



Karen B. Salmon, Ph.D.
State Superintendent of Schools



MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Early Intervention and Special Education Services
IMPLEMENTATION BEST PRACTICES & CONSIDERATIONS

Marcella E. Franczkowski, M.S., Assistant State Superintendent

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**TIPs for Assistive Technology Across Service Delivery Models:
A Resource for Educators and Families**

Assistive technology (AT) can change the life of a child or student with a disability by increasing independence and improving access to the school, home, community, and post-school environments. AT implementation should remain consistent as local school systems transition between service delivery models, including virtual and in-person instruction. Collaboration between educators and families is crucial to support students with AT use in all settings. Below are tips to support AT implementation, regardless of age, during remote and hybrid instruction.

Tips	Additional Resources
<p>1. Plan intentionally for a smooth transition between remote and hybrid instruction.</p> <ul style="list-style-type: none">● Use resources such as the SETT Framework, the JHU AT Cycle, and Voices from the Field to assess AT needs in both the home and school settings to effectively plan for the transition to hybrid instruction.● Read the newly released Maryland Assistive Technology Guide. The guide provides information and tips to support consideration, documentation, and review of AT as part of the IEP process.	<ul style="list-style-type: none">● SETT Framework - The SETT Framework guides teams to collect and organize information to facilitate collaborative decisions about AT devices and/or services for students with disabilities. SETT is an acronym for Student, Environments, Tasks and Tools.● The Maryland Assistive Technology Guide - This guide was developed by the Maryland State Department of Education’s Department of Early Intervention and Special Education Services and members of the AT Steering Committee and provides guidance on the comprehensive integration of assistive technology (AT) into specially designed instruction (SDI) within an integrated tiered system of supports.

Tips	Additional Resources
<ul style="list-style-type: none"> ● Develop an AT implementation plan that addresses a variety of service delivery models (including virtual, hybrid, and/or face-to-face instruction) and describes how the AT devices and/or services will look and feel during the transition. The plan will help all team members stay on the same page regarding AT implementation regardless of the setting. Clearly state the AT device and/or service, as well as its intent, where it should be used, which team members are responsible for supporting the student with its use, and prompt levels. Follow recommendations in the AT Guide to identify how providers can implement supports effectively. 	<ul style="list-style-type: none"> ● Voices From the Field -Hear what assistive technology experts Penny Reed and Kelly Fonner have to say about each phase of the JHU AT Cycle. ● AT Implementation Plan (NATRI University of Kentucky) - This resource provides an example of a detailed implementation plan for AT device use and/or services.
<p>2. Check accessibility of platforms, tools, and documents used during instruction.</p> <ul style="list-style-type: none"> ● Look for accessibility features when using learning platforms. Most have accessibility statements that can be found by searching the site, or at the bottom of the site. ● Check accessibility of teacher generated educational materials by using the built-in accessibility review tool in Microsoft Word and PowerPoint products before instruction takes place. ● Provide multiple ways for students to respond and/or complete their work. 	<ul style="list-style-type: none"> ● Microsoft Office Accessibility Center ● Google Accessibility Products and Features ● National Center of Education Materials

Tips	Additional Resources
<p>3. Make progress monitoring of AT at home and school as consistent and easy as possible.</p> <ul style="list-style-type: none"> ● Talk to family members to identify the most effective way to gather information and data about the student’s progress using AT at home. ● Consider taking data online! Many products provide users with the ability to collect data easily online, rather than scanning or mailing paper documents. ● Clearly review prompt levels and make sure that all team members, including families, understand how to fade prompts to promote independent use of AT. ● Avoid over-prompting! Student behavior may change when the setting is different, be aware of this and adjust the plan accordingly with the goal of promoting independent use of the AT solution. 	<ul style="list-style-type: none"> ● Guidance to promote prompt fading
<p>4. Always have a “Plan B”</p> <ul style="list-style-type: none"> ● Remember that AT includes ANY item that increases independence, and can include low, medium or high-tech tools. ● Clearly state your “plan b” in the AT implementation plan. Document what you will do if the current AT solution breaks, is lost, or is not able to be used. ● Teach the student about the “plan B” and why it is important through social stories or direct instruction. The student should know how to use the “plan B” BEFORE their device is inaccessible. Understanding the purpose of the AT and how to use it promotes independence and self-advocacy. 	<ul style="list-style-type: none"> ● AT Continuum of Considerations

Tips	Additional Resources
<p>5. Celebrate student and implementation team success!</p> <ul style="list-style-type: none"> ● Be your student’s cheerleader and celebrate when students use AT in more than one instructional setting, or increase independence with AT. ● Think of the AT solution as the bridge to improve access to their environment, whether this is in the home, school, community, or post-school setting. ● Ask your student how they feel about their AT, and always consider them the most important member of your implementation team. 	<ul style="list-style-type: none"> ● Using AT to Empower Students with Disabilities (ED Tech Article) ● National Assistive Technology Research Institute Site ● Using Technology to Select High Leverage Practices in Special Education
<p>6. What’s New in the AT Field? Read the article <i>Digital Accessibility: How Schools and Teachers Can Support Students with Disabilities in Remote Learning</i> for updates regarding equitable digital materials and platforms that work with assistive technology tools for students with disabilities.</p>	<ul style="list-style-type: none"> ● Digital Accessibility Article

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TIPs for Implementing Assistive Technology Across Service Delivery Models

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Karen B. Salmon, Ph.D., State Superintendent of Schools

Clarence C. Crawford, President, Maryland State Board of Education

Larry Hogan, Governor

Carol A. Williamson, Ed.D., Deputy State Superintendent for Teaching and Learning

Marcella E. Franczkowski, M.S., Assistant State Superintendent, Division of Early Intervention and Special Education Services

200 West Baltimore Street
Baltimore, Maryland 21201
MarylandPublicSchools.org
MarylandLearningLinks.org