Assistive Technology (AT) Forward November Update

Greetings Assistive Technology (AT) Forward Community of Practice Members! The AT Forward Update is a monthly publication, which provides information about the AT Forward Project, highlights the upcoming AT Forward Community of Practice (CoP) meetings, and includes additional AT resources and tips.

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Exciting News: Introducing Micro-Credentials for Assistive Technology!

The Assistive Technology (AT) Forward is excited to provide free supported micro-credentials and macro-credentials assistive technology learning opportunities for the 2021-22 school year. Micro-credentialing is an opportunity for educators to learn on their own time, pace, and place. Through this process, you can earn a total of twelve badges for each completed micro-credentials. If you earn seven badges, you will qualify for a macro-credential. The courses are self-paced and coaching support sessions are available to provide guidance and to answer questions. There are many topics from which you can choose and customize your own learning, including assessment, AAC, vision, transition, etc. If you would like to register for a micro-credential learning opportunity and join an AT learning community from across the state, please visit the AT Forward Micro-Credentials Home Page.

November's CoP meetings

There will be two Community of Practice meetings in November:
November 8, 2021: An Introduction to Assistive Technology for Students and Families, which will highlight technology use across the school, home, and community settings.
November 16, 2021: Sensory Supports To Assist Students with Learning through Technology Presenters, Deb Krausse and Katherine Sween, describe this session as: "In a time where technology tends to be a tool for student achievement along with recreation, it is important for educators to understand how to access these tools to accommodate student sensory needs and preferences. Participants will be able to recognize which tools presented impact different sensory systems, increase their comfort level with the various tools that may impact the student's sensory systems and identify tools that they can use immediately to assist with student access, accommodating their sensory needs."
For the complete 2021-22 CoP meeting schedule, please scroll to the end of this document.

What is the Quality Indicator Spotlight for November?

Each month will highlight a Quality Indicator for Assistive Technology, which can easily be utilized to provide training for district staff.   For November, the spotlight is **Indicator 4 Implementation.**

1. "Assistive technology implementation pertains to the ways that assistive technology devices and services, as included in the IEP (including goals/objectives, related services, supplementary aids and services and accommodations or modifications) are delivered and integrated into the student's educational program. Assistive technology implementation involves people working together to support the student using assistive technology to accomplish expected tasks necessary for active participation and progress in customary educational environments."
2. Assistive technology implementation proceeds according to a *collaboratively developed plan.* Assistive technology is *integrated* into the curriculum and daily activities of the student across environments
3. Persons supporting the student across all environments in which the assistive technology is expected to be used *share responsibility* for implementation of the plan.
4. Persons supporting the student provide opportunities for the student to use a *variety of strategies–including assistive technology* and to learn which strategies are most effective for particular circumstances and tasks
5. *Learning opportunities* for the student, family and staff are an integral part of implementation

6. Assistive technology implementation is initially based on assessment *data* and is adjusted based on performance data
7. Assistive technology implementation includes *management and maintenance of equipment* and material

Family Connections

Are you looking for ways to assist the families you work with? Do you have a family that is new to the world of AAC (augmentative alternative communication) or work with a student that needs AAC support? The Wisconsin AAC network is a great place to connect with other Wisconsin AAC users. Everyone deserves a voice, and everyone deserves to be listened to. For more information, please visit the Wisconsin AAC Network.

What is the Assessing Student's Needs for Assistive Technology (ASNAT)?

ASNAT is the acronym for the manual and process of assessment in the area of Assistive Technology. If your school district would benefit from a step-by-step AT assessment guide, this is the manual for you. This link will take you to the entire manual, but we suggest that you break it down into manageable sections. This month we will look at Chapters 12 AT for Blind and Low Vision and 13 AT for Deaf and Hard of Hearing, which will assist you in learning the sensory information that will be presented this month.

AAC Device of the month

The Assistive Technology Lending Center (ATLC) is a lending library of high-end Alternative and Augmentative Communication (AAC) equipment for trial purposes. Please follow this link for more information and registration. This month we are highlighting the SC Tablet from Tobii Dynavox .

A variety of language apps can be added to the SC Tablet including PODD. PODD stands for Pramtiac Organized Dynamic Display by Gayle Porter. PODD allows nonverbal individuals to use vocabulary that is organized into categories. PODD, like many other AAC products can be expanded as the learner becomes more and more efficient as a communicator.
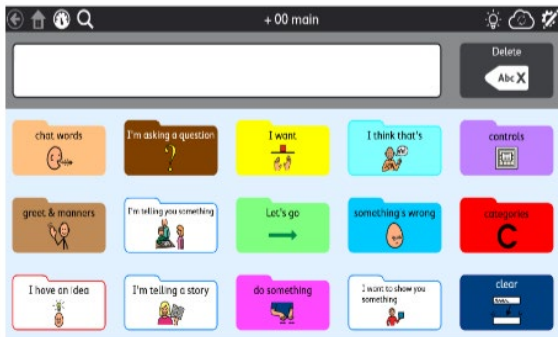
To assist you with learning the Tobii Dynavox Products, check out their [Learning Hub](#) for on demand webinars. Webinars range from assistance in funding to implementation strategies.

Where can I turn if I have an Assistive Technology question?

The [QIAT Community](#) is a free AT resource, which includes a searchable question and answer support tool. If you are interested in learning about support, you can subscribe [here](#).

Recently someone wrote in and asked "As I was working with a student today I noticed under the accessibility menu on chromebooks there is an option for switch access. I am unfamiliar with this feature on the chromebook and would love to learn more.
FYI: the automatic clicks upgrade has been a game changer for my head mouse users!!! "

Responses from the group….
"There are many Chrome Accessibility Options and lots of great tutorials on the [Chromebook accessibility page.](#)" Chromebooks are becoming more and more accessible. They have everything from [switch access](#), to voice to text, [text to speech](#), contrast settings, magnification settings, [captioning](#), and so much more. It is a very powerful tool."

Book Study Suggestions

CATO (The Coalition for Assistive Technology in Oregon) is pleased to announce *That Could Work for Me*! *a new booklet to help adults with disabilities explore the use of assistive technology. Adapted from* **Hey! Can I Try That?** *a widely used resource for students with disabilities,* **That Could Work for Me!** *follows the same pattern of illustrative stories, short suggestions, and critical questions. It can be used by the adult alone or in conjunction with the team who supports them.*

That Could Work for Me! *is a free download available on CATO's website,* *https://educationtechpoints.org. The Education Tech Points website includes other free items to download including* **Hey! Can I Try That?** *and* **Assistive Technology Pointers for Parents** *in the Publications section and dozens of other useful resources arranged in categories in the ETP Resources section of the website https://educationtechpoints.org/knowledge-base.*
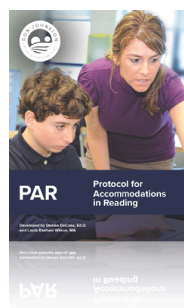
The resource of the month is the PAR or Protocol for Accommodations in Reading. This free resource assists teams, parents, and other stakeholders with the task of deciding if a student would benefit from read aloud accommodations. This is a research based tool that can be given to any student. The download is a complete easy to use manual that includes a protocol for collecting data to compare different modes of reading to determine what works best for a student. PAR includes reading samples with comprehension quizzes and vocabulary samples for grades 3 through 10. The reading passages are in etext formats to allow individuals to import them into whatever text reader they currently use.

[November is National Epilepsy Awareness Month](#)

For more information click on the links below.

[Assistive technology and Epilepsy](#)

[Photosensitivity and Epilepsy](#)

Where can I find additional Assistive Technology resources?

If you are looking for general Assistive Technology information, please refer to the resources found on the [DPI Website.](#)

What is the AT Forward?

The [Assistive Technology (AT) Forward Project](#) works with educators, practitioners, caregivers, and families to increase student autonomy in utilizing Assistive Technology tools to support access, engagement, and progress in learning. The Assistive Technology (AT) Forward provides a statewide Community of Practice (CoP), and by joining this CoP, members can attend [AT Forward CoP meetings](#), learn from experts in the field of AT, participate in micro-credential learning opportunities, and receive monthly email updates with AT information and resources. From AT beginner to expert, the AT Forward CoP welcomes all knowledge level backgrounds to [join the AT Forward CoP](#)!

Where can I find additional information about upcoming AT Forward CoP Meetings? For additional AT CoP meeting registration information, links to last year's AT Forward CoP presentations, and for a preview of the 2021-22 meetings, please visit our [AT Forward website.](#) All AT Forward meetings will be held in a virtual format and will run from 4:00p.m.-5:00p.m. on their respective dates. In addition, all of the meetings will be recorded and published on the AT Forward website.

Upcoming AT Forward CoP Meetings:
November 8, 2021: An Introduction to Assistive Technology for Students and Families

November 16, 2021: Sensory Supports To Assist Students with Learning through Technology

December 1, 2021: Behavior as Communication

December 16, 2021: Universal Design for Learning: Using Technology that Promotes Student Engagement for All

January 10, 2022: AT in the IEP: Using Data to Document Assistive Technology

January 18, 2022: How to Determine the Need for Technology Versus the Benefit

February 2, 2022: Accessing Grade Level Content

February 17, 2022: Accessible Educational Materials (AEM) Resources: Accessible Electronic Texts for Students with Visual Impairments or Print Disabilities

March 7, 2022: Low and No Cost Resources to Support Assistive Technology

April 26, 2022: Finding Tools to Fit the Needs of Today's Students

May 11, 2022: Non-Academic Activities: Engaging Students in Social and Leisure Activities

May 19, 2022: Supporting Students with Medical Complexities

Let's move AT Forward together this year!

If you have any questions or comments about the AT Forward Project, please contact Kathy White at Kathy.White@CESA2.org or Stacy Duffy at stacy.duffy@cesa2.org.