Definition of Assistive Technology

Georgia Department of Education
Division for Special Education Services and Supports
Georgia Project for Assistive Technology
1870 Twin Towers East
Atlanta, Georgia 30334
Assistive Technology Device

Section 300.5 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 a child with a disability.
The term does not include a medical device that is surgically implanted, or the replacement of such device.

(Authority 20 U.S.C. 1401(1))
Assistive Technology Device

• Broad definition gives IEP teams the flexibility to provide a range of assistive technology solutions from low technology to high technology.

• May include modifications, accommodations, and instructional technology required by the student.

• May include tools and strategies that are components of universal design for learning (UDL).
Assistive Technology Device

- Technology solutions available in the following areas
  - Academic and Learning Aids
  - Aids for Daily Living
  - Assistive Listening Devices and Environmental Aids
  - Augmentative Communication
Assistive Technology Device

• Additional technology areas
  – Computer Access and Instruction
  – Environmental Control
  – Mobility Aids
  – Pre-vocational and Vocational Aids
Assistive Technology Device

• Additional technology areas
  – Recreation and Leisure Aids
  – Seating and Positioning
  – Visual Aids

Adapted from the Assistive Technology Guidelines for Kentucky Schools, Kentucky Department of Education
Assistive Technology Service

Section 300.6 Assistive technology service. Any service that directly assists a child with a disability with the selection, acquisition, or use of an assistive technology device. The term includes-

– (a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment;
Assistive Technology Service

Section 300.8 (Continued)

– (b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
– (c) Selecting designing, fitting, customizing, adapting, applying, retaining, 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;
Section 300.8 (Continued)

- (e) Training or technical assistance for a child with a disability or, if appropriate, that child’s family; and
- (f) Training or technical assistance for professionals (including individuals or rehabilitation services), employers, or other individuals who provide services to employ, or are otherwise substantially involved in the major life functions of children with disabilities.

(Authority 20 U.S.C. 1401(2))
Group Discussion

How does assistive technology fit in with the Pyramid of Interventions?

Response to Intervention

The Georgia Student Achievement Pyramid of Interventions
Response to Intervention
The Georgia Student Achievement Pyramid of Interventions

Tier 4 – Specially-Designed Learning:
- In addition to Tiers 1 through 3, targeted students participate in:
  - Specialized programs, methodologies, or instructional deliveries.
  - Greater frequency of progress monitoring of student response to intervention(s).

Tier 3 – SST-Driven Learning:
- In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including:
  - Intensive, formalized problem solving to identify individual student needs.
  - Targeted research based intervention tailored to individual needs.
  - Frequent progress monitoring and analysis of student response to intervention(s).

Tier 2 – Needs-Based Learning:
- In addition to Tier 1, targeted students participate in learning that is different by including:
  - Standard intervention protocol process for identifying and providing research based interventions based on need and resources.
  - On-going progress monitoring to measure student response to intervention and guide decision-making.

Tier 1 – Standards-Based Classroom Learning:
- All students participate in general education learning that includes:
  - Universal screening to target groups in need of specific instructional and/or behavioral support.
  - Implementation of the Georgia Performance Standards (GPS) through a standards-based classroom structure.
  - Differentiation of instruction including fluid, flexible grouping, multiple means of learning and demonstration of learning.
  - Progress monitoring of learning through multiple formative assessments.
  - Positive behavior supports.

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
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Group Activity

• What types of assistive technology devices are used by students in your school district?
• What groups of students in your school district are more likely to access assistive technology devices?
• What types of assistive technology services are provided to students in your school district?
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