals.

Personally Owned Devices:

- ◆ An agreement must be signed by the parent releasing the school district from any damage or loss of the privately owned equipment while in the care of the school district.
- ◆ Device, charger, repairs and batteries are the responsibility of the family.