

Assistive Technology Handbook for Education Professionals

Executive Summary

Prepared by Jeff Crockett

In the Fall of 2017, a task force of 24 Assistive Technology (AT) specialists from around the state of Michigan began work on the AT Handbook for Education Professionals to outline and recommend a process and set of resources to support the consideration, assessment and implementation of AT for students with disabilities. The task force leadership team consists of Jeff Crockett, Laura Griffith, Susan Hardin, Kindy Segovia, Amy Baad, Gayle Evans and Phil Booth. From September 2017 to April 2019, the number of AT specialist contributors expanded to over 40, representing 11 ISDs, 4 LEAs, Alt+Shift and including an MSU special educator professor. In the Spring of 2019, Makia Alexander, Shekena Mann, Heather Weaver and Stacey Banks completed the At-A-Glance version of the handbook. In June and July, 2109, Phil Booth, Jim Kaupilla and Derrick Graves added accessibility supports. This handbook has been reviewed and endorsed by well known AT experts Penny Reed and Gayl Bowser and was completed July 30, 2019.

The handbook includes the following chapters:

Chapter 1 Introduction-- Statement of Problem and Mission Statement

Chapter 2 Background Information--Legal Requirements and Research Implications

Chapter 3 IDEA AT Requirements -- Consideration, Assessment, Implementation, Data Collection, and Transition

Chapter 4 Guiding Principles in AAC Consideration

Chapter 5 Section 504 and AT

Chapter 6 ADA and AT

Chapter 7 The Role of Administration

Chapter 8 Professional Development

Chapter 9 Relation to Other Initiatives

Chapter 10 AT Specialist Competencies

Chapter 11 FAQs--Definitions, Eligibility, Consideration, Assessment, IEP Documentation, Implementation, Legal Ramifications, Transition

Chapter 12 Resource Index--100 AT Resources

Chapter 13 References-- 94 References

Chapter 14 Appendix--Includes charts, checklists, guides and other support materials.

The task force believes that this handbook will not only be valued by AT specialists but also by special education directors and members of IEP teams who may not have regular access to AT specialists. Most of this work was done on volunteer time with no expectation of compensation other than the satisfaction of giving back to the field and the belief that the handbook will help students with disabilities better access the curriculum. This handbook is available online at:

<https://www.natenetwork.org/knowledge-base/resources-for-getting-started-with-at-team/>