WISCONSIN DEPARTMENT OF
Public Instruction

AT

Assistive Technology Forward

AT Category	Title of Presentation
AT 101	AT 101 by Paula Walser ● [AT 101 Part 1: Legal Requirements](#) ● [AT 101 Part 2: Gather Information](#) ● [AT 101 Part 3: Decision Making and Tools](#) ● [AT 101 Part 4: Trial Use](#) ● [AT 101 Part 5: Examples of AT Resources](#)
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](#) Executive Function Skills and Augmentative Alternative Communication Connections ● Part 1: [How AAC and Executive Functioning Go Together](#) ● Part 2: [Principles for Improving Executive Function Skills and AAC Resources](#)

	● Part 3: Vocabulary Needed for Executive Functioning Skills ● Slide Deck: Executive Function Skills and AAC Connections 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
	
	Support with AEM
	● Wisconsin AEM Center
	● Wisconsin Center for the Blind and Visually Impaired AEM Center
	● CAST: National AEM Center
	
	Additional AEM Resources:
	● AEM Decision Tree
	● Next Steps for Providing AEM to Students with Disabilities
	● AEM Videos by Amy Snow
	    ● 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 and IT	AT and IT; Together for Students ● Part 1: All Means All; Who is on your IT team? ● Part 2: Leaders and Funding Sources ● Part 3: How AT and IT Work Together; Implementation Steps ● Slide Deck: AT & IT: Together for Students
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](#)
AT Resources	Finding the Right Assistive Technology Fit: How to "Try it On": - Part 1: [What is Wistech?](#) - Part 2: [Wisconsin AT4All: How do I search and get items on loan?](#) - Part 3: [Other Loan programs DHH, WCBVI, WPBTAP, and Agrability](#) [Slide Deck](#)
AT Team	Assistive Technology Team; What Does That Mean to You? - Part 1: [What is a Team?](#) - Part 2: [Shared Visions Lead to Capacity Building](#) - Part 3: [What Makes a Team a Success?](#) - Slide Deck: [Assistive Technology Team; What does that mean to you?](#)
Behavior	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](#) Executive Function Skills and Augmentative Alternative Communication Connections - Part 1: [How AAC and Executive Functioning Go Together](#) - Part 2: [Principles for Improving Executive Function Skills and AAC Resources](#)

	• Part 3: Vocabulary Needed for Executive Functioning Skills • Slide Deck: Executive Function Skills and AAC Connections

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](#) ● [Disability Laws and the University, Parent, and Student Roles](#) ● [General Accommodations Process and Examples of Adaptive Technology Accommodations](#) ● [Preparing for Postsecondary Education](#) 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?](#)

Universal Design for Learning (UDL)	UDL and Technology for All ● Part 1: Assessment and Involvement ● Part 2: UDL Connections for Family Engagement ● Slide Deck: UDL and Technology for All
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