Assistive Technology Forward

AT Category	Title of Presentation
AAC	AAC Funding Tips and Considerations • [What is the Funding Process?](#) • [Pitfalls and Ethical Considerations of AAC Funding](#) • [SGD Vendor Resources](#) • Slide Deck: [AAC Funding Tips and Considerations](#) Supporting Language with Integration of Core in ACC • [The Links Between Literacy Development, Language Development, and Communication](#) • [Core Vocabulary and Literacy Development](#) • [Resources to Assist with Literacy Skills Development](#) • Slide Deck: [Supporting Language with Integration of Core in AAC](#) Building a Coaching Model • [Building Safety and Trust in AAC Teams](#) • [Involving AAC Users and Follow Up Discussion](#)

Accessible Educational Materials (AEM)	Accessible Educational Materials (AEM) in Wisconsin ● Overview of AEM ● Legal Requirements and IEP Team Decision Making Around AEM ● Overview of Next Steps After AEM Determination ● Slide Deck: AEM in Wisconsin; Are You Ready? What Type of AEM is Needed? ● AEM for Students with Disability-Related Needs in the Areas of Decoding and Reading Fluency ● AEM for Students with Disability-Related Needs in the Areas of Vision ● AEM for Students with Disability-Related Needs in the Areas of Physical or Health ● Slide Deck: Providing Accessible Educational Materials (AEM); What Type of AEM is Needed? Providing AEM; How do you acquire and use materials in your system? ● Acquiring AEM ● Providing AEM Training for Students, Educators, Families and Caregivers ● Slide Deck: Providing AEM; how do you acquire and use materials in your system? Providing AEM; How to monitor progress? ● AEM in the Context of UDL ● AEM in the CCR IEP ● Understanding Monitoring Progress of AEM ● Slide Deck: Monitoring Progress of AEM Additional AEM Resources: ● AEM Decision Tree ● Next Steps for Providing AEM to Students with Disabilities Additional Accessible Educational Materials (AEM) Resources ● An Overview of Accessible Educational Materials (AEM) ● Bookshare and Learning Ally Resources ● Louis Database & Wisconsin AEM Center

Accessing Grade Level Curriculum	Universal Design for Learning: Using Technology that Promotes Student Engagement for All • What Does UDL Mean in the Context of AT? • Engaging Students with Complex Needs in Everyday Tasks • SmartHouse Technology and Aha Moments Accessing Grade Level Content • How Do We Define AT in Terms of Inclusion? • Picture Writing and Writing with Supports • AT in the Areas of Music, Art, and Physical Education Low and No Cost Resources to Support Assistive Technology • Found at Your Desk • Office Supply Store Hacks • Found in Your Home and at the Local Store Finding Tools to Fit the Needs of Today's Student • Finding Tools to Fit the Needs of Today's Student Overview & Considerations • Small, Lite or No Tech Required Assistive Technology • High Tech Small, Digital Electronic and Wearable AT Accessibility 101 • The What and Why of Accessibility • Making Online Content Accessible: Colors, Fonts, and Links • Making Online Content Accessible: Accessible Text • Accessing and Creating Speech-to-Text

AT Assessment & Evaluation	Title: AT Assessment—Where Do I Start?
	● Part 1: Start with the Team and the Process
	● Part 2: Information Gathering and Assessment Tools
	● Part 3: Analyzing Information for Decision Making
	● Slide Deck: AT Assessment-Where Do I Start?
	Who Makes up the AT Team?
	● Why Consider an AT Team and Quality Indicators
	● Who Makes Up an AT Team and Case Studies
	● Implementing a Plan and Final Questions
	How to Determine the Need for AT Versus the Benefit
	● What is A Need vs a Benefit for AT
	● FAPE and LRE in Relation to AT
	● Examples of AT in the IEP and Discussion Around Students' Needs
	Using the SETT Framework to Plan for AT Assessment,Trials, and Implementation
	● An Overview of the SETT Framework
	● An Explanation of the SETT Forms/Documents
	● Support Effective Decision Making & Planning for Trials/Implementation
AT For Administrators	Administrators as the Key to Excellence in AT Services
	● What is an AT Leader?
	● Leadership Action Steps
	● Research Shows How AT Can Improve Student Outcomes
	● Slide Deck: Administrators as the Key to Excellence in AT Services

AT in the IEP	Using Data to Document AT in the IEP
	- Where to Document AT in the IEP - Answering the Question: Does Your Student Need AT? - Data Collection: The Why Behind Collecting It and What It Might Look Like
Behavior	Executive Function Skills and the Connection to Behavior in the Classroom - Videos coming soon - Slide Deck: Executive Function Skills and the Connection to Behavior in the Classroom Behavior as Communication - What is Behavior? - Rachael Langley Robust AAC and Emotions - Tools to Support Students' Behavior and Improve Regulation
Executive Functioning	Executive Function Skills and the Connection to Behavior in the Classroom - Part 1: What does executive functioning look like? - Part 2: How does AT fit into executive functioning? - Part 3: Strategies to Assist Students with Executive Functioning Needs - Slide Deck: Executive Function Skills and the Connection to Behavior in the Classroom
Literacy	Literacy for Students with Significant Disabilities - Literacy Challenges: Beliefs and Perspectives - Engagement in Literacy Access: Methods and Ideas - Ways to Educate and Evaluate Literacy Skills - Slide Deck: Literacy for Students with Significant Disabilities

Medical Complexities	Supporting Students with Medical Complexities: ● [Students with Medical Complexities: What Does that Mean?](#) ● [Our Big Idea: Robots](#) ● [Pros and Growing Pains with Robots](#)
Resources for Students and Families	An Introduction to AT For Students and Families ● [Defining AT and IEP Considerations](#) ● [IEP Documentation and AT Services and Device Expectations](#) ● [Individual and Family Experiences and Helpful Resources](#) Supporting Caregivers and Teachers with Access to Digital Learning ● [Introductions and Learning Processes](#) ● [Reading Supports and Helpful Tools](#) ● [Fun Ideas and Additional Helpful Tools](#)
Sensory Supports	Sensory Supports To Assist Students with Learning through Technology ● [What Are Sensory Supports and How Do They Affect Kids?](#) ● [Auditory System and Tactile Systems](#) ● [Proprioception, Vestibular, and AT & Routines](#)
Social and Leisure Activities	Engaging Students in Social and Leisure Activities ● [Legal Requirements and The Role of AT in Supporting Non Academic Skills](#) ● [School AT Support for Social Interactions in Extracurricular Activities](#) ● [AT Supports for Community Social and Leisure Activities](#)
Transition	AT and Postsecondary Education: University of Wisconsin McBurney Disability Resource Center ● Slide Deck: [Higher Education: Adaptive Technology Accommodations](#)

	Setting Students up for Success after High School
	   ● AT for the High School to College Transition
	   ● Experiences on Using the Best AT for Unknown Situations
	
	The Division of Vocational Rehabilitation (DVR)
	   ● DVR 101
	   ● How long does DVR work with people?
	   ● What needs to be in an AT assessment for DVR?
	
	Hear from AT Users
	   ● AT Users' Responses: What AT is mostly used today?
	   ● AT Users' Responses: Have you ever had people tell you you can't use AT?
	   ● AT Users' Responses: What AT did you use?

Virtual and Digital Learning	Accessing and Creating Writing in a Virtual Learning Environment
	   ● What is Writing and Other Considerations
	   ● Picture Writing and Writing with Supports
	   ● Making Worksheets Digital
	   ● Writing Supports for Students with Less Significant Learning Needs
	
	Universal Design Features to Increase Access and Engagement in a Virtual Environment
	   ● Comparing UDL and Assistive Technology
	   ● IEP and UDL Open Discussion
	
	Google and Chrome Accessibility Tools for Virtual Learning
	
	   ● Chrome and Smart Phone Tools
	   ● Accessibility Tools for Virtual Learning
	   ● Google Extensions