



IEP Considerations for Strategic AT Implementation

Yue-Ting (Ting) Siu, TVI/O&M, Ph.D

CATT-NW Coordinator

Washington State School for the Blind (WSSB)

Socials (Instagram/Facebook/Twitter): @cattnorthwest

Webinar Objectives

1. Review: Needs Assessment Template (*AT Book, Siu & Presley 2020*)
2. Recipe for writing an IEP goal
3. Empower students in the IEP process
4. Task analysis approach to objectives
5. How to link IEP goals to:
 - Accommodations
 - Service recommendations
 - Purchase requests



POP QUIZ!

What are your search terms to find/download a free copy of the Needs Assessment template?

Search: “APH manuals downloads”

Click to download: *Access Technology Online Materials (PDF)*

Needs Assessment:

Identify priorities for AT instruction

- What are the classroom, school, and community activities that the student currently requires assistance to engage in – AND has the potential to be more independent?
- What are the types of (non-adapted) educational materials and instructional media that the student needs to access in various classes, labs, and electives?
- What are the technology features that would benefit the student?

How to Write IEP Goals for Technology

5 Ingredients for a Tech Goal:

1. **Setting/lesson/activity for which the technology will be used.**

During class meetings, in classes where there are paper handouts, in classes where there are slide presentations

2. **Identify technology by its necessary functions, *NOT* by brand name.**

Touch screen device with cause and effect apps such as ____, mobile touch screen device with screen reader, touch screen device with palm-rejection technology, a refreshable braille display with Bluetooth connection, portable device with wireless camera for near and distance viewing



Components of a Tech Goal (cont'd)

3. Objective for which technology will be used.

To complete written work, to access and read digital talking books/textbooks, to view digital versions of classroom handouts

4. Level of independence + type/# of prompts

Hand under hand, verbal, independently

5. How use of technology to complete instructional activity will be measured

For two out of three worksheets, for 4 out of 5 communication exchanges



Empower Students in Their IEP and Planning: “Fred” sets his own goals

Fred’s goals:

- I want to get to 700 wpm reading speed.
- I want Cast to work so that teachers' notes can be broadcast to my laptop.
- I want special glasses for orchestra so i can read music notation and also see the teacher.

Empower Students in Their IEP and Planning: “Fred” evaluates his systems

What’s working well:

- Homework, because I can do it on my computer
- Text to speech, in particular the reading speed using Voice Dream Reader (500 wpm)
- Seeing what we do in the classroom- I can see the class work and know what to do. I use my computer and I'm close to the whiteboard and the smart screen so I can see what I'm doing

Empower Students in Their IEP and Planning: “Fred” troubleshoots

What Fred wants to improve:

- Voice Dream Reader-when I take notes and they're long it doesn't show the whole thing, you see ellipsis... instead
- I don't get my magnifier out because I'm too embarrassed and there's not enough room on my desk
- I should take vision breaks because my eyes get tired. Sometimes my eyes are too tired to read and see.

TVI Proposes IEP goals

1. Digital notetaking with magnification and text to speech that accommodates > 500 wpm
2. Screenreader exploration
3. Self-determination: Describe his visual impairment and identify the accommodations and technology that he needs to efficiently access information in all school environments.



Sample Goal & Objectives

Review: 5 ingredients

Identify the following:

1. Setting/context for technology
2. Features of technology needed for the task
3. Purpose of the technology
4. Level of independence and type/# of prompts
5. Measurability criteria



Maximize leverage from a well-written IEP goal!

In classes with paper worksheets, Micah will independently complete digital versions of the same worksheet at the same time as classroom peers, using a personalized computing device with specialized visual accessibility features and an app for multi-modal annotation. 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.



Set expectations and create a system of supports

In classes with paper worksheets, Micah will independently complete **digital versions of the same worksheet at the same time as classroom peers**, using a personalized computing device with specialized visual accessibility features and an app for multi-modal annotation. 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.



Justify recommendations for AT

In classes with paper worksheets, Micah will independently complete digital versions of the same worksheet at the same time as classroom peers, using a **personalized computing device** with specialized visual accessibility features and an app for multi-modal annotation. 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.



Maintain options for diverse AT tools

In classes with paper worksheets, Micah will independently complete digital versions of the same worksheet at the same time as classroom peers, using a personalized computing device with **specialized visual accessibility features** and an **app for multi-modal annotation**. 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.



Task analysis approach to objectives

List the steps of the task (EXAMPLE)

1. Set up shared digital class folders
2. Send invites to teachers/aides to join relevant folder
3. Find/open correct folder for each class
4. Use low vision and auditory tools to access digital materials
5. Use low vision and annotation tools to mark up digital materials
6. Use low vision and auditory tools to edit/revise digital work
7. Submit work for grading

Identify how many steps can be learned in a progress period (EXAMPLE)

- Obj. #1: Steps 1-3
- Obj. #2: Steps 4-5
- Obj. #3: Steps 6-7



What about the actual tech a student needs?

- Always use general language to describe tech features in the IEP
- Keep the language general but the details specific
- Optional: Submit an addendum document with information for a purchase order



Resources from the AT Book

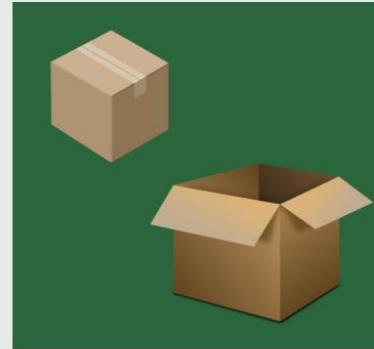
- Digital Workflow Planning Tool (McDowell, 2019), AT Book Appendix
- Workflow design and implementation, AT Book Ch. 8
- Considerations for digital literacy, AT Book Ch. 10



AT Resources website
<https://bit.ly/aph-at-resources>

- Goal banks for screenreaders and braille displays
 - GDrive (view only)
- More goals added every fall and spring

JAWS



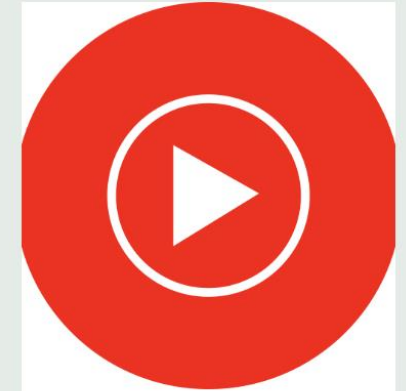
Getting Started:

[APH Hive course: Teaching Screen Readers the Fun Way.](#)



[Resource Sheet](#)

Let us know if we're missing a resource! cattnw@wssb.wa.gov



[YouTube playlist](#)



[FAQs](#)



[IEP Goal Bank](#)



[APH Catalog Page](#)

Contact CATT...*anytime!*

- Slack: catt-nw.slack.com
- Socials: Facebook/Instagram/YouTube @cattnorthwest
- Email: ting.siu@wssb.wa.gov
- Phone: 360-947-3288
- Website: WSSB → Services → CATT

