

- ❖ **What you know** about your role as it relates to assessing the need of students with disabilities. (Day 1)
- ❖ **What you want to know** about best practices as it relates to providing services for students with disabilities. (Day 2)
- ❖ **What you learned** about your role and best practices as it relates to serving students with disabilities. (Day 3)

In the table below, indicate what practices you currently employ to address the needs and requirements of students with disabilities needing or using technology. This includes workshops you provide, assistive technology assessment, instructional technology training, supported technologies for SWD in regular education classrooms, and other categories of technical assistance and support.

Environment	Technology needs being addressed	AT, IT, UDL	Description of current practices
Elementary ID classroom - Workshop	Communication device	AT	Observe student with teacher. Provided equipment for equipment trial. Provide rubric for collecting data. Help timeline and action plan.
	Writing	IT UDL	Teachers and SLPs attended IntelliTools workshop. Provide follow up activity.
Middle School SVE	Writing	AT IT	Describe features of portable word processors to teacher. Use Written Productivity Profile to assess issues related to motor or written production. Provide portable word processors for equipment trials.
Physically impaired (or VI) High School student	Reading	AT IT UDL	Help determine what text-to-speech options/software is available at school. Explain to teachers features of AIM; how to determine if student needs it and how it should be addressed in IEP.

Day 2 – Panel Discussions Worksheet – Collaboration what works for you?

Goal: Discuss how we collaborate and network to support the implementation of AT Assessment Competencies.

Questions	Competency	Comments	Barriers
How do LATS/TECHS/R-LATS work together to assess a student's technology needs?			
What role does each member play with regard to AT assessments?	9		
Does your district have AT Assessment procedures?	1		
How so you share resources with regard to IDEA and the TAPs?	2		
Who attends IEP meetings?	7		
How are results interpreted to the team?	7		
What is your role in the follow up process?	9		
How do you encourage classroom teachers to work with technology loaned to them or being trialed?	9		

Questions	Competency	Comments	Barriers
How do the AT Assessment Competencies – especially competencies 1, 2, 7, & 9 - relate to your role?			
What have been some of the benefits of your collaboration?	9		
Will these competencies be beneficial when explaining accessible instructional materials (AIM) to school based teams?	9		

