

Assistive Technology (AT) in Remote Learning Environments

GUIDING QUESTIONS

Reviewing and answering the following guiding questions related to Assistive Technology (AT) will contribute to the pursuit of Free Appropriate Public Education (FAPE) for remote learners:

- For students with previously established IEPs, what AT is currently documented in the student's IEP?
- Has the IEP team reviewed the SETT framework since the student transitioned to remote learning?
- Does the student have this AT device? available in the home setting? If not, can the family obtain the device, or can the IEP team offer an alternative that meets the needs of the student?
- Is the AT device or tool operational?
- Has the IEP team clearly explained the purpose of the AT device and/or service to the family as needed to support authentic use within the remote setting?
- Does the family know when and how to use the device during daily routines, academic and non-academic, as needed to facilitate generalization and increase engagement?
- Does the AT device effectively support peer interactions by interacting with various learning management systems and platforms utilized for peer collaboration interact with technology platforms to allow for student participation and collaboration with peers?
- What level of prompting does the student need to use the AT device or tool as independently as possible, and is a fade plan in place?
- Has the family received adequate training related to prompting strategies?
- How will AT services, coaching support, and or training be provided to the family to ensure appropriate and consistent use of the AT device or tool during remote learning?
- Can the student navigate through graphics, images, and tables with a keyboard only?
- Has the IEP team determined which member will be the primary point of contact when questions or concerns related to AT devices/services arise? Has this been conveyed to the parents?

The following guiding questions can be used when developing a plan to evaluate the impact of an Assistive Technology (AT) service:

- Does the AT service follow a consistent routine and schedule?
- Are activities and services documented through a service log?
- Is data available regarding the effectiveness of student-specific AT devices and/or service?
- Who is responsible for taking/reporting data?
- Has the service provider focused efforts on building the family's capacity to use the AT by providing coaching and modeling strategies for effective Assistive Technology (AT) use to the parent and student?

This guide is based on Technical Assistance Bulletin #20-08 of Maryland State Department of Education, Division of Early Intervention and Special Education Services.