Technical Assistance Paper 11822

Assistive Technology for Students with Disabilities

"For Americans without disabilities, technology makes things easier.
For Americans with disabilities, technology makes things possible."
National Council on Disability

Overview

The end of the 20th century brought with it the combination of great technological advances and federal legislation designed to protect and enhance the lives of persons with disabilities in our country. Technology, at times a barrier to persons with disabilities, has become a tool for inclusion, independence, self-determination, improved opportunities, and greater quality of life. With the recognition of this potential for empowerment, legislation now guarantees access to technology for students to realize their full potential. New challenges come with these opportunities.

Challenges include determining what is meant by assistive technology and services, understanding the federal mandates, learning how to make sound decisions regarding selection, acquisition and use of assistive technology, and knowing where to gain access to resources.

The purpose of this technical assistance paper (TAP) is to provide educators and families with the necessary information to make decisions regarding selection, acquisition, and use of assistive technology for students with disabilities. It is organized into sections that include the definition of assistive technology and services, federal mandates, questions and answers, frequently used acronyms, definitions and terminology, resources, and references.

Definition of Assistive Technology and Services

Two excerpts from the Individuals with Disabilities Education Act define "assistive technology and services."

§ 300.5 Assistive technology device

As used in this part, *assistive technology device* means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. (Code of Federal Regulations [CFR], 34 CFR § 300.5)

REFER QUESTIONS TO:

Karen Morris
325 West Gaines Street, Room 614
Tallahassee, FL 32399-0400
karen.morris@fldoe.org
850/245-0478
SC 205-0478

Just Read, Florida!
The New Department of Education
Jim Horne, Commissioner

TECHNICAL ASSISTANCE PAPERS (TAPs) are produced periodically by the Bureau of Instructional Support and Community Services to present discussion of current topics. The TAPs may be used for inservice sessions, technical assistance visits, parent organization meetings, or interdisciplinary discussion groups. Topics are identified by state steering committees, district personnel, and individuals, or from program compliance monitoring.

BUREAU OF INSTRUCTIONAL SUPPORT AND COMMUNITY SERVICES

§ 300.6 Assistive technology service

As used in this part, *assistive technology service* means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes—

(a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;

(b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;

(c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

(d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

(e) Training or technical assistance for a child with a disability, or if appropriate, that child's family; and

(f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child. (Code of Federal Regulations [CFR], 34 CFR § 300.6)

Federal Mandates

The Individuals with Disabilities Education Act (IDEA) is the federal law that supports special education and related services for students with disabilities. Based on Public Law (P.L.) 94-142 (Education of All Handicapped Children Act) originally enacted in 1975, this legislation guarantees students with disabilities access to free appropriate public education (FAPE) and establishes special education and related services for these students. The law also establishes the requirement for an individual educational plan (IEP). IDEA has been amended several times, most recently in 1997, with regulations issued in 1999.

P.L. 94-142 was first amended by P.L. 99-457 of 1986, authorizing funding to states that created an early intervention program that would support FAPE for infants and toddlers with disabilities ages 3 to 5. In 1990, the amendment (P.L. 101-476) became IDEA, and significant advances were made in relation to provisions of assistive technology.

> Advances in the development and use of assistive technology have provided new opportunities for children with disabilities to participate in educational programs. For many students with disabilities, the provision of assistive technology devices and services will redefine an appropriate placement in a least restrictive environment and allow greater independence and productivity.*

IDEA now includes a definition of assistive technology and services based on P.L. 100-407, the Technology-Related Assistance for Individuals with Disabilities Act of 1988 (Tech Act). The definition includes a specific requirement that schools provide assistive technology, if needed, for access to Free Appropriate Public Education (FAPE) as part of special education, related services, or supplementary aids and services.

*Report of the Harris Commission on Education and Labor in regard to PL 101-476, 1990.

It was with the 1997 reauthorization of IDEA that a requirement was established that assistive technology must be considered as one of a number of special factors when developing an IEP. This important emphasis was based on the recognition of the role that assistive technology and services can play in enabling students with disabilities to access the general education curriculum.

IDEA, its final regulations, and relevant Office of Special Education Programs (OSEP) policy letters have provided the foundation for ensuring access to assistive technology to achieve FAPE in the least restrictive environment (LRE).

In addition to IDEA, there are other federal laws that support the use of assistive technology in assuring equal educational opportunities for students with disabilities. Section 504 of the Rehabilitation Act of 1973 (34 CFR Part 104) was designed to eliminate discrimination on the basis of disability* in any program or activity receiving federal financial assistance. This law requires that public elementary and secondary educational institutions provide a FAPE to each qualified student with a disability in its jurisdiction, regardless of the nature or severity of the person's disability. The institution is required to make such modifications to its academic requirements as are necessary to ensure that the institution's requirements do not discriminate on the basis of disability against a qualified person with a disability. Modifications do not have to be made if it can be demonstrated that the academic requirement in question is *essential to the program of instruction*. Modifications may include changes in the length of time allowed for completion, substitution of a specific course, and adaptation of the manner in which a specific course is conducted. In addition, the educational institution must take such steps as are necessary to ensure that no student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the institution because of the absence of educational auxiliary aids. Auxiliary aids may include taped texts, interpreters, other methods of making orally delivered materials available for students with hearing impairments, readers for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services or actions. Section 504 provides civil rights protections for persons meeting the definition of a qualified person with a disability as defined by Section 504. This is a broader definition than that applied under IDEA; however, for the most part, students meeting the definitions for services under IDEA will also meet the requirements for civil rights protections under Section 504.

The Americans with Disabilities Act (ADA) of 1990 prohibits discrimination based on disability by private employers, state and local governments, mass transit agencies, and public accommodations. This landmark civil rights law provides a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities. Two of the five titles have specific requirements for public educational institutions.

Title I covers all aspects of employment, including the application process and hiring; medical examinations and records; the work environment; on-the-job-training; advancement; and wages and benefits, including insurance and employer-sponsored activities. A discussion of these requirements is not included in this document.

*The more current term disability has been substituted for the term handicap. The definition for the term remains the same.

Title II of the ADA prohibits state and local governments from discriminating against people with disabilities in their programs and activities. Title II requires that program accessibility be provided in existing facilities, while new and altered facilities must be readily accessible to and usable by people with disabilities. All programs and activities of all state and local governments are covered by Title II, and unlike Section 504 of the Rehabilitation Act, ADA applies regardless of whether a public entity receives federal assistance. Much of the language in the ADA is based on Section 504; both laws stress the concept of equal opportunity, not merely equal treatment, to eliminate discrimination. To achieve this result, both laws require educational institutions to make special accommodations or modifications in their policies and practices that will allow people with disabilities to have the same opportunities as persons who are nondisabled. Section 504 was not repealed or replaced with the enactment of ADA. This is reflected in the ADA statute and in the Justice Department rules, which provide that Title II will not be construed to apply a lesser standard than the standards applied to Section 504 of the Rehabilitation Act.

The Tech Act, most recently amended in 1998 and renamed the Assistive Technology Act (P.L. 105-394), provides financial assistance to states to assist them in developing and implementing a consumer responsive, statewide program to promote awareness, advocacy, and access to assistive technology and services for individuals with disabilities of all ages.

The Workforce Investment Act of 1998, which became effective in 2001, reauthorized Section 508 of the Rehabilitation Act of 1973. This legislation mandates that federal agencies (including schools) must ensure all technology that is procured, developed, maintained, and used be accessible to employees and the public, including all persons with disabilities. This goes beyond access to assistive technology and into the realm of universal accessibility for all technologies.

Questions and Answers

IEP Considerations

1. What does “consideration of assistive technology” mean?

IDEA specifies a number of special factors that must be considered related to each student. Assistive technology is one of these special factors. One good way to look at this is for the IEP team to ask, “What is it we want this student to do that he/she isn’t able to do because of his/her disability? Would assistive technology enable this student to meet the goal?” Keep in mind, this is an ongoing process.

2. Where should assistive technology be documented on the IEP?

Assistive technology may be documented in the following sections of the IEP: measurable annual goals, including benchmarks or short-term objectives; special education; related services; supplementary aids and services; or accommodations for state- and district-wide assessments. The needs of the student should determine the appropriate location for documenting assistive technology on the IEP.

3. In what way is assistive technology included in a measurable annual goal including benchmarks or short-term objectives?

Assistive technology can be a means for a student to achieve a measurable annual goal including benchmarks or short-term objectives, so the IEP should reflect the use of assistive technology to perform a specific task. For example, "Using an adaptive keyboard and word processor with spell check and word prediction, Michael will complete written assignments in English and social studies with 80% accuracy in spelling, punctuation, and grammar."

4. How is assistive technology included as a related service?

Under IDEA, related services are provided which enable a student with disabilities to benefit from a special or general curriculum. If a student with disabilities needs assistive technology to access the curriculum, it can be written into the IEP as a related service.

5. What role does assistive technology play in providing an LRE placement?

IDEA has been clear in recognizing the important role of assistive technology in implementing the LRE requirement that students be educated in the LRE to the maximum extent appropriate. When an assistive technology device or service is provided to help the student to be educated in the LRE, assistive technology can appear in the IEP under supplementary aids and services or program modifications.

Selecting Assistive Technology

6. Who decides what is the right assistive technology for a student?

Once the IEP team determines the student's educational goals, the role and type of assistive technology can be determined. The IEP team should include an individual knowledgeable about assistive technology. In Florida, the local assistive technology specialist (LATS) or an outside professional can be brought in to conduct an evaluation of the student's needs.

7. When does assessment for assistive technology take place?

In the ideal situation, assistive technology (AT) is considered during the initial comprehensive evaluation. During this evaluation, current or future need for assistive technology should be documented and followed up by the LATS and IEP team.

Most often the need for assistive technology is noted by the teacher and referred to the LATS. The LATS will assess the appropriateness of an AT device based on equipment trials and observations and/or ongoing classroom assessment. IDEA does not require parental consent for this type of observation and ongoing assessment, but best practice dictates that if it is likely that a device will be selected, the parents should be informed as part of this process.

If deemed necessary by the LATS and IEP team, a more formal AT evaluation may occur after the initial comprehensive evaluation. This formal evaluation may include a variety of sensory, language, physical, and cognitive measures and be performed by an interdisciplinary team. This procedure would need parental consent.

8. What is the role of parents in choosing assistive technology for their child?

Parents are equal members of the IEP team and are involved in decisions related to assistive technology. Having the parents' involvement in the choice of and training on the device can play a key role in its successful use, whether at home or at school.

9. What is the regular education teacher's role in this process?

If the student is or may be participating in the regular educational environment, the IEP team must include at least one regular education teacher. This teacher assists in determining the need for supplementary aids and services, appropriate accommodations, and supports for school personnel needed to implement the IEP.

10. Who will pay for assistive technology for a student who is not served in exceptional student education and needs assistive technology?

If a student not receiving special education services requires assistive technology to fully participate in school activities, services defined by Section 504 of the Rehabilitation Act may be appropriate. In that case, the school would use funds other than IDEA to provide the device, any training needed to use the device, and any repairs and/or maintenance.

11. Is the school district responsible for buying wheelchairs or hearing aids for students?

Items such as wheelchairs, hearing aids, and eyeglasses may be considered to be assistive technology. As such, these and other personally prescribed devices must be provided if they are a related service required to receive FAPE**.** However, this would typically apply on a limited basis and under unique circumstances since these items generally meet a medical need required outside the educational environment. More commonly provided personal use devices might include communication devices or text readers if they are used exclusively by and/or programmed for an individual student as specified on the IEP.

12. What if the parents disagree with the school district about what is the right assistive technology for their child?

IDEA ensures parents due process. If the parents disagree with the assistive technology evaluation, they may request an independent evaluation at public expense. The district can initiate a hearing to demonstrate the appropriateness of its evaluation. If the school district's evaluation is found appropriate, the parents may still pursue an independent evaluation at their own cost.

Funding of Assistive Technology

13. Who pays for assistive technology for students attending private school?

The answer to this question depends on the specific situation as follows:

a.) Student(s) with disabilities who have been placed in private schools by their parents do not have an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school. However, under the requirements of the Individuals with Disabilities Education Act (34 CFR 300.452), school districts must make some provisions for offering services to students with disabilities enrolled in private school. The school district is required to spend an amount equal to a proportionate amount of federal funds made available to the district under Part B of IDEA. Through meaningful consultation with private schools, decisions are made regarding which students will be served and what services will be provided to students enrolled in private school. If it has been determined that a district will provide services to students with disabilities who attend a specific private school **and** assistive technology is a service the district has agreed to provide, then this decision would be recorded on the student's services plan, and the district would provide the service.

b.) If student(s) are placed in a private school by parental choice through accessing a McKay Scholarship, again there is no individual right to special education and related services. The private school is responsible for providing all services, such as assistive technology. It is up to the parent to negotiate with the private school for any special education and related services that are to be provided. (See [a.] above.)

c.) If student(s) were placed in a private school by parental choice through accessing an Opportunity Scholarship, the provision of assistive technology would again be subject to the content of the agreement reached between the school district and the private school. (See [a].)

d.) If the district places student(s) in a private school through the provision of Rule 6A-6.0361, FAC, "Contractual Arrangements with Nonpublic Schools" and the IEP team determines that assistive technology is a need for the student, then the district would have an obligation to provide this service.

14. Can a school district decline assistive technology services and equipment because of lack of funds?

No. While cost may be a factor in providing FAPE, it cannot be the controlling factor, particularly when choosing assistive technology. The only time cost can be a consideration is when considering two equal alternatives. Not including assistive technology costs in the district technology budget does not relieve school districts of their obligations to make FAPE available.

15. Can the family be required to use their private insurance to cover the cost of assistive technology?

No. The family cannot be required to use private insurance or to incur financial responsibility. If the family chooses, they may use their private insurance. The use of private insurance may include co-pay or deductible, annual or lifetime cap, or frequency of coverage restriction for an item. While the school district may pay the costs for the deductible or co-pay, for example, they also have the responsibility to inform parents of the implications. If a parent does not give consent, provision of special education and related services remains the obligation of the school district.

16. Can Medicaid be used to pay for the cost of assistive technology?

Yes. Medicaid will pay for certain equipment through the Medicaid Durable Medical Equipment (DME) Supply Services program. Equipment covered under the DME program includes items such as wheelchairs and augmentative and alternative communication (AAC) devices. Some therapy services related to wheelchairs and AACs, such as AAC evaluations and training, are covered by Medicaid. These therapy services can be provided by therapists who are enrolled in Medicaid as individual treating providers or through therapists employed by enrolled school districts. Medicaid will reimburse only for systems and services that are deemed medically necessary.

17. Can the parents choose to purchase a device for the child to use? Does the school have any responsibility for it in this situation?

Yes. The parents may purchase a device for their child to use at school. If this device is identified on the IEP, the school district "shall be responsible for such a device [a device that is part of the student's IEP and is provided by the parents] if the utilization of the device is noted in the student's IEP as a supplemental aid." Additionally, school districts have a responsibility to assure delivery of all devices and services needed for FAPE, even if external funding is used.

Implementing Assistive Technology

18. How do teachers learn to operate assistive technology devices for students in their classrooms?

One of the barriers to assistive technology success includes a lack of knowledge and training of classroom teachers. If training of school personnel is necessary to assist the student's access to the device, training should be specified in the IEP so the assistive technology specialist can provide this support or refer the teacher to appropriate training sources. Training is available from district assistive technology specialists and/or technology specialists at regional Florida Diagnostic and Learning Resources System (FDLRS) centers.

19. What if the student does not use the assistive technology device after it has been purchased?

The reason for technology not being used is often lack of environmental support resulting from inadequate training of parents, teachers, peers, or the student. This results in a lack of conviction that the technology can be useful, a failure to provide adequate support time and techniques, and consequently difficulty in achieving positive results. Other reasons are inappropriate technology selection or a change in a student's technology needs. If the reason the technology is not being used cannot be corrected, and if the technology is purchased by the school district, the equipment can be transfered to another student, another program, or sold at a fair market value. A new evaluation should determine an alternative plan and any alternative technology should be acquired through a loan, rental, or lease program until its usefulness is determined.

Transfer of Assistive Technology

20. Can a student take an assistive technology device home?

Yes; however, this is determined on an individual basis and specified on the IEP. If the student requires assistive technology to complete homework assignments or practice skills that require the device, it should be written into the IEP. Not all assistive technology may be required for home use.

21. Can a student use the assistive technology device over the summer?

Yes, when determined on an individual basis and specified on the IEP that the student requires the use of the device over the summer. Whether assistive technology is considered as special education or a related service, it can be provided as extended school year (ESY) program services if included in the IEP.

22. Is the parent responsible if the device is lost?

No. When assistive technology is specified on the student's IEP, the family cannot be required to incur any financial responsibility. Districts' insurance policies regarding loss or damage should be consulted. Loss does not relieve the school of its responsibility to ensure the student's access to a device.

23. Does the student keep the same assistive technology until he or she graduates?

Consideration and provision of assistive technology is an ongoing process. The IEP team must continue to evaluate the assistive technology goals and determine if the device will meet the student's needs. If goals are being met through current interventions, the student should keep the same assistive technology. However, the team must also consider anticipated academic demands and determine how well the device will meet anticipated levels of performance.

Transition of Assistive Technology

24. What if the student moves to another school within the district?

The requirements of the student's IEP must be met by the school the student attends. If assistive technology is required in the IEP, it must be provided in the new school. The same device need not necessarily follow the student, but since students often profit from continued use of the same device, this transfer of assistive devices from school to school is encouraged.

25. What if the student moves to another district?

As stated in 34 CFR § 80.32(c)(2), agencies or districts can make equipment available for use in other districts. While assistive technology purchased by the district is the property of the district, transfer of dedicated assistive technology to other districts is encouraged.

26. What if the student still needs the assistive technology after graduation?

The 1997 IDEA amendments specifically note the school's responsibility for transition services. Transition planning must begin by age 14. The Transition IEP should include a statement of needed assistive technology Transition services, including a statement indicating agency responsibilities and linkages, if appropriate. Various agencies may be involved, and the decision regarding which agency is responsible for providing assistive technology services should be determined during this Transition IEP process.

27. Does that mean another agency is responsible for paying for the assistive technology and supports needed?

Yes. The Transition IEP will define the appropriate agencies and supports and identify funding opportunities. However, if the participating agency fails to provide the transition services defined in the IEP, the school district must reconvene the team to identify alternative strategies to meet the transition objectives. It remains the school district's responsibility to provide a plan for the transition of assistive technology as the student prepares for post-secondary education, vocational placement, independent living, and community experiences. Since students profit from continued use of the same device, the transition of technology from school to the post-school setting is encouraged.

Appendix A

Acronyms

AAC—alternative and augmentative communication
ADA—Americans with Disabilities Act
AT—assistive technology
ATEN—Assistive Technology Educational Network of Florida
DME—durable medical equipment
ECU—environmental control unit
FAAST—Florida Alliance for Assistive Services and Technology
FAPE—free and appropriate public education
FM—frequency modulation
FDLRS—Florida Diagnostic and Learning Resources System
IDEA—Individuals with Disabilities Education Act
IEP—individual educational plan
LATS—local assistive technology specialist
LEA—local educational agency
LRE—least restrictive environment
OSEP—Office of Special Education Programs
OSERS—Office of Special Education and Rehabilitative Services
SGD—speech generating device (see AAC)
TTY/TDD—text telephone/telecommunication device for the deaf

Appendix B

Definitions and Terminology

Abbreviation Expansion—a software program similar to word prediction that will replace an abbreviated word form with the expanded form

Accommodations—techniques and support systems that help students with disabilities access information and instruction and demonstrate what they have learned (Accommodations do not change expectations for student achievement.)

Adaptations—changes made to the environment, curriculum, instruction, and/or assessment practices in order for a student to be a successful learner (It includes accommodations and modifications.)

Assistive Listening—devices to help with auditory processing, including hearing aids, FM systems, TTY, high performance amplifier, and closed caption TV

Augmentative and Alternative Communication (AAC)—any device to enhance communication for a person with limited speech (This may include symbol systems, picture/ object communications boards, speech synthesizers, or electronic communication devices.)

Dedicated Assistive Technology—assistive technology that is customized for a particular student to the extent that it would not be useful to another student or program

Durable Medical Equipment—a piece of equipment that can withstand repeated use, is primarily and customarily used to serve a medical or therapeutic purpose, is generally not useful to a person in the absence of illness or injury, and is appropriate for use in the home

Environmental Control Unit/Electronic Aid for Daily Living—system that enables students to control various devices in their environment independently

Equipment Modification—changing or altering the design and construction of an existing device or piece of equipment that improves the functioning level of the user

Free Appropriate Public Education (FAPE)—required by the Individuals with Disabilities Education Act (It requires schools to provide FAPE for all children with disabilities in the least restrictive environment.)

FM System—local broadcasting system that consists of a headphone for the listener with a hearing or attention disorder, a microphone and transmitter

Individual Educational Plan (IEP)—a written statement for each child with a disability that is developed, reviewed, and revised in accordance with IDEA

Input Device—any item or piece of equipment that enables an individual to activate or send information to a computer or other electronic device (Examples include modified keyboard, switch, trackball, eye-gaze pointing system, sip and puff system, and other alternative pointing devices.)

Least Restrictive Environment (LRE)—refers to the requirement that school districts must, to the maximum extent appropriate, educate students with disabilities with students who are nondisabled

Mobility—refers to specialized training and aids such as white canes or telescopic aids for reading signs or spotting landmarks (Mobility devices include braces, self-propelled walkers, and wheelchairs.)

Modifications—changes to outcomes or what a student is expected to learn and to demonstrate

Positioning Aids—refers to equipment used for students with physical disabilities to enable effective participation in schoolwork (Examples include wheelchairs, crawling assists, beanbag chairs, chair inserts, and standing aids.)

Recreation and Leisure Devices—beeping balls or goal posts, wheelchairs adapted for participation in sports, game rules in alternative formats, adapted puzzles, and drawing software, for example

Related Services—transportation and such developmental, corrective, and other supportive services as are required to benefit from special education

Screen Reader—software that reads aloud text on a computer screen using a speech synthesizer, or that makes text available as refreshable Braille display (This allows individuals with visual or reading disabilities to access text documents or web pages on a computer screen.)

Speech Synthesizer—hardware or software for producing electronic human speech on a computer

Switch—an input device used to control assistive devices and computers, such as adaptive toys, environmental control units, augmentative communication devices, or appliances (Any controllable muscle in the body can activate switches.)

Touch Screen—an input device that allows access to a computer by direct touch on the screen

Transition Services—coordinated set of activities designed within an outcome-oriented process that promotes movement from school to post-school activities

Vision Impaired Aids—general methods for assisting with vision needs: increasing contrast, screen enlarger, alternative color background, electronic note taking devices, magnifiers, Braillewriters, scanners, and optical character readers

Voice Recognition System—an alternative to a mouse or keyboard, translates utterances spoken into the microphone to computer commands or sequences used to operate the computer

Word Prediction—a software program that can be used by students with learning, cognitive, or physical disabilities that allows the user to type in part of a word and the program will predict what word the user is trying to type

Appendix C

Florida Resources

Florida Diagnostic and Learning Resources System (FDLRS)—FDLRS provides diagnostic and instructional support services to district ESE programs, teachers, and families of students with exceptionalities statewide. FDLRS consists of four specialized FDLRS centers: Assistive Technology Educational Network (ATEN), Florida Instructional Materials Center for the Visually Impaired (VIMC/VI), Resource Materials Center for the Hearing Impaired (RMC-HI), and Instructional Technology Training Resource Unit (FDLRS/TECH).

Assistive Technology Educational Network (ATEN)—ATEN promotes, supports, and coordinates statewide delivery of assistive technology services to Florida's students with disabilities. ATEN provides opportunities for awareness, review, demonstration, and training for students, families, teachers, and other professionals to integrate technology into the curriculum. ATEN maintains demonstration centers and an assistive technology loan library which is available through request of the district LATS.
1207 Mellonville Ave.
Sanford, FL 32771
(407) 688-2201 or (800) 328-3678
FAX: (407) 688-4593
Web Site: http://www.aten.scps.k12.fl.us

Florida Instructional Materials Center for the Visually Impaired (FIMC/VI)—FIMC/VI maintains a statewide collection of specialized instructional materials including large print, Braille, and recorded materials for students with visual impairments.
4210 West Bay Villa Avenue
Tampa, FL 33611-1206
(813) 837-7826 or (800) 228-9193 (Florida)
FAX: (813) 837-7979
Web Site: http://www.fimcvi.org

Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTC)—RMTC maintains the statewide coordinating unit for specialized instructional materials, including technology, for students with hearing impairments.
207 N. San Marco Avenue
St. Augustine, FL 32084
(904) 827-2666 / Sun 855-2666 / (800) 356-6731
FAX: (904) 827-2338
Web Site: http://www.fsdb.k12.fl.us/rmc/

Instructional Technology Training Resource Unit (FDLRS/TECH)—FDLRS/TECH promotes and supports the use of instructional and assistive technology for students with exceptionalities to maximize the impact of effective delivery of technology services.
2700 Judge Fran Jamieson Way
Viera, FL 32940-6699
(321) 631-1911 ext. 542 / Sun 323-1542
FAX: (321) 633-3533
Web Site: http://fdlrs.brevard.k12.fl.us/fdlrstech/

Clearinghouse Information Center (CIC)—CIC, operated by the Florida Department of Education, maintains a resource center that provides parents, educators, and other Floridians access to a variety of books, tapes, multimedia kits, assessment tools, staff development materials, and materials available for short term loan. Also available are many publications and reports that are available at no charge.
Bureau of Instructional Support and Community Services
Florida Department of Education
325 W. Gaines St. Room 628
Tallahassee, FL 32399-0400
(850) 245-0477 / Sun 205-0477
FAX: (850) 245-0987
E-mail: cicbiscs@fldoe.org

Florida Alliance for Assistive Services and Technology (FAAST)—FAAST is the state Tech Act Project funded by the Assistive Technology Act of 1998. The purpose of the project is to assist Florida in maintaining permanent, comprehensive, consumer responsive, statewide programs of technology-related assistance. There are four regional demonstration centers throughout the state.

Central Florida Regional Center
Tampa General Rehabilitation Center
PO Box 1289, Room 214
Tampa, FL 33601-1289
(813) 844-7591
TDD: (813) 844-7767
FAX: (813) 844-4128
E-mail: faastcen@tgh.org

Northeast Florida Regional Center
Hope Haven Children's Clinic and Family Center
4600 Beach Boulevard
Jacksonville, FL 32207-4764
(904) 346-5100
TDD: (904) 346-5141
FAX: (904) 346-5111
E-mail: faastnefl@hope-haven.org

Northwest Regional Center/Administrative Office
325 John Knox Road, Building B
Tallahassee, FL 32303
(850) 487-3048
TDD: (850) 922-5951
FAX: (850) 487-2805
E-mail: faast@faast.org

South Florida Regional Center
Stein Gerontological Institute
5200 NE 2nd Avenue
Miami, Fl 33137-2706
(800) 322-7881 or (305) 762-1465
TDD: (305) 751-3189
FAX: (305) 762-1445
E-mail: Bkofsky@mjhha.org

The Center for Independence Technology and Education (CITE)—CITE is the state Alliance for Technology Access resource center that provides guided problem solving technical assistance for individuals with disabilities.
215 E. New Hampshire Street
Orlando, FL 32804
(407) 898-2483
FAX: (407) 895-5255
E-mail: Inasehi@cite-fl.com
cite @applelink.apple.com

Family Network on Disabilities (FND) of Florida, Inc.—FND is a statewide network of families and individuals who may be at-risk, have disabilities, or have special needs. Their mission is to ensure through collaboration that Floridians have full access to family-driven support, education, information, resources, and advocacy.
2735 Whitney Road
Clearwater, FL 33760-1610
(800) 825-5736
(727) 523-1130
Fax: (727) 523-8687
E-mail: fnd@fndfl.org
Web Site: http://fndfl.org/

Appendix D

National Resources

Alliance for Technology Access
2175 East Francisco Blvd., Suite L
San Rafael, CA 94901
(415) 455-4575
TTY: (415) 455-0491
FAX: (415) 455-0654
E-mail: ATAinfo@ATAccess.org
Web Site: http://www.ATAccess.org

American Foundation for the Blind
11 Penn Plaza, Suite 300
New York, NY 10001
(800) 232-5463 or (212) 502-7600
FAX: (212) 502-7777
E-mail: afbinfo@afb.net
Web Site: http://www.afb.org

Closing the Gap Resource Directory
Closing the Gap, Inc.
P. O. Box 68 / 526 Main St.
Henderson, MN 56044
(507) 248-3294
FAX: (507) 248-3810
E-mail: info@closingthegap.com
Web Site: http://www.closingthegap.com

The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC)
The Council for Exceptional Children
1110 N. Glebe Rd.
Arlington, VA 22201-5704
(800) 328-0272
E-mail: ericec@cec.sped.org
Web Site: http://ericec.org

National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, D.C. 20013-1492
(800) 695-0285
E-mail: nichcy@aed.org
Web Site: http://www.nichcy.org
FAX: (202) 884-8441

Rehabilitation Engineering and Assistive Technology Society of North America (RESNA)
1700 N. Moore Street, Suite 1540
Arlington, VA 22209
(703)524-6686
E-mail: info@resna.org
Web Site: http://www.resna.org

Self-Help for Hard of Hearing People
7910 Woodmont Avenue, Suite 1200
Bethesda, MD 20814
(301) 657-2248
FAX: (301) 913-9413
TTY: (301) 657-2249
E-mail: national@shhh.org
Web Site: http://www.shhh.org

Trace Research and Development Center
University of Wisconsin–Madison
2107 Engineering Centers Building
1550 Engineering Drive
Madison, WI 53706
(608) 262-6966
TTY: (608) 263-5408
FAX: (608) 262-8848
E-mail: info@trace.wisc.edu
Web Site: http://trace.wisc.edu/

U.S. Department of Education
Office of Special Education Programs
Office of Special Education and Rehabilitative Services
400 Maryland Avenue, S.W.
Washington, DC 20202-2641
Web Site: http://www.ed.gov/offices/OSERS/OSEP/

Appendix E

Web Resources

A. Legal Issues

A Guide to Disability Rights Laws
http://ericec.org/lawguide.html

IDEA ‘97
http://www.ed.gov/offices/OSERS/IDEA/

IDEA Practices—technical assistance site to support the efforts of administrators and service providers in implementing IDEA
http://www.ideapractices.org/

Neighborhood Legal Services
http://www.nls.org

The Policymaker Partnership for Implementing IDEA
http://www.ideapolicy.org/

Section 504
http://www.dol.gov/oasam/regs/statutes/sec504.htm

ADA
http://www.usdoj.gov/crt/ada/adahom1.htm

Wrightslaw
http://www.wrightslaw.com/

B. Assistive Technology

ABLEDATA—Database of over 20,000 assistive technology devices
http://www.abledata.com/

Family Village—Assistive Technology for Students with Disabilities
http://www.familyvillage.wisc.edu/education/at.html

QIAT—Quality Indicators for Assistive Technology
http://www.qiat.org/

Alliance for Technology Access
http://www.ataccess.org/

Assistive Technology for Students with Disabilities. (2001) ESE 10415 Clearinghouse Information Center.
http://www.firn.edu/doe/commhome/clerhome.htm

NARIC—National Rehabilitation Information Center
http://www.naric.com/search/t15.html

Center for Accessible Technology
http://www.cforat.org

Assistive Technology in the Individual Education Plan Outline
http://www.nls.org/atiep.htm

LD In Depth—technology related articles for learning disabilities online
http://www.ldonline.org/ld_indepth/technology/technology.html

Technology Integration
http://www.Lburkhart.com

ERIC Clearinghouse on Information and Technology
http://ericir.syr.edu/ithome/

EASI—resource to education community for access to information technology
http://www.rit.edu/~easi/

Texas School for the Blind and Visually Impaired
http://www.tsbvi.edu/

Appendix F

References

IDEA Practices
http://www.ideapractices.org/law/regulations/searchregs/300subpartc/csec300.308.php

Integrating Assistive Technology into the Standard Curriculum
ERIC/OSEP Digest E568
http://www.ed.gov/databases/ERIC_Digests/ed426517.html

National Information Center for Children and Youth with Disabilities
http://www.nichcy.org

Guidelines for Assistive Technology
http://www.birth23.org/Publications/assistivetech.pdf

Guidelines for Accessing Alternative Format Educational Materials
http://www.loc.gov/nls/guidelines.htm

Provisions of Special Interest to Teachers
http://www.ed.gov/offices/OSERS/IDEA/Brief-13.html

Chambers, A.C. (1997) *Has Technology Been Considered? A Guide for IEP Teams.* CASE/TAM Assistive Technology Policy & Practice Series. Albuquerque, NM: CASE

U.S. Department of Education, 34 C.F.R. Parts 300 and 303 (1999).

Golden, D. (1998) *Assistive Technology in Special Education: Policy and Practice.* CASE/TAM Assistive Technology Policy & Practice Series. Albuquerque, NM: CASE

Hager, R.M. (1999) *Funding of Assistive Technology—The Public School's Special Education System as a Funding Source: The Cutting Edge.* Assistive Technology Funding & Systems Change Project. Buffalo, NY.

Reed, P. (ed.) (2000) *Assessing Students' Need for Assistive Technology (3rd Ed.)* Oshkosh, WI: Wisconsin Assistive Technology Institute.