Common AT Questions – and Answers
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ROADMAP, Part I
- Assistive Technology for Kansans (ATK)
- Mission
- Program Design
- Services
- Components benefitting young children

ROADMAP, Part II
- Assistive Technology Technical Brief
  - Purpose
  - AT Brief Topics
  - Legal Definitions
  - Rights and Responsibilities
  - Documenting AT on the IFSP
  - What do AT services look like
  - How to fund AT
  - Resources
  - Final design
ATK: MISSION

- Increase awareness and knowledge of AT devices and services for people of all ages and disabilities
- Help people of all ages and disabilities acquire the devices they need for education, employment, living in their home, and participating in the community

ATK: PROGRAM DESIGN

- University of Kansas Life Span Institute provides management
- Agencies and organizations across the state provide information and direct services in their regions
- Focus – local people who know local resources
- Prioritize – same services are offered in each region; it doesn’t matter where you live
- Statewide Council of a simple majority of people with disabilities, family members, and state agency representatives review program activities and data and provide direction
ATK SERVICES
- Increase awareness and access through:
  - Device Demonstration – hands on review of the critical features of a device to determine if it might be the right solution for an individual
  - Device Loan – short term borrowing of devices (4 weeks but can be up to 6 months for infants and toddlers if the item is not in high demand)

DEVICE LOAN
- ATK Device Loan System has an inventory of devices appropriate for infants, toddlers, and young children with disabilities
  - Convaid Carrot – reclining car seat
  - Zipzac I (possibly II also)

ATK SERVICES
- Acquisition of needed devices and services through:
  - Refurbishing donated, lightly used durable medical equipment to give to Kansans with disabilities and health conditions
  - Reviewing possible funding options (public and private), determining eligibility, and assembling needed funding justifications
KEE: DEVICE REUSE
- KEE is funded by KS Medicaid to provide refurbished lightly used DME
- ATK accepts other lightly used devices for reuse although lacks refurbishing funds

OTHER AT SERVICES
Call 800 – KAN DO IT (800-526-3648) to
- request a device demonstration,
- borrow a device,
- get a refurbished device,
- get help funding a device,
- request product information,
- learn how to use a device, or
- request help in conducting an AT assessment

HOW CAN YOU HELP?
- Connect: Help connect families and providers with ATK for demonstrations and to borrow great equipment
- Locate: Help identify equipment that is no longer in use so it can be refurbished and passed on to other families
- Solve: Know of a cool solution to a problem? Tell us about it!
- Puzzler: Ask ATK your questions about AT, I/T
AT BRIEF – a new project

- ATK contracts with KS Infant Toddler Services for the priorities of:
  - Maintaining an inventory of devices appropriate for children ages birth to 3
  - Providing training on specific AT topics
  - Other projects as requested – AT Brief to meet the needs of local infant toddler providers

AT BRIEF - PURPOSE

- To help local service providers learn more about the use of assistive technology with infants and toddlers with special needs and to provide an overview of best practices for including assistive technology on a child’s Individualized Family Service Plan (IFSP), resources for using AT in natural environments, tips on funding AT, and how to address AT during transition.

What is AT?

- Any item that helps a child actively participate in an activity or supports their ability to learn in their daily routines across natural environments.
- IDEA 2004:
  - "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 functional capabilities of a child with a disability. Exception. - The term does not include a medical device that is surgically implanted, or the replacement of such device." (§ 602(1))
  - "any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device." (§ 602(2))
EXAMPLES OF AT

- The appropriate AT solution is often the simplest one.
- Rearrange the environment – move an activity to a table so the child can be seated and have better use of his hands.
- Material selection – use building blocks on a play mat with better color contrast so the child can see the individual blocks.
- Is more support still needed? Try to find the one that lets the child participate independently. Peer and adult help is the next option.

TYPES OF AT DEVICES

- SELF HELP: weighted or curved spoons, dressing tools
- HEARING: items that amplify sound, hearing aids, ear protection
- MOTOR: built up grips on colors, dycem, switches, tray/tilt boards
- LEARNING: built in switch toys, e-books & apps, raised pages in a book

- MOBILITY: adapted strollers, walkers, ride-on toys, wheelchairs
- POSITIONING: corner chairs, positioning harness, pillows
- VISION: Magnifiers, color contrast/ textured items
TYPES OF AT DEVICES
- **COMPUTER ACCESS:** digital tablets, switches, adapted keyboards
- **ENVIRONMENTAL ACCESS:** ramps, remote controls, van lifts
- **COMMUNICATION:** picture boards, single message devices, electronic communication devices

LEGAL RIGHTS & RESPONSIBILITIES
- **AT** must be provided in natural environments to meet a child’s needs (34CFR § 303.13(a)(8)).
- **AT** needs must be addressed during transition planning conference (34CFR § 303.209(c)) and be included on the IEP.
- **AT** services (assessment, recommendations, teaching use and maintenance) should be conducted by qualified professionals with active involvement by the family.
- Family members have unique information about the child’s strengths and abilities, interests, daily routines, environments, and family priorities.
- **AT** needs to meet the needs of child and family.

HOW TO DETERMINE IF AT IS NEEDED
- A comprehensive assessment is typically an ongoing process that involves input from key people including the family, caregivers.
- Request support from ATK on possible solutions
- Examine daily routine – think least intrusive (environment, how child does it himself, how child partially participates – assist by peer, sibling, then adult)
- Trial use of devices and evaluate its effectiveness
- ATK Device Loan System
- Local or national vendors
DOCUMENTING AT ON THE IFSP
- AT can be on a separate sheet of an IFSP or it can be embedded in existing components of the IFSP
- Present level of development: child currently uses picture symbols to communicate words and phrases
- Family priorities/concerns: parents want child to sit at dinner table with family (different chair? adapted seating system?)
- Measurable outcomes: Child will read books before bed with his sister and participate by turning pages of cardboard books with page fluffers.

WHAT DOES AT LOOK LIKE ON THE IFSP
- Outcome examples across areas of development and learning will be provided
- Implementation – quality standards
  - Frequency & length appear adequate for child and family’s needs
  - Outcomes need to be functional, specific, in family friendly language and reflecting their priorities

WHAT DO AT SERVICES LOOK LIKE
- AT is not the goal – how do we know it works?
- Is it being used?
- Is it still needed?
- Is it helping child learn, be more independent?
- What are the family’s concerns, comments?
HOW TO FUND AT
- Acquisition of needed AT devices and services is the priority
- Options vary depending on the device or service needed
  - Medicaid – EPSDT
  - Private insurance
  - Private funds/charitable supports
  - Part C funds
  - Part B funds (during transition)
  - Financial loan programs

RESOURCES
- Samples of AT assessments, outcomes, implementation planning (linear grid vs. web), other sections of the IFSP
- Annotated list of websites, print materials
- Regional AT resources for parents, providers including support groups, vendors, entities providing AT services
- Other?

VIDEO & AUDIO SUPPORTS
- Collecting small clips from local providers, parents and AT professionals that illustrate points throughout the brief
- If you know a story that should be shared, please let us know.
HOW CAN YOU HELP?
- What are the most important sections to address?
- What’s your biggest concern?
- What do you want to know that’s missing?

FINAL PRODUCT
- Released May – June 2015
- Announced in KITS newsletter
- Posted to ATK and KDHE website after final review

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