
Wisconsin Content Guidelines for Assistive Technology (858) Licensure Programs Supplemental Teaching Category

The license will be issued at the same developmental level as license currently held.

By the end of a Preparation Program leading to Licensure in Assistive Technology, a student will demonstrate proficiency in:

1. Assistive technology (AT) services and devices including:
 - Legal requirements.
 - Purpose and functional application for students.
 - Features of a variety of assistive technology devices and services and the ability to integrate technology into educational programs (e.g., access, alternative/augmentative communication, computer-based instruction, mobility, positioning, assistive listening and signaling devices, recreation/leisure/play, vision technology, environmental control, activities of daily living, written language tools, and vocational tools).
 - Proficiency in operating a variety of AT hardware and software.
 - Proficiency in adapting, customizing, and maintaining a variety of AT hardware and software.
 - Identification of assistive technology resources at the building, district, region, community, state and national levels, such as:
 - Funding resources.
 - Print and electronic resources, e.g. books, web sites, journals, list serves.
 - Problem solving, maintenance and repair.
2. Communication and collaborative partnerships including:
 - Understanding the transdisciplinary nature of AT application and the contribution of a variety of disciplines including the child, parents and family members to the assistive technology service delivery process.
 - Ability to listen and respond to input from other team members including coordinating with other therapies, interventions or services.
 - Effective group process skills.
 - Training and technical assistance for school staff, parents, employers and other service providers to ensure maximum utilization of the AT.
 - Collaboration with local education agency technology planning and implementation activities to ensure accessibility.
3. The AT assessment process including:
 - Identifying the need for additional qualified team members to assist in conducting an AT assessment.
 - Determining, in collaboration with other members of the assessment team, assistive technology needs that address all areas related to a student's disability taking into consideration the student's strengths and difficulties, the tasks to be accomplished and the expectations for performance.
 - Using appropriate data gathering procedures and strategies to assess students' performance in customary environments.
 - Development of plans to purchase, lease or otherwise acquire the assistive technology identified.
 - Development of action plans to implement the use of assistive technology to help students meet the goals in their individualized educational programs.

4. Implementing Assistive Technology including:
 - Using a collaborative approach to ensure AT is available, in working order, and programmed with specific content, if needed, to meet current educational demands.
 - Methods of utilizing AT to maximize the attainment of student goals.
 - Effective training and appropriate utilization of persons who assist students who are using AT.
 - Evaluating, measuring and reporting on the effectiveness of implementation to meet the students' needs and instructional goals.
 - Making changes as required to meet the student's needs.
 - Identifying areas that require further assessment or reevaluation on an ongoing basis.

5. Professional development including:
 - Recognition of the need for ongoing individual professional development and maintaining knowledge of emerging technologies.
 - Participation in staff development opportunities that address identified needs.
 - Identification of staff development needs for others and opportunities that meet needs.
 - Serving as a resource to others for technical assistance and training.

Adapted from Recommended Competencies for Professional Staff Members in the Area of Assistive Technology, (1998), National Association of State Directors of Special Education.

PI 34.33 Supplementary Categories. Except as specified under sub. (1) (c), in order to receive a license issued under a supplementary category under this subchapter, an individual shall hold or be eligible to hold a teaching license issued by the department under subch. VII. Licenses under this subchapter may be issued in the following:

(1) ASSISTIVE TECHNOLOGY.

(c) *Assistive technology.* A license in assistive technology may be issued to a person who holds a license in deaf or hard of hearing, visually impaired, occupational therapy, physical therapy, speech and language pathology, emotional disturbance, cognitive disabilities, learning disabilities, early childhood special education or cross categorical special education and who has completed a concentration in assistive technology including all the following:

1. Psychology and nature of a child with disabilities.
2. Curriculum modification and instructional strategies through use of assistive technology.