



Assistive Technology

Welcome to AT Bytes, our “byte-sized” microlearning experience.

We provide professional development and microlearning opportunities to help educators understand how assistive technology aids students in meeting their Individualized Education Programs (IEP) goals, achieving objectives, and advancing in the general curriculum.

*You're
Invited!*



First Monday AT Lunch and Learn
11:00–11:45 AM

[Register Here](#)



Understanding the World of Assistive Technology

Assessment vs. Evaluation within the IEP Framework

In the field of assistive technology (AT), two terms that are often used are "assessment" and "evaluation". Although they may appear to be interchangeable, each has a distinct purpose, particularly when it comes to the Individualized Education Program (IEP). Let's delve into these nuances and the crucial legal procedures involved.



Assistive Technology Evaluation

Evaluation is the broader process of determining if a student would benefit from assistive technology.

Within the IEP framework, it involves:

Referral for Evaluation: A teacher, parent, or school staff member can request an AT evaluation for a student.

Consent: Before conducting the evaluation, the school must obtain written consent from the parents or guardians.

Completion: The evaluation must be completed within a specific timeframe as mandated by state regulations.

Team Decision: The IEP team, which includes parents, educators, and possibly AT professionals, reviews the findings to decide if AT is required.



Check out [Intervention Central](#).

Assistive Technology Assessment

Once the evaluation confirms the need for AT, the assessment **phase dives deeper**. The goal here is to pinpoint the exact tools, software, or devices suitable for the student. In terms of the IEP:

Specific Needs: The assessment will address specific challenges the student faces in the educational setting.

Trials: Hands-on trials might be conducted to ensure the selected AT is effective and meets the student's needs.

Recommendations: AT specialists often provide detailed recommendations, which are considered by the IEP team. (We can help)!

Legal Steps

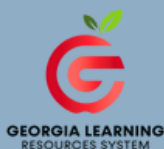
Documenting the Need: If the IEP team determines that AT is necessary, this need is documented in the IEP. **What does the data say?**

Providing AT: Once documented, the school is legally bound to provide and implement the specified assistive technology.

Regular Review: The effectiveness of the AT is revisited during annual IEP reviews **or sooner if needed. We know if the tool works when we have the data to support its effectiveness!**

We understand that evaluation and assessment can be complex, especially within the IEP framework. That's why we're here to support you. Our team is currently working on developing recommended tools and workflows based on the SETT framework. We highly recommend that you visit our AT website to access these tools.

Stay tuned to AT Bytes as we dig deeper into the SETT framework.



Equatio-Did you Know

Did you know EquatIO isn't just for creating math expressions but also for understanding them? **Screenshot Reader** is a nifty tool within EquatIO that allows you to capture math expressions from various sources (like a PDF, website, or another document) and have them read aloud to you. Additionally, it can convert these captured expressions into accessible, editable math, which can then be inserted into your documents.

How to use it:

1. Open EquatIO.
2. Click on the **Screenshot Reader** icon (it looks like a camera).
3. Drag and select the area containing the math expression you wish to capture.
4. Wait for a moment, and EquatIO will read out the expression. If supported and desired, you can also get the expression in editable format to insert elsewhere.

This feature is beneficial for students who benefit from auditory learning or for those who encounter unfamiliar symbols and need them vocalized for better understanding.

[Learn More.](#)