ATIM — ASSISTIVE TECHNOLOGY INTERNET MODULES

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...87 Counties in Ohio, all 50 States & 50 Countries
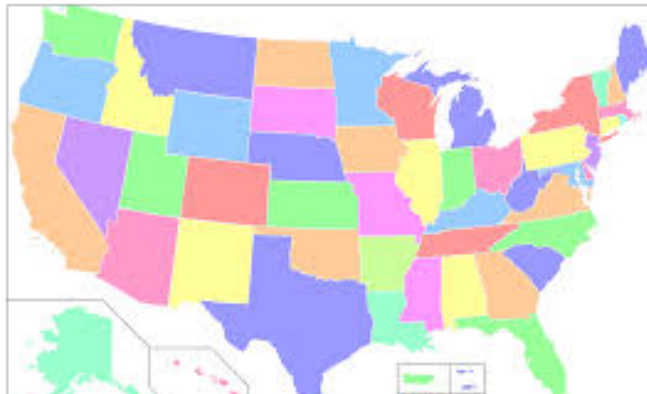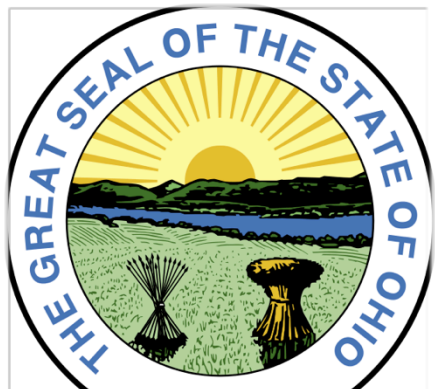
The best online assistive technology and autism professional development in the world!
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TIM Partners & Users

TEXAS ASSISTIVE TECHNOLOGY NETWORK
TATN
Consider the Possibilities

Ohio | Department of Education

WATI

7,144

users and counting!

TIM User Stats

Date	Users
n-11	92
Apr-11	923
Jul-11	1083
Oct-11	1354
Jan-12	1559
Apr-12	1813
Jul-12	2080
Oct-12	2464
Jan-13	2711
Apr-13	3001
Jul-13	3400
Oct-13	3973
Jan-14	4328
Apr-14	4678
Jul-14	5017
Oct-14	5631
Jan-15	6030
Apr-1	6485

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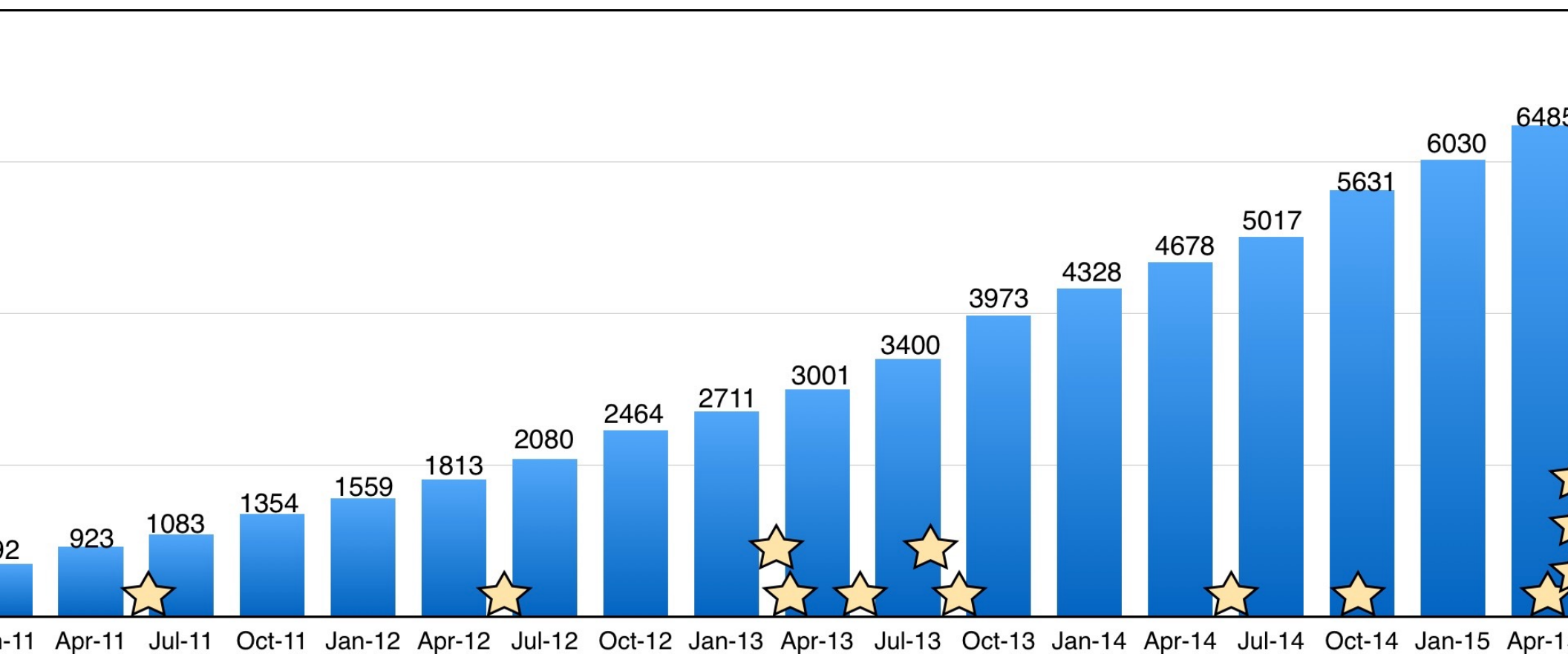
New Module

A Family-Centered Approach to Assistive Technology in Early Childhood

ATIM

ASSISTIVE TECHNOLOGY
INTERNET MODULES

Explore Modules Covering a Variety of Topics

ATIM is designed to provide high-quality information and professional development on assistive technology (AT) for educators, professionals, families, persons with disabilities, and others. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. ATIM modules are available at no cost. Fee based certificate and credit options are coming soon.

www.atinternetmodules.org

ASSISTIVE TECHNOLOGY
INTERNET MODULES

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information

e List

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Create an Account

Please note: Both Autism Internet Modules (AIM) and Assistive Technology Internet Modules (ATIM) access the same user account database - so **if you already have an AIM or ATIM account, you do not need to create a new account - you can simply log in using your email address and password.**

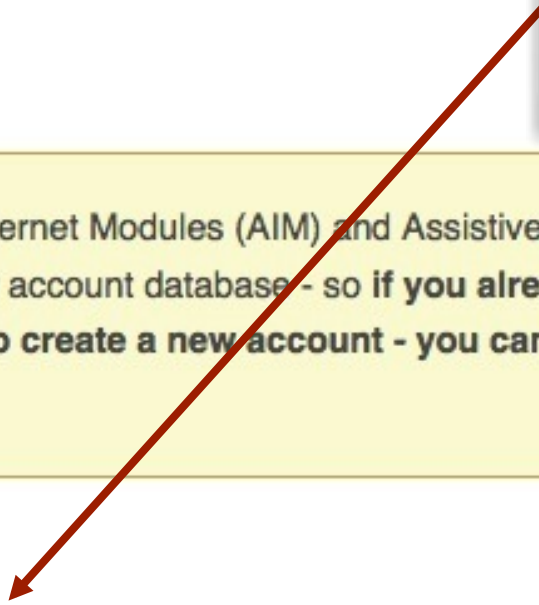* Required Fields

Your First Name *

Your Last Name *

Your Email *

Confirm Your Email *   heather_bridgman@ocali.org

Enter Password *   ••••••

Confirm Password *

Your State *

Select One   ▲▼

available to c
you to assist
while you
accessing
module

ASSISTIVE TECHNOLOGY
INTERNET MODULES

ASSISTIVE TECHNOLOGY INTERNET MODULES > HELP

Help

General

What are the Assistive Technology Internet Modules (ATIM)?

ATIM is designed to provide high-quality information and professional development on assistive technology (AT) for educators professionals, families, persons with disabilities, and others. ATIM modules are available at no cost. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. If you would like to receive credit for your time on ATIM, certificate and credit options are available for a fee.

Registration and Account

In order to login and view any of the modules, you must first establish an account. To establish an account, first complete the registration form. Once this form is submitted, you will be logged in.

If you have lost or forgotten your password, you may reset it to an automatically generated, random password by submitting the password reset form. Once this form is submitted, you will receive an email containing your new password.

Please note that you can update your user email and password on the "Account" page once you login. You can access the "Account" page by clicking on the "Account" link in the upper left navigation bar.

AT Problem Solving Across the Lifespan

AT for Early Childhood

AT for Adult Life

Using the WATI Assessment Process

Browse Alphabetically

- A Family-Centered Approach to Assistive Technology in Early Childhood
- An Overview of Using the WATI AT Assessment Process
- AT Assessment Process in the School Environment
- AT Assessment Tools
- AT Consideration in the IEP Process
- AT for Administrators
- AT Implementation
- AT Supports and Services in the IEP
- AT Transitions
- Automatic Speech Recognition (ASR) / Speech-to-Text
- Communication - WATI - Part I
- Computer Access - WATI - Part I
- Computer Access - WATI - Part II
- Funding Assistive Technology
- Mobile Device Access - WATI - Part I
- Mobile Device Access - WATI - Part II
- Navigating Accessible Instructional Materials
- Overview of Assistive Technology (AT)
- Reading Access - WATI - Part I
- Reading Access - WATI - Part II
- Seating and Positioning - WATI - Part I
- Seating and Positioning - WATI - Part II

Upcoming Modules (27)

- Communication - WATI - Part II

ASSISTIVE TECHNOLOGY
INTERNET MODULES

Module Navi

ASSISTIVE TECHNOLOGY INTERNET MODULES > DASHBOARD

Dashboard

Module Navigator	Professional Development Certficates	Continuing Education Credits	College and University Course Credit

Module Navigator

🖨 Print Assessment Results

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AT for School Age	**AT for School Age**
AT Problem Solving Across the Lifespan	AT Assessment Process in the School Environment ⊙
	AT Consideration in the IEP Process ⊙
AT for Early Childhood	AT Implementation ⊙
AT for Adult Life	AT Supports and Services in the IEP ⊙
Planning, Designing and Integrating	

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Module
Description

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AT for School Age	**AT for School Age**

AT Problem Solving Across the Lifespan
AT for Early Childhood
AT for Adult Life
Planning, Designing and Integrating
Browse Alphabetically

AT Assessment Process in the School Environment ⊙

After the individualized education program (IEP) team has completed the
process of assistive technology (AT) consideration and determined that AT may
be a good option for a student, the team then faces the task of assessing the
student's needs and abilities to find the most effective AT solution. This module
introduces the process of AT assessment including the composition of different
types of AT teams, guiding documents and frameworks, feature-matching,
equipment trials and recommendations, implementation and transition planning.

Approximate time to complete module: 1 1/2 hours

Author(s): Angela M. Harris, M.S.

Contributor(s): Heather J. Bridgman M.S., ATP, Jan Rogers, MS, OTR/L, ATP

Enter Module

INTERNET MODULES

Advanced
Organize

DASHBOARD > AT ASSESSMENT PROCESS IN THE SCHOOL ENVIRONMENT

Introduction

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...ly Asked Questions

Joy Zabala
Director of Technical Assistance
CAST and The National Center
on Accessible Instructional Materials

00:04 01:12

Video: AT Assessment Process Intro

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INTERNET MODULES

Introduction

Joy Zabala
Director of Technical Assistance
CAST and The National Center
on Accessible Instructional Materials

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Video: AT Assessment Process Intro   ⑦ 🗋

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DASHBOARD > AT ASSESSMENT PROCESS IN THE SCHOOL ENVIRONMENT

Pre-Assessment

Which of the following should be evaluated during AT assessment?

Select your answer   ▾

AT assessment is only necessary for students who receive speech-language, occupational therapy, or physical therapy services.

Select your answer   ▾

To begin the AT selection process, start by looking at the features of available AT and select the tool that is the best fit for the student.

Select your answer   ▾

The only person qualified to make decisions about AT is an AT specialist.

Select your answer   ▾

Select all possible members of an AT assessment team.

Select your answer   ▾

Identify the element among the following that is necessary for a successful AT implementation plan.

Select your answer   ▾

Which of the following is not a benefit of progress monitoring?

Select your answer   ▾

Submit Pre-Assessment

specialist.

Your Answer: False

Correct Answer: False

✓ Select all possible members of an AT assessment team.

Your Answer: All of the above

Correct Answer: All of the above

✓ Identify the element among the following that is necessary for a successful AT implementation plan.

Your Answer: Those who work with the student where the AT is used are able to support it's use.

Correct Answer: Those who work with the student where the AT is used are able to support it's use.

✓ Which of the following is not a benefit of progress monitoring?

Your Answer: Progress monitoring can stop once student performance has improved.

Correct Answer: Progress monitoring can stop once student performance has improved.

Print Assessment Results (PDF)

Continue to module

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ASSISTIVE TECHNOLOGY
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Dashboard

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Module Navigator

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AT for School Age	**AT for School Age**
AT Problem Solving the Lifespan	AT Assessment Process in the School Environment ⊙
Early Childhood	AT Consideration in the IEP Process ⊙
	AT Implementation ⊙
Adult Life	AT Supports and Services in the IEP ⊙
Planning, Designing and Integrating	
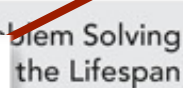
essment Results

ASSISTIVE TECHNOLOGY
INTERNET MODULES

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Help

ASSISTIVE TECHNOLOGY INTERNET MODULES > PRINT ASSESSMENT RESULTS

Print Assessment Results

AT Assessment Process in the School Environment

- [PDF] **Post-Assessment** (April 29, 2015 - 12:44 pm)

Computer Access - WATI - Part II

- [PDF] **Post-Assessment** (September 3, 2015 - 8:50 am)

Zoom Fea

ASSISTIVE TECHNOLOGY
INTERNET MODULES

DASHBOARD > AT ASSESSMENT PROCESS IN THE SCHOOL ENVIRONMENT

TechMatrix

TechMatrix is a website that allows users to identify potential AT solutions by creating a customized search based on the selected features. This website is specifically developed for finding technology options for students with special needs. Once users have clicked on the SEARCH tab, they are able to refine the number of resources by selecting specific information in the following categories:

ZOOM ⊕

Rich

ontent

- Content Area (AT, math, reading, science, writing)
- Grade Level (birth to preschool, early elementary, intermediate elementary, middle school, secondary)
- Role (administrator, parent, professional development coordinator, teacher, technology coordinator)
- Learning Support (alternate-access devices and systems, electronic references and resources, multimedia products and projects, and multiple formats of text and notation)
- Accessibility Features (customizable interface, differentiation, text-to-speech, word prediction)
- National Education Standards (National Reading Panel, National Writing Next, NCTM Content Standards, NSTA Content Standards)
- Tech Specs (connection to computer, cost range, cursor control options, operating systems)

When searching, it is better to start with fewer selections. This increases the liklihood that several results will be found during the search. If the search criterion is too narrow, zero options may be identified during the search.

lembers

TECH⚡MATRIX

Assistive and educational technology tools and resources to support learning for students with disabilities and their classmates.
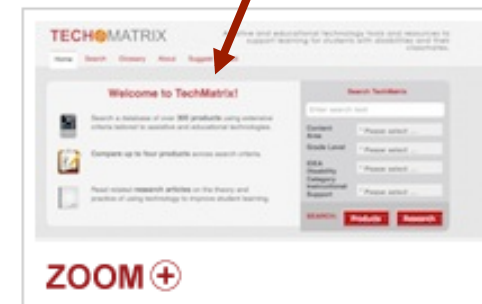
Home   Search   Glossary   About   Suggest Product

Welcome to TechMatrix!

Search a database of over **300 products** using extensive criteria tailored to assistive and educational technologies.

Compare up to four products across search criteria.

Read related **research articles** on the theory and practice of using technology to improve student learning.

Search TechMatrix

Enter search text

Content Area	▸ Please select …
Grade Level	▸ Please select …
IDEA Disability Category	▸ Please select …
Instructional Support	▸ Please select …

SEARCH: Products   Research

ssessment?

• Tech Specs (connection to computer, cost range, cursor control options, operating systems)

ASSISTIVE TECHNOLOGY
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Overvie

DASHBOARD > AT ASSESSMENT PROCESS IN THE SCHOOL ENVIRONMENT

Overview

The purpose of assistive technology (AT) assessment is to identify technology options that will accommodate the needs of students with disabilities. Such options should increase, improve, or maintain student functioning in educational, vocational, and community environments. When functional capabilities are enhanced, individuals with disabilities (a) experience greater control of their lives; (b) can contribute more fully to the environment around them; and (c) are better equipped to participate in home, school, work, and/or community settings. AT helps support individuals with disabilities and assists with achieving the four outcomes outlined by the Individuals with Disabilities Education Improvement Act (2004): equal opportunities, full participation, economic self-sufficiency, and independent living. An AT assessment can facilitate the selection of AT options that will contribute to these outcomes.

Assistive technolo
students participa

ZOOM ⊕

During this module, we will (a) provide guidance on how to initiate the AT assessment process, (b) identify potential n the Assistive Technology assessment team and their roles, (c) provide examples of AT assessment frameworks, and you through the process of AT assessment from feature matching to AT acquisition and progress monitoring.

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RESOURCES

Multimedia
Examples

(v) consider whether the child needs assistive technology devices and services. (IDEA 2004, 300.324)

AT devices include any special equipment or technology that children may need to help them participate in school. AT services are required for the selection, acquisition, and/or use of these devices. The purpose of AT consideration is to determine whether or not AT is needed in order for a student to access a FAPE in the least restrictive environment (LRE).

Click on the video to view an example of a student who has utilized AT for several years to continuously improve her access to FAPE in the LRE.

00:21 04:21

Video: Morgen Story

DASHBOARD > AT ASSESSMENT TOOLS

Student, Environment, Tasks, and Tools (SETT) Framework

Widely used in school settings, the Student, Environment, Tasks, and Tools (SETT) Framework developed by Joy Zabala (1995) guides the team through the AT decision-making process using a four-part model, which is represented by the acronym SETT. Specifically, it asks the team to consider the Student, Environment, Tasks, and Tools when making AT decisions. The student, environment, and tasks may be closely related; therefore, it is difficult to consider the elements separately or sequentially. Each element has the potential to affect the others, so a change in one element may result in a reconsideration of the others (Zabala, 2010).

The SETT framework is intended to serve as a "home" for the team's discussion and information collection. After the information is gathered and transcribed on the form, all team members receive a copy of the discussion and resulting decisions. SETT forms that assist the team through the AT decision-making process include Scaffold for Gathering Data-Annotated, Scaffold for Tool Selection - Part 1 - Identifying Tools, and the Scaffold for Tool Selection - Part 2 - Prioritizing Tools. SETT framework forms may be found at Joy Zabala's website.

The following is a case study about a ninth grader named Lucille. This case study will be used in the next few sections to demonstrate how the three different SETT forms might be completed.
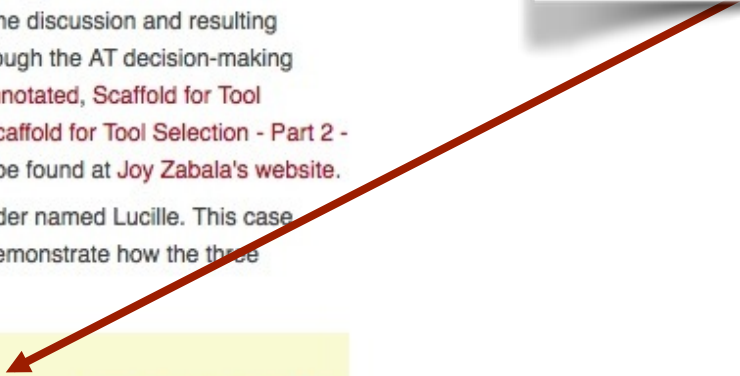
Case Study: Lucille

Lucille is a friendly and outgoing ninth-grade student who enjoys show choir and theatre. Lucille participates in the general education curriculum with supports. She is taking college preparatory classes and extracurricular courses in music.

When she was in the third grade, she was involved in a bike accident on the way to her friend's house. Although Lucille recovered from the accident, she still suffers long-term affects from the injury. She has been identified has having a mild traumatic brain injury. She also has decreased fine-motor speed and dexterity due to her neurological deficits and, as a result, has difficulty writing. She has been given additional time to complete handwritten assignments, but this does not seem to help because of her difficulties with

ZOOM ⊕

Case
Examples

ATM ASSISTIVE TECHNOLOGY
INTERNET MODULES

Free AT Assessment Tools

The following assessment tools and frameworks are commonly found in educational and medical environments. SETT, HAAT, WATI and GPAT are tools or frameworks that guide the entire assessment process from looking at somebody's needs, the environments in which they are considering AT use, the tasks they need to accomplish, and the features of AT tools that might provide access to these tasks.

The Protocol for Accommodations in Reading (PAR) is also included in this category. While not a comprehensive tool to determine what AT might be needed, PAR provides an in-depth look at reading accommodations, including reading out loud, reading with an adult reader, or reading with a text-to-speech reader. PAR is a unique tool that helps educators make informed decisions about reading accommodations that may become part of the student's IEP.

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FAQs

Frequently Asked Questions (FAQ)

Is an assistive technology assessment required for every student who receives special education services?

No. The law requires that AT be considered for every student who meets special education requirements. "AT consideration" refers to a brief conversation among IEP team members about the student's needs and abilities. The team determines during this conversation whether or not the student needs AT to accomplish academic tasks or to access the general education curriculum. If the team determines that the student might benefit from AT, but they do not have enough information to make a decision, they may initiate or request an AT assessment to gather more information.

What information should be gathered during an AT assessment?

An AT assessment should gather information across multiple domains. The team may gather information from multiple environments and sources. Information should be collected about the student's strengths, needs, abilities, and preferences. It is recommended that data be gathered about the following areas when indicated by student need: hearing, vision, seating/positioning, mobility, motor access, academics, written communication, computer-assisted writing, and augmentative/alternative communication.

Is any tool better than another when conducting an AT assessment?

No one tool is necessarily better than another, but teams may have preferences based on the needs of their students. A quality AT assessment tool guides the team through the process of AT assessment and helps the team gather enough data to make well-informed AT decisions. The tool should be thorough but not overwhelming. An AT assessment tool is only effective if the team finds it useful and uses it to guide them in the AT assessment and implementation process.

What are the key components when considering a tool for an AT assessment?

When considering a tool for AT assessment, the following key components should be considered:

1. Does the assessment take into consideration multiple perspectives (e.g., family, student, teachers, and related

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Citation
Referen

DASHBOARD > AT ASSESSMENT TOOLS

Citation and References

Citation

If materials from this module are used in presentations or publication, please give credit to the author of the module. Please
the citation below to reference this content.

Bridgman, H. J., Harris, A. M., & Rogers, J. (2013). Assistive technology assessment tools: Online training module. In Ohio
Center for Autism and Low Incidence (OCALI), *Assistive Technology Internet Modules,*www.atinternetmodules.org. Columbu
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Babkie, A. (2013). Data Collection. In S. Henry & B.S. Myles, *The comprehensive autism planning system (CAPS) for indivi*
with autism spectrum disorders and related disabilities: Integrating evidenced-based practices throughout the student's day
ed.; pp. 125-140). Shawnee Mission, KS: AAPC Publishing.

Bailey, R. W. (1989). *Performance engineering using human factors/ergonomics to achieve computer system usability* (2nd
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Help

DASHBOARD > AT ASSESSMENT PROCESS IN THE SCHOOL ENVIRONMENT

Supplementary Materials

Books

Friend, M., & Cook, L. (2010). *Interactions: Collaboration skills for school professionals* (6th ed). Boston, MA: Pearson Education.

Documents

Canfield, T., & Reed, P. R. (2001). *Assistive technology and transition.* Madison: Wisconsin Assistive Technology Initiative.

DeCoste, D. C., Reed, P. R., & Kaplan, M. W. (2005). *Assistive technology teams: Many ways to do it well.* National Assistive Technology in Education (NATE) Network Monograph Series. http://www.natenetwork.org/manuals-forms/team-document.pdf

Online Resources

Assistive Technology Implementation: Working Together to Make a Measurable Difference

This online module is maintained by the Texas Assistive Technology Network (TATN). Focuses on how to plan for and evaluate the effectiveness of AT implementation.

AT Consideration in the IEP Process.

Smith, S. J., Earnhart, J., & Weiland, N. (2011). Assistive technology consideration in the IEP Process: Online training module. In Ohio Center for Autism and Low Incidence (OCALI), *Assistive Technology Internet Modules,* www.atinternetmodules.org. Columbus, OH: OCALI.

AT Implementation Tool.

Part of the University of Kentucky Assistive Technology (UKAT) Toolkit, this document is used by the team to create a plan for AT implementation. Responsibilities covered include obtaining the AT, provision of training, AT management, evaluation, and progress monitoring. Columns on the form indicate the team member who is responsible for the task and the target date for completing the task.

Trial Implementation Tool.

Part of the University of Kentucky Assistive Technology (UKAT) Toolkit, this document was created to facilitate data collection during AT implementation The document is completed by direct service providers and organizes the data collected during AT trials.

Video

Bowser, G. (2010). *Collaboration, consultation and coaching: Strategies for effective assistive technology implementation.* [On-line video]. Retrieved from http://www.setbc.org/setbc/curriculum/gayl_bowser_implementation.html

In this video, Gayl Bowser speaks about practices that lead to effective AT implementation, noting that implementation begins with assessment and a clear picture of what success will look like.

PACER Center (Producer), & Gilormini, B. (Director). (2010). *Understanding assistive technology loan libraries* [On-line video].

ASSISTIVE TECHNOLOGY
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00:00 00:00

Video: Overview of Assistive Technology - Introduction

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Glossary

ALL | 0-9 | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

ABA - Applied Behavior Analysis
A discipline devoted to understanding and improving human behavior by focusing on defined, observable behaviors of social significance and demonstrating a reliable relationship between the procedures employed and the resulting behavioral change.

ABC Data Chart
An assessment tool used to gather information about what happens immediately before and after an interfering behavior occurs.

Abstract
Existing as an idea but not having a physical existence

Accessible
Capable of being reached, used, seen, understood, or appreciated.

Accessible Environments
The environment supports the independence of students with vision, hearing, motor, or cognitive disabilities and is designed to be usable and barrier-free to the widest range of student variability.

Accommodate
To provide something needed or suited, to adapt.

Accommodations
Adjusting for differences; supplying a need or want; In education, "accommodations" provide equal access to learning, do not substantially change the instructional level or content, are based on individual strengths and needs and may vary in intensity or degree.

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Module Documents

[Download] Guiding Principles for Assistive Technology

[Download] How Do I Know It? How Can I Show It?

[Download] QIAT Guiding Document: Assistive Technology Implementation

[Download] QIAT Guiding Document: Evaluation of Effectiveness

[Download] QIAT Self-Evaluation Matrices for the Quality Indicators in Assistive Technology Services

[Download] QIAT Self-Evaluation Matrix for Evaluation of Effectiveness of AT

[Download] QIAT Self-Evaluation Matrix for Implementation

[Download] Quality Indicators for Assistive Technology Implementation

[Download] Quality Indicators for Evaluation of the Effectiveness of Assistive Technology

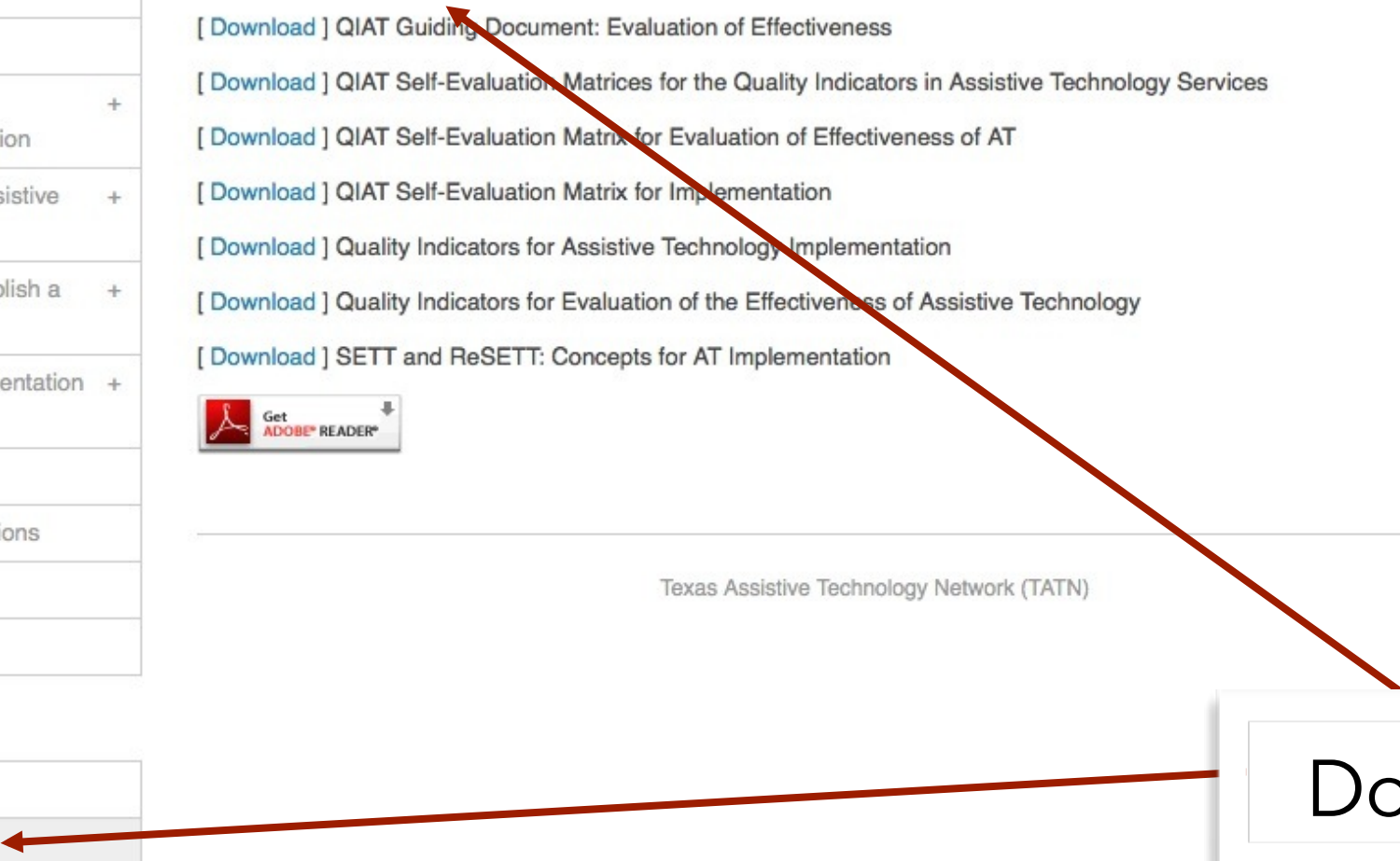[Download] SETT and ReSETT: Concepts for AT Implementation

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Texas Assistive Technology Network (TATN)

Docume

Discussion
Questions

Discussion Questions

[Export PDF with Answers | Export PDF without Answers]

1. **What are the expected results of effective AT implementation?**

   The effective use of AT has the potential to increase a student's achievement in academic areas like reading, writing, and math and improve functional performance areas such as motor skills, activities of daily living, and self-help skills. Ideally, the use of AT results in a student's increased participation, achievement, and access to the general curriculum.

2. **Discuss the four basic principles that form the foundation for AT implementation.**

   Each principle is discussed separately.

   1. AT Implementation involves the use of AT devices and services to promote student achievement.

   Increased student achievement and functional performance is the critical outcome of AT implementation in educational settings. Effective AT implementation that leads to this outcome involves not only AT devices and services but also may involve many instructional and therapeutic strategies. The purpose of AT use is to eliminate or reduce barriers and to enable students to accomplish IEP goals and make progress in the general curriculum.

   2. AT Implementation focuses on functional areas of concern when and where they occur.

   Throughout consideration and evaluation, the IEP team thinks about and gathers information about areas of concern that present barriers to the student's achievement.   As the team moves to planning for implementation, it is important to give thought to when and where those areas of concern occur for the student in school, home, and community settings to ensure that implementation takes place at those times and in those places whenever possible.

   3. AT Implementation is an ongoing process that involves all those who work with the student.

   In order to be effective, AT use is integrated into the curriculum across environments, and everyone working with the student needs to support the implementation. No one team member is responsible for providing all the support; rather, all team members are responsible for providing support and guidance when working with the student. Effective implementation involves continuous monitoring of progress and application of needed improvement in the student's AT use by all who come in contact with the student.

   4. AT Implementation requires a plan that is collaboratively developed by all who will be involved.

INTERNET MODULES

Dashboard

Help

Activities

Activities on this page are provided at both the introductory and advanced level allowing the user to target specific needs. Activities can be copied and used within an existing platform such as Blackboard or WebCT. In addition, a general email link has been provided. Participants can send their activity response directly to another person (such as a professor or staff developer) by clicking the "Respond" link below.

Introductory Activities

1. Functional, Operational, Strategic and Social Skills

   Think of a student that you know who uses AT. List new skills that this student needs to learn in the areas of functional skills, operational skills, strategic skills, and social skills.

2. Change is Necessary for AT Implementation

   Think of a student that you know who uses AT. What changes in the student, environment, tasks and tools would be needed for effective AT implementation?

Advanced Activities

1. QIAT Self-Evaluation Matrix for Implementation

   The QIAT Self-Evaluation Matrices were developed as a companion to the QIAT indicators and intent statements. The matrices can be used as a model for assessing the current status of practice and as a guide for improvement planning. Download the QIAT Self-Evaluation Matrix for Implementation from the Document section and use the matrix to assess the current status of service delivery relative to your AT team (or on your campus or in your district). In a brief paragraph, describe the plan you would develop to improve service and how you would share it with your administrator.

2. QIAT Self-Evaluation Matrix for Evaluation of Effectiveness of AT

   The QIAT Self-Evaluation Matrices were developed as a companion to the QIAT indicators and statements. The matrices can be used as a model for assessing the current status of practice improvement planning. Download the QIAT Self-Evaluation Matrix for Evaluation of Effectivene document section and use the matrix to assess the current status of service delivery relative to your AT team (or on your campus or in your district). In a brief paragraph, describe the plan you would develop to improve service and how you would share it with your administrator.

Activitie

[Respond]

DASHBOARD > AT CONSIDERATION IN THE IEP PROCESS

AT Consideration in the IEP Process - Activity Response

When submitted, this form will send an email to the recipient listed below. The contents of the email will be whatever text is entered into the "Activity Response" area. You will also receive a carbon copy (CC) of any email generated at the email address associated with your account.

Recipient Email Address *

Activity Response *

Activity Response
Options

Dashboard

Module Navigator	Professional Development Certificates	Continuing Education Credits	College and University Course Credit

College and University Course Credit

This section allows you to earn college/university course credit and track your course progress. **Need assistance with this process?** Visit the help page or contact atim_course@ocali.org.

Explore Courses	Your Courses	Profile	

Explore Courses

Assistive Technology (AT) in Education

ASHLAND UNIVERSITY

October 19 - November 20, 2015
Credit offered by **Ashland University** | Credits: 1 | $225.00
Only 40 spots left | Capacity: 40 registrants

This on-line 5 week course uses the Assistive Technology Internet Modules (ATIM:www.atinternetmodules.org) to provide participants with an overview about assistive technology assessment and interventions for early childhood and school-age children. Participants in this course will learn about the various domains of AT and needed administrative support, AT assessment tools and processes, consideration and documenting AT in the IEP and IFSP, AT implementation, AT transition planning and AT funding strategies. After completing the two part registration process, first using the Ashland University system, and then on the ATIM website (www.atinternetmodules.org), you will have access to the course in the College University Course Credit section of the ATIM dashboard found on the ATIM website when the course begins. For more information, please contact atim_course@ocali.org.

View Details

Register

Need help registering? Visit the help page.

linking research to real life.