

SPECIAL EDUCATION DISTRICT OF LAKE COUNTY

18160 W Gages Lake Road, Gages Lake, Illinois 60030-1819
847-548-8470 Fax 847-548-8472 VP 224-207-8476
www.sedol.us



Valerie M. Donnan, Ed.D.
Superintendent

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SEDOL PROCEDURES FOR ASSISTIVE TECHNOLOGY REFERRAL PROCESS

The Assistive Technology (AT) Team is a team of professionals with specialized training regarding assistive technology. The AT Team is designed to support educational teams in determining what type of assistive technology can help the student with such issues as communication, access to his/her curriculum, written work production and determination of knowledge throughout the educational environment. They can assist the educational team by problem solving and modeling/implementing ways to use assistive technology throughout the student's day.

How to Initiate a Referral

1. Educational team considers the use of AT to assist the student in at least one of the following areas:
 - Accessing student's physical environment
 - Communication
 - Accessing educational program and/or curriculum
 - Literacy
 - Written output
2. Prior to requesting a referral packet, the Educational Team must follow the procedures for opening a domain. For guidance, please contact AT office.
3. Educational Team contact person obtains referral packet from the SEDOL website or AT Facilitator.

AT Referral Packet Includes:

- Parent Questionnaire
 - Educational Team Questionnaire
4. Send the **completed** referral packet to Judith Assmann, Director of Special Services at jassmann@sedol.us. It is suggested that Educational Team contact person retain a copy of these documents.

The educational team case manager will add the AT Facilitator assigned to the classroom to the student's FIE/IEP.

AT will communicate with Educational Team contact person, prior to the date of the planned follow-up meeting, to determine if the data indicates that the tool has been beneficial and might be added to the student's IEP. The funding meeting will always be an IEP meeting.

At least 10 calendar days in advanced of the IEP meeting, which usually is the funding meeting or end of trial meeting, the Parent Notification Conference form will be sent to family, district representative, program supervisor, and all members of the educational team that are listed on the original request for AT referral.

Role of the Assistive Technology Team

Guidance:

The SEDOL Assistive Technology Team guides the educational team through a process that matches the student to a curriculum of technology tools and strategies from low to high tech that can facilitate access to the curriculum.

SETT Process:

Assistive Technology is identified through the SETT Process in which the Educational and AT Teams review the student, environments, tasks, and tools in the classroom to feature match and initiate trials of appropriate equipment or strategies.

AT Services:

SEDOL AT provides equipment, consultation, training and support during educational trials and the implementation of assistive technology in the classroom. Educational Team members determine the effectiveness of various tools and techniques following trial periods during which data is collected to measure success. After the Educational Team has selected the appropriate technology, the AT Team can assist in the funding process.

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SEDOL STUDENT PROFILE FOR ASSISTIVE TECHNOLOGY

Name of person reporting: _____

Role on the educational team: _____

Email: _____

SETT Process:

Assistive Technology is identified through the SETT Process in which the Educational and AT Teams review the student, environments, tasks, and tools in the classroom to feature match and initiate trials of appropriate equipment or strategies.

Questions for the Educational Team

STUDENT

Name: _____ Birthdate: _____

Grade: _____ School: _____ Check one: IEP 504 Plan

List student's strengths:

List student's challenges:

Mark the area(s) of this student's performance that are of concern. Add comments below for specific areas.

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Composing written material | <input type="checkbox"/> Computer access | <input type="checkbox"/> Learning/studying |
| <input type="checkbox"/> Math | <input type="checkbox"/> Curriculum adaptation | <input type="checkbox"/> Mechanics of writing | <input type="checkbox"/> Mobility/Positioning/Gross Motor |
| <input type="checkbox"/> Vision | <input type="checkbox"/> Organization | <input type="checkbox"/> Study Skills | <input type="checkbox"/> Spelling |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Other (explain below) | | |

Please write out the student's IEP goal(s) that address these concerns.

ENVIRONMENT

Identify the type of classes (regular, resource, self contained) and the location where these goals are being addressed. Please note in each environment, the supports that are already in place and technology currently available for student in this location.

TASKS

Describe the student's current level of performance in the areas identified as a concern.

Describe what tasks the student is asked to accomplish within his/her educational day.

In the next year, what would you like to see this student learn to do that he/she is not already doing?

TOOLS

What has already been tried? How did the student's performance change as result of this strategy?

What didn't help? Why?

What technology (equipment/software/strategies) does this student currently use or used in the past? What was the success of these tools?

Describe features of any AT tools, devices or services that the team feels may assist the student with the tasks identified.

Are there any other special considerations that the team should be aware of?

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SEDOL STUDENT PROFILE FOR ASSISTIVE TECHNOLOGY

Questions for the Parent/Guardian

(Please complete and return to your child's teacher)

STUDENT

Name of Parent/guardian: _____

Email: _____

Name of Student: _____ Grade: _____ School: _____

Mark the areas of this student's performance that are concerns. Add comments below for these specific areas.

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Composing written material | <input type="checkbox"/> Computer access | <input type="checkbox"/> Learning/studying |
| <input type="checkbox"/> Math | <input type="checkbox"/> Curriculum adaptation | <input type="checkbox"/> Mechanics of writing | <input type="checkbox"/> Mobility/Positioning/Gross Motor |
| <input type="checkbox"/> Vision | <input type="checkbox"/> Organization | <input type="checkbox"/> Study Skills | <input type="checkbox"/> Spelling |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Other (explain below) | | |

TASKS

Describe your child's current level of performance in this area. What is he/she able to do? What tasks are challenging because of the disability?

TOOLS

Is your child currently using any adapted equipment, tools, or software at home when completing homework? Yes No
Please explain.

In the next year, what would you like to see your child learn to do that he/she is not already doing?

Are there any other special considerations that the team should be aware of?

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PERFIL DEL ESTUDIANTE PARA TECNOLOGÍA ASISTIVA Preguntas para el Padre / Tutor

Por Favor complete y regrese al maestro(a) de su hijo(a)

ESTUDIANTE

Nombre del padre/guardian: _____

Correo Electrónico: _____

Nombre del Estudiante: _____ Grado: _____ Escuela: _____

Marque las áreas de desempeño de este estudiante que son de preocupación. Agregue comentarios a continuación para estas áreas específicas.

- | | | | |
|---|--|---------------------------------------|---|
| <input type="checkbox"/> Comunicación | <input type="checkbox"/> Redactar material escrito | <input type="checkbox"/> Organización | <input type="checkbox"/> Acceso a la computadora |
| <input type="checkbox"/> Aprendizaje/estudio | <input type="checkbox"/> Matemáticas | <input type="checkbox"/> Atención | <input type="checkbox"/> Adaptación Curricular |
| <input type="checkbox"/> Mecanicas de escritura | <input type="checkbox"/> Habilidades de Estudio | <input type="checkbox"/> Lectura | <input type="checkbox"/> Movilidad/Posicionamiento y Motor Grueso |
| <input type="checkbox"/> Ortografía | <input type="checkbox"/> Otras (explique abajo) | | |

TAREA

Describa el nivel actual de desempeño de su hijo(a) en esta área. ¿Qué es lo que él / ella puede hacer? ¿Qué tareas son difíciles debido a la discapacidad?

HERRAMIENTAS

¿Está su hijo(a) actualmente usando equipo adaptado, herramientas, modificaciones o software en casa al completar la tarea? Si No

En el próximo año, ¿Qué le gustaría ver a su hijo(a) aprender a hacer que él / ella no está haciendo?

¿Hay alguna otra consideración especial que el equipo debe saber?