



# Assistive technology assessment

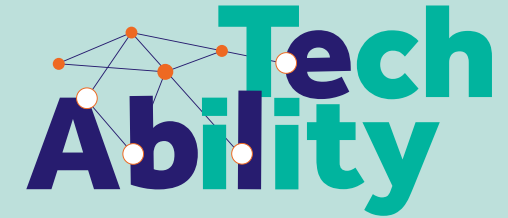
**Fil McIntyre & Neil Beck**

Assistive Technologists

Natspec TechAbility



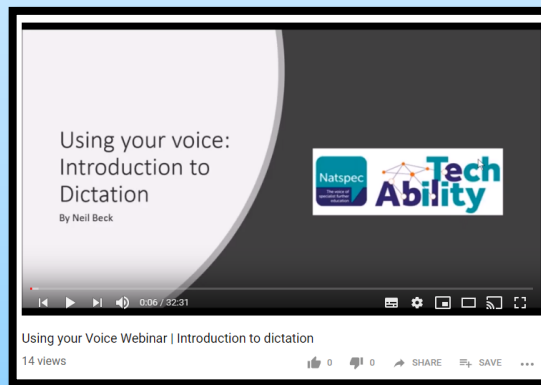
# Who we are...



Natspec launched the TechAbility service in March 2017 as a specialist Assistive Technology service, to improve outcomes for people with special educational needs (SEN) and disabilities in mainstream and specialist colleges and other provision.

## Webinars

Responsive to need



## Consultation

With 40+ specialist colleges/centres



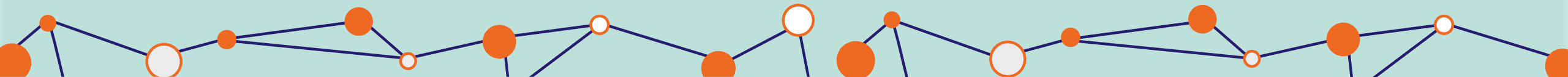
## Events

Conferences, APPGAT, Workshops



# The Value of Assistive Technology (AT) Assessments

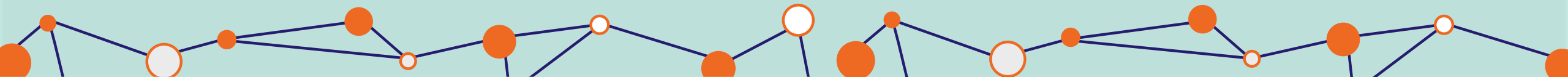
- Helps with target setting
- Enhances trans-disciplinary working
- Meets changes in inspection requirements
- Ensures value of existing tech
- Better access to curriculum
- Learners can prove abilities



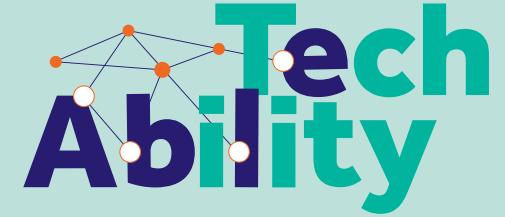
# What about you?



- Job role
- Rate your experience of AT Assessment
- Rate your knowledge of Assistive Technology







# Good Practice for AT Assessments



**“Assessment is today’s means of modifying tomorrow’s instruction.”**

**Carol Ann Tomlinson**

	Student
	Environment
	Task
	Tools

Source: <http://www.joyzabala.com/>

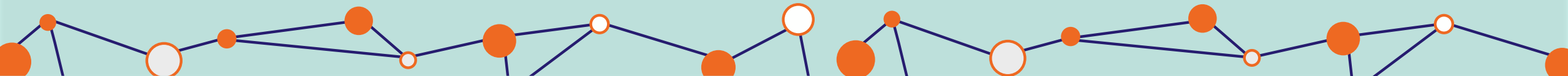
# 1. Student



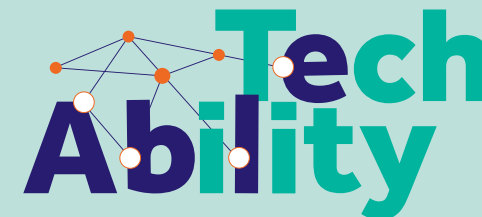
## What makes your learners unique?

We all use technology in different ways, our learners are no different.

**Activity:** In your groups think of learners you work with who have specific needs around technology use. Why do they need that?



## 2. Environment



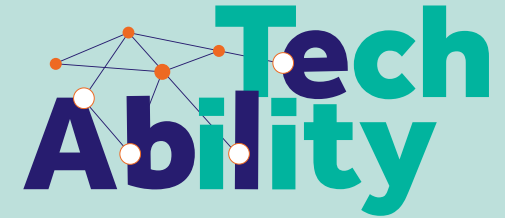
### Where will your learners need this access?

What considerations do you need to have for different locations?

Technology	At College	At Home	In the community
Text to speech			
Dictation			
Memory aids			
Large screen			



# 3. Task

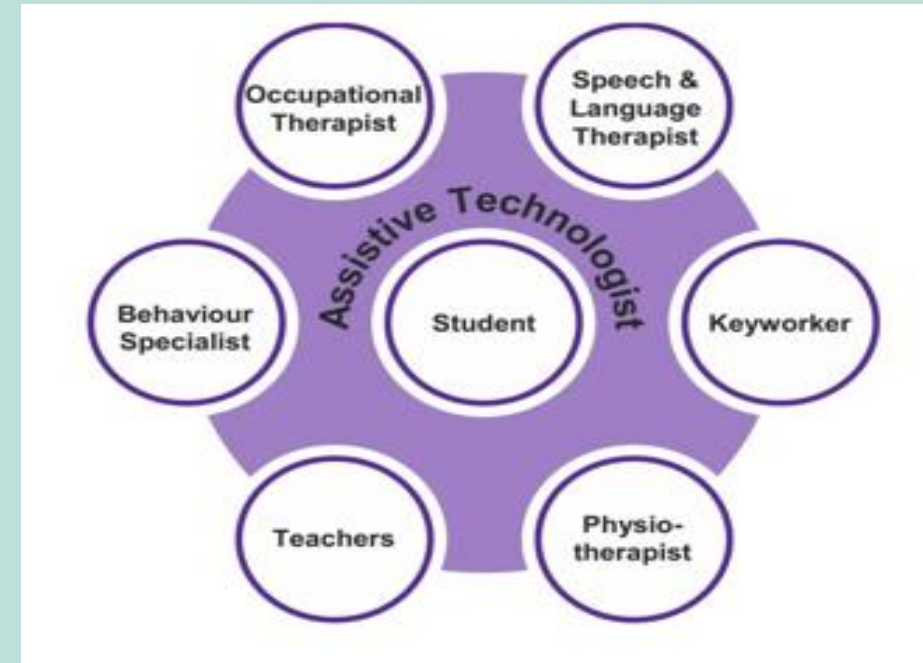


## What are your learners trying to achieve?

Providing a purpose is essential.

### Discussion:

- 1. How do you set targets with your learners?
- 2. How do you connect AT with education?





# 4. Tools



## What solutions fit the requirements?

Technology that is the right fit.

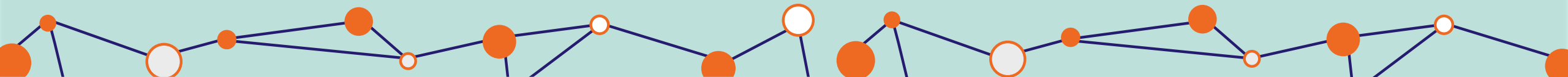
**Activity:** Each table has a different piece of technology.

### Questions:

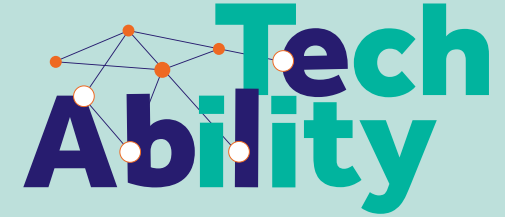
Who would use this?

Why would they use it?

What would the challenges be?



# Evidence



## “How do you know it? How can you show it?” Reed, Bowser and Korsten (2004)

- How to evaluate the effectiveness of Assistive Technologies
- What questions can be answered with data?
- Framing the question
- Collecting data
- Analyzing data



How Do You Know It?  
How Can You Show It?

Penny Reed  
Wisconsin Assistive Technology Initiative  
Gayl Bowser  
Oregon Technology Access Program  
Jane Korsten  
Responsive Centers for Psychology and Learning

# Evidence

## “How do you know it? How can you show it?”

Reed, Bowser and Korsten (2004)



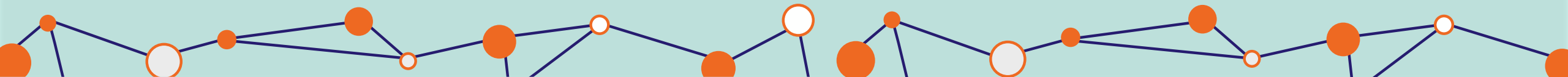
### Well Framed Questions

Here are assistive technology questions that are more useful to a team. All of these questions can be answered. They lend themselves to the collection of specific data that can lead to an answer.

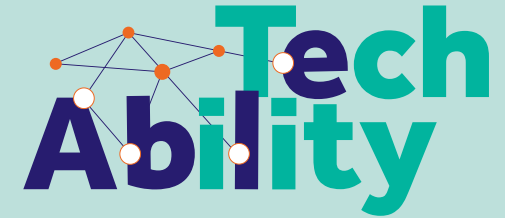
- *The occupational therapist believes Kelly is activating a switch on purpose, but the classroom teacher and assistant believe it is random. How can the team tell if Kelly's actions are purposeful or random?*
- *The speech language pathologist strongly recommends a voice output device for Jason, but his parents are not sure it is needed because they understand him at home and prefer that Jason communicate with speech. How does the team decide whether or not to use a voice output device in some environments?*





- *Kristin, who has significant motor differences, uses the computer for all written work. She is having difficulty using the standard mouse. The teachers and therapists want to know if there is an alternative that will work better for her. How can the team figure out if there is a mouse alternative that will be easier for her to use?*
- *Andrew uses talking word processing during school and his parents want it used during the state assessment. How can the team decide if he should use talking word processing during the state assessment?*
- *Samantha has made very little progress in using her voice output communication device. How does the team determine what is holding her back?*

<https://bit.ly/2EvJx2D>



# Learner Profiles



I require		
	AND	
Manfrotto arm with Jelly Bean switch attached Collect from AT office		Joycable Collect from AT office
	OR	
Switch Driver Software On all PCs (needs to be opened)		The Grid 3 Software On all PCs

## Switch Setup



Clamp Manfrotto Arm to **Right Hand Side** of M's chair – see photo.



1. Position Manfrotto arm across M's body he can reach the switch with his **Left** hand. See photos.
2. The switch should be close to his fingers so it is very easy to reach, but not touching (or he may hit it accidentally).
3. If M has to reach too far for the switch he will turn his head to the left. If he does this then move the switch closer to his hand.

## Which Profile do you prefer and why?

Personal Care and Health Plan    Risk Assessment    M

IT Access    Swimming and Fitness Support    Commu

Last updated: 19/10/2018 by [REDACTED]

**Statements**

→ IT Access Information

→ Initial Assessment:  
[REDACTED] is right handed, prefers to use a touchscreen to navigate and an on-screen keyboard to type. For this reason it is good to have the screen set to a good height (through use of a height adjustable table) and close enough for him to reach comfortably. NB

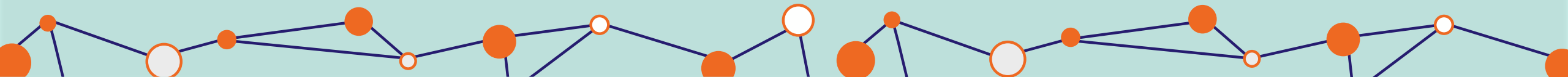
# Ofsted: What impact will the new inspection framework have on AT?



## Inspecting the quality of education

**87.** Inspection of this key judgement is based on the impact that education has on learners' outcomes and personal development. Inspectors will gather evidence from a variety of learning activities, including:

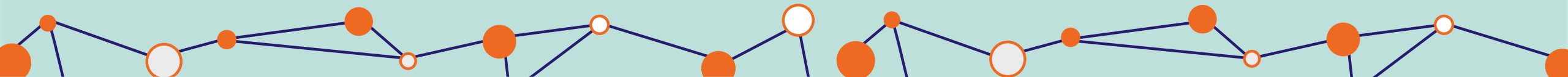
- direct observation
- evaluation of learning materials and their use by learners
- **evaluation of the use of technology to deliver content and assess learning**
- examination of what learners know, understand, can do & make as a result of their learning.

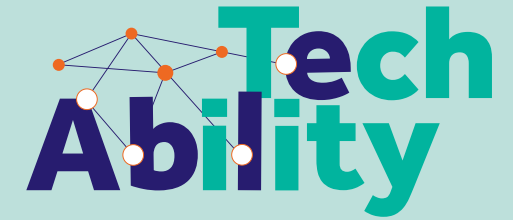


# What next?



- Resource to take back: changes for your organisation
- Make use of the resources, request more
- TechAbility Standards: Feedback needed! <https://goo.gl/ZF136r>
- TechAbility Conference: 21 November, Birmingham
- Contact us for further support: Training, Assessments or Consultation





## Contact:



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