Tech Tea Time
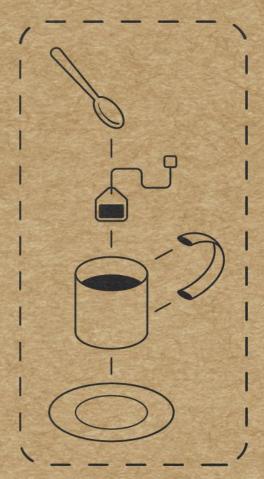
Talk tech with teachers and paraprofessionals.

Every Thursday at 3:00 pm Central Time

T S I B V

Before we start …

Our goal is to build a community of practice for technology that will allow us to support each other when we are teaching technology.

In the spirit of this goal, Tech Tea Time is an interactive session where registrants are encouraged to participate through chat with their peers and with the panelist through Q&A. This session will be recorded and posted on our website for later viewing in our TSBVI Professional Development Library.

TSBVI Outreach Tech Tea Time Topic

Reschedule of:
Documentation, data collection and Feature Matching
This week's session:
Assessment to Present Levels to IEPs

Tea Time Archive

All TSBVI Tech Tea Time recordings can be found on the TSBVI Website - Professional Development Library Select "Tea Time" on the left column.

If you lose the link to the PDL from main TSBVI site follow the following sequence: hover over "statewide resources" > click "professional development" > scroll down to "Professional Development Library" > Click on "Tech Tea Time"

QIAT Part 1

➔ First Week - QIAT - Quality Indicators for Assistive Technology - Indicators

◆ Indicator 1 - Consideration of AT Needs

◆ Indicator 2 - Assessment of AT Needs

➔ Rescheduled from last week

◆ Indicator 3 - AT in the IEP

◆ Indicator 4 - AT Implementation

◆ Indicator 7 - Administrative Support for AT

● Texas 4 Step

◆ Indicator 8 - AT Professional Development

➔ Continued this week

◆ Indicator 5 - Evaluation of Effectiveness of AT

◆ Indicator 6 - AT in Transition

Keep in mind QI are where we strive to meet the AT needs of our students.

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

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

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

4. IEP content regarding AT use us written in language that described how AT contributes to achievement for measurable and observable outcomes.

5. AT 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.

- IEP teams do now know how to include AT in IEPs.

- IEPs including AT use a "formula" approach to documentation. All IEPs are developed in a similar fashion and the unique needs of the child are not addressed.

- AT is included in the IEP, but the relationship to goals and objectives is unclear.

- AT devices are included in the IEP, but no AT services support the use.

- AT expected results are not measurable or observable.

Assessment Results

Interpreting data to pick device(s)

AT Decision compilation

[SIFT by Ocali](#)

Decision Guides and more

Decision Guide - Magnifiers

[Video Magnifier/Magnification](link)

What to consider while taking data.

➔ Can be low tech to high tech

➔ Are highly portable

➔ Can me smaller in size (pocket) to page size

➔ Can be lighted, handheld, mounted on a stand

➔ Can include features

◆ Reading guides

◆ Near, intermediate and distance magnification

◆ Color change/contrast

◆ Text to speech

Wealth of Resources

Teaching Students with Visual Impairments site

Need a Device?

Where and how to acquire Assistive Technology

Device Acquisition

- action plan!!
  - Do this before your ARD to implement. Have a plan for any RECOMMENDED device. So that you can be on target when the ARD decision is made.
    - Who will source the device for purchase after trials end?
    - Who/where will funding come from?
- Purchasing
  - Vender? Vender discounts- ASK!!
  - Is the device available through quota?
  - Computers for the blind
  - Lions club
  - Tech scholarships
  - Local foundations

For device acquisition we need Admin and IT help!

Indicator 7 - Administrative Support for AT

1. The education agency has written guidelines that ensure equitable access to AT devices and services for students with disabilities, if required for FAPE.

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

3. The education agency includes appropriate AT responsibilities in written description of job requirements for each position in which activities impact AT services

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

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

6. The education agency provides access to on-gonig learning opportunities about AT for staff, family, and students.

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

- If policy guidelines are developed, they are not known widely enough to assure equitable application by all IEP teams.

- It is not clearly understood that the primary purpose of AT in school settings is to support the implementation of the IEP for the provision of a free, appropriate, public education (FAPE).

- Personnel have been appointed to head AT efforts, but resources to support those efforts have not been allocated. (Time, a budget for devices, professional development, etc.)

- AT leadership personnel try to or are expected to do all of the AT work and fail to meet expectations.

- AT services are established but their effectiveness is never evaluated.

Texas 4 Step - yearly review requirement

What is meant by the yearly ARD for AT

➢ **Step 1** - Review Assessment data and present levels of performance

➢ **Step 2** - Establish goals and objectives

➢ **Step 3** - Determine difficult or impossible tasks

➢ **Step 4** - Decide if AT devices and services are required and document

Within the 4 Step - Results

➢ AT is not required

➢ AT is required

➢ More information is needed

Specific Supports for AT

Transition, instructional support/professional development

Indicator 8- AT Professional Development

1. Comprehensive AT professional development and training supports the understanding that AT devices and services enable students to accomplish IEP goals and objectives and make progress in the general curriculum.

2. 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 AT professional development and training.

3. The content of comprehensive AT professional development and training addresses all aspects of the selection, acquisition and use of AT.

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

5. AT professional development and training includes ongoing learning opportunities that utilize local, regional and/or national resources.

6. Professional development and training in AT follows research-based models for adult learning that includes multiple formats and are delivered at multiple skill levels.

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

Indicator 8 - Common Errors

- The educational agency does not have a comprehensive plan for ongoing AT professional development and training.

- The educational agency's plan for professional development and training is not baked on AT needs assessment and goals.

- Outcomes for professional development are not clearly defined and effectiveness is not measured in terms of practice and student performance.

- A continuum of ongoing professional development and training is not available.

- Professional development and training focus on the tools and not the process related to determining student needs and integrating technology into the curriculum.

- Professional development and training is provided for special educators but not for administrators, general educators and instructional technology staff.

Resources

Indicators and matrices - quality indicators for assistive technology services. (2023). Quality Indicators for Assistive Technology Services. https://qiat.org/indicators/

The IEP

QIAT Part 2

➔ QIAT - Quality Indicators for Assistive Technology - Indicators

　　◆ Indicator 5 - Evaluation of Effectiveness of AT

　　◆ Indicator 6 - AT in Transition

Keep in mind QI are where we strive to be.

Writing IEP for AT

- Data integration - the goal should be grounded in relevant data
- Alignment with function or academic goal: It's crucial that the AT goal dovetails with broader functional or academic objectives, ensuring a cohesive and integrated approach to support.
- Empowerment of support team: the goals should empower the educational team to effectively support the student, fostering collaboration and shared responsibility

Yue-Ting Siu, Ph.D. - Northwest Center for Assistive Technology Training (CATT-NW)

Writing IEP for AT - Continued

- Integration of device usage for learning: AT goals should seamlessly incorporate the use of AT into the learning process, maximizing their efficacy in facilitating the student's educational journey.
- Justification for funding: The goal should articulate the necessity of AT in achieving desired outcomes, thereby providing a compelling rationale for securing funding or resources.

Goal = Tasks that AT will support

Objective = Learning of the feature/device

Yue-Ting Siu, Ph.D. - Northwest Center for Assistive Technology Training (CATT-NW)

Writing Present Level that drive your Goals/Objectives

Present Level Of Academic Achievement And Functional Performance (PLAAFP) - Let's look at IDEA

Present Levels - Each child's IEP must contain the following elements

1. A statement of the child's present levels of academic achievement and functional performance including -
   a. How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as the nondisabled children); or
   b. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

Center for Parent Information & Resources. (2022, April).

Writing Present Level that drive your Goals/Objectives - continued

What do these actually mean????

Academic Achievement - generally refers to a child's performance in academic areas (e.g., reading or language arts, math, science and history).

Functional Performance - generally understood as referring to "skills or activities that are not considered academic or related to a child's academic achievement." This is "often used in the context of routine activities of everyday living."

Center for Parent Information & Resources. (2022, April).

Data and collected information must come from a variety of sources and include family perspective/input.

IRIS breakdown PLAAFP - Student Needs

PLAAFP Elements	Description	Guiding Questions
Student Needs	Information on the student's current academic and/or functional needs	What are: ● The student's strength? ● The main areas of concern (e.g., academic, functional) and how do these concerns relate to district or state standards and benchmarks and the students postsecondary interests? ● The parents' concerns ● The student's instructional preferences? ● The results from the evaluation (e.g., standardized tests, progress monitoring data)? ● Ways in which the student's strengths can help address the identified areas of concern?

IRIS breakdown PLAAFP - Progress

PLAAFP Elements	Description	Guiding Questions
Effect on Progress in General Education	An explanation of how the disability affects the student's involvement and progress in the general education curriculum	How does the student's disability affect: ● Involvement in general education? ● Access to the general education curriculum? ● Progress in the general education curriculum?

Texas now have very specific disability impact statements. It is no longer acceptable to just state that "the student's visual impairment affects their ability to access the general curriculum". Check with your Special Education Administrator for specific training.

IRIS breakdown PLAAFP - Baseline

PLAAFP Elements	Description	Guiding Questions
Baseline Information	Baseline data for monitoring student progress	- Are the data being reviewed to determine whether the student is making progress: - Specific (clearly stated) - Objective (Observable (swearing) rather than subjective (being disrespectful)) - Measurable - Something that can be collected frequently? - And do these data relate to: - Identified areas of concern? - State content standards?

IRIS breakdown PLAAFP - Connection

PLAAFP Elements	Description	Guiding Questions
Connection to Goals and/or Services	Bridge between the PLAAFP statement and an annual goal	- Is there enough information in the PLAAFP to develop a challenging, ambitious, measurable annual goal? - Is there enough information in the PLAAFP to determine what special education, related services, accommodations, and program modifications are needed? Note: These are simple "yes" or "no" questions.

Let's try it – PLAAFP – Student need

M is a 9-year old, 4th grade student who is eligible for special education services under the category of Visual Impairment and Orthopedic impairment. Adam has strong expressive and receptive language skills. He actively engages in class discussions and performs at standards on tasks that require auditory comprehension (e.g., following multi-step directions, answering comprehension questions about class discussions or about passages that are read to him).

His strong communication skills have also earned him the friendship and respect of his peers, many of whom look to M as a class leader.

M's disability negatively affects his academics, in completion on independent assignments.

In addition to school concerns, M's parents worry about the effects of his visual impairment outside of school. For example M, avoids tasks that require him to access print materials (new restaurants where he is unfamiliar with the menu).

Let's try it - PLAAFP - Effects on GE and Baseline

The 4th grade curriculum involves many independent print activities. K's access to curriculum skills (digital skills - worksheets completion, digital share, and visually guided reach) impede his progress in class. He is self-conscious about looking different from his classmates. As a result, he is unwilling to use text- to speech technologies on his tablet, even with headphones, or to partner with a peer reader.

M is currently reading at a rate of 70 words per minute when he has digital enlargement of 24 point on hard copy or 14 point font with a 150% Zoom. Baseline for his grade level is 120 words per minute.

M has a tablet with touch screen capabilities and has mastered opening, saving documents, navigation while zoomed into a document.

Let's try it - Connection to goals and/or services

Yes, there is enough information to determine annual goals and/or services and support, because in each case we have a **Timeframe, Conditions, Behavior and Criterion.**

Goals and Objectives

Goal Components

1. Setting
    a. During — (a specified time, class, activity)
    b. when — (an activity or event occurs)
2. Feature of the Technology NOT Branding
    a. Touch screen device with note taking app and handwriting recognition
    b. Portable magnifier with stand and light
    c. Refreshable braille display with bluetooth connections
3. Why is the technology being used
    a. To improve tracking
    b. To motivate visually guided reach
    c. To access print/digital curricular material
4. Level of support/independence/prompts
    a. Hand-under-hand
    b. Independently
    c. With verbal prompts (be detailed
5. How is it measured
    a. 4 out of 5 worksheets
    b. 2 out of 3 exchanges

Goal Example - Functional

"During sensorimotor activities, M will use a touch screen device with cause and effect apps such as Duplo Jams to motivate a visually guided reach. The device will be placed on a slant board within the central field of vision within a clutter free environment, and he will touch at least 3 items on the screen with one hand, with less than 3 hand under hand physical prompts within a 15 minute period, for 4 out of 5 trials by June 15, 2016."

Thank you Yue-Ting Siu @TVI_ting

Goal Example - Academic

"In classes with paper worksheets, M will independently access digital versions of the same worksheet as classroom peers, using a touch screen device with screen magnification accessibility features such as an iPad. He will use this device independently with less than 2 verbal prompts per class to view and complete work at the same time as peers for 2 out of 3 handouts for 3 out of 4 weeks by June 15, 2016."

Thank you Yue-Ting Siu @TVI_ting

Objectives Example - Academic

- By October 2015, M will send invitations to share folders using a cloud computing program such as Google Drive with at least two teachers who utilize handouts in the classroom. He will do so with decreasing verbal assistance from the TVI.
- By January 2016, M will independently use the zoom accessibility feature on his touchscreen device to view digital documents in his preferred viewing size. He will do so for 2 out of 3 documents that require magnification with less than 2 verbal prompts per document.
- By April 2016, M will independently use annotation function in a document editing app such as adobe Fill & Sign to complete a digital worksheet he has received electronically on his touch screen device for 2 out of 3 documents with less that 2 verbal prompts per document.

Talk to your IT department

Our devices/software have features that may have to be approved by your IT department to be fully functional.

- JAWS for use with testing platforms

- BNT for access to student network as a trusted device

These are just 2 examples. There may be many more based on your IT department's settings and requirements.

AT and Instructional Activities

Where and how to integrate AT Service (Instruction) into the day

Indicator 4 - AT Implementation

1. AT implementation proceeds according to a collaboratively developed plan.

2. AT is integrated into the curriculum and daily activities of the student across environments

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

4. Persons supporting the student provide opportunities for the student to use a variety of strategies-including AT and to learn which strategies are most effective for particular circumstances and tasks.

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

6. AT implementation is initially based on assessment data and is adjusted based on performance data.

7. AT implementation includes management and maintenance of equipment and materials.

Indicator 4 - Common Errors

- Implementation is expected to be a smooth and effective without addressing specific components in a plan. Team member assume that everyone understands what needs to happen and knows what to do. -action plan!!

- Plans for implementation are created and carried out by one IEP team member.

- The team focuses on devices acquisition and does not discuss implementation.

- An implementation plan is developed that is incompatible with the instructional environments.

- No one takes responsibility for the care and maintenance of AT devices and so they are not available or in working order when needed.

- Contingency plans for dealing with broken or lost devices are not made in advance.

Magnification

➜ Teaching Efficient use of magnifiers, problem solving and device choice

➜ Here are some idea how to make learning magnifiers fun as well as educational

◆ Ben and Buzzy's Busy day

◆ InFocus with Low Vision

◆ Envision Kit 1&2 with optics

◆ TSBVI Video resources

● Part 1 - Instruction

● Part 2 - Various Environments

● Part 3 - The Tough Customer!

➜ Brainstorm with your mates about other ideas

Screen readers and Computers

- Typing
  - [Typio](#)
  - [Typability](#)
  - [Typing club](#) is [accessible with JAWS](#)
- JAWS
  - [Eye.T](#)
  - [Freedom scientific](#)
  - [Short Term Program](#)
- Computer classes in early grades

Braille

Braille Device resources

- Venders
  - When you purchase you can sometime include training
  - Some venders (Humanware, Freedom Scientific, etc.) have made online training
  - Skills checklist are sometime available with manual documentation.
- TSBVI
  - We have online and in person training for a lot of items
- YouTube
  - The YT University is a real thing!

References

- Center for Parent Information & Resources. (2022, April). Present levels (component of the iep). Retrieved March 27, 2024, from https://www.parentcenterhub.org/present-levels/
- IRIS Center
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- Zabala, J., Ed.D. (n.d.). Sett. Joy Zabala Site.

TSBVI Outreach Tech Tea Time

Mark you calendar for the upcoming Tea Times!

September 5 - Kimberly Cline - LVI America

September 12 - Neva Fairchild - Way Around

September 19 - Sam Dooley - Equalize Editor - Accessible Math

September 26 - Stephanie Walker - APH Update

Tech Tea Time Closing

Tell us what you want to discuss in upcoming Tea Times.

Codes are CASE SENSITIVE

Closing Code: tea33