



## Section 7

### Assistive Technology

- Implementation Plan
- Referrals

## 7.1 Implementation Plan

*Assistive technology for learning (ATL) is defined as the devices, media and services used by students with physical, sensory, cognitive, speech, learning or behavioural disabilities to actively engage in learning and to achieve their individual learning goals. ATL is a subset of a broad range of technologies that enhance students' learning. ATL assists students in performing functions that would otherwise be difficult or impossible to accomplish independently. ATL is directly related to the delivery of learning outcomes in the respective programs of study.*

*Like other technologies, ATL ranges from simple tools to complex systems. It could be as simple as providing a pencil grip for writing or as complex as a computer with screen reading software for reading and learning.*

*Assistive technology for learning is different from educational or instructional technology. Assistive technology for learning can be distinguished from other types of technology used with students in the classroom. Educational technology is generally used by all students. ATL is more specialized and often more complex technology that allows access to learning for students who have barriers due to their disabilities. However, there is some overlap. ATL can have benefits as an instructional tool for all students. For example, text-to-speech software can benefit all students who are learning to write and keyboard. Likewise, students with special education needs may benefit from educational technology such as reading instruction software programs, but they may also need assistive technology for learning, such as a specialized mouse or keyboard, to access these programs. Without this assistive technology, they would be unable to participate independently in this educational activity.*

-Alberta Education, 2006

*"For people without disabilities, technology makes things easier.  
For people with disabilities, technology makes things possible ..."*

– National Council on Disability

### Principles

- Learner-centered
- Accessible
- Responsive
- Equitable
- Collaborative
- Accountable

### Goals

The Lloydminster Public School Division will:

1. Develop **awareness** of ATL within the organization;
2. Develop a **decision making** process and model for requesting and allocating ATL;
3. Develop **collaboration and partnerships** to implement ATL;
4. Develop **access** to resources;
5. Develop **accountability** measures;
6. Develop **internal capacity** of staff to integrate assistive technology into educational programming.

### Procedures:

#### Awareness

- Senior and School based administration
  - Special Education updates to administrators - ongoing
  - Administration Council presentations
- Technology Coaches
  - Invitation to be part of ATL in-servicing
- Teachers
  - In-servicing through Division level initiatives and Technology Coaches

- Parents
  - Recognize the importance of parental input into the decision making process

### Access

- Develop an Assistive Technology for Learning Toolkit: An ATL toolkit will consist of a variety of devices that assist teams when considering ATL options for students. The toolkit will allow school staff to trial a number of different devices with a student to determine which device best matches the student's need. The toolkit will consist of some devices that are accessible to all students in the division and some that are required only by students with identifiable disabilities (i.e. visual impairments)
- Funds allocated in Tech Plan for purchase
- Tool Kit accessed through Central Library

### Accountability

- Recognize that request, approval and allocation of ATL requires ongoing monitoring and reassessing to ensure the ATL is promoting student progress
- Setting SMART goals for ATL
- Infusing ATL into IEP process

### Collaboration and Partnerships

- Edmonton Regional Educational Consulting
- Glenrose – I CAN Center
- SK Learning – Regional Coordinator of Special Education
- AB Education – Special Education Unit
- Regional Consortia
- Business: Aroga, Secrest Resources, Insight Media, TextHelp, etc.

### Decision Making

- ATL team within the division responsible for allocation of resources
- Remain current on ATL devices through conferences and PD

### Internal Capacity

- Recognize that student, staff and parent training are an integral part of ATL.
- Provide money for Professional Development
- Build internal capacity in division on delivering PD
- Staff participation in Special Ed conferences focusing on ATL

## 7.2 Referrals

The Assistive Technology for Learning referral forms are based on the SETT framework (Joy Zabala ©).

- Part I identifies the student, environment and tasks
- Part II identifies the possible tools
- Part III identifies availability and training needs
- Single Student One Time Request is to be used for medically related items that will be used by one student
- Multiple Student One Time Request is used to request an item that will be used by a number of students within the school

### Procedure

- School Base Team meets and completes the ATL referral form(s)
- Submit the form(s) to the Supervisor of Special Education

