

# Funding Assistive Technology (AT) for Young Children

## Trainer's Manual



*Training materials created by the Technology to Improve Kids' Educational Success (TIKES) Project, a project of PACER Center: [PACER.org/STC/TIKES](http://PACER.org/STC/TIKES)*

# **Funding Assistive Technology (AT) for Young Children**

## **Trainer's Manual**

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### **Funding Assistive Technology (AT) for Young Children**

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# Introduction for Trainers

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This training material was developed in response to a need based on research findings that assistive technology (AT) is underutilized with children ages birth to five. That same research also shows that assistive technology can have a significant impact in a short amount of time. Designed with input from TIKES participants, this training material is intended to help early intervention and early childhood professionals learn about ways to fund assistive technology.

## Intended Audience

The intended audience for these training materials is early intervention and early childhood special education teachers and for them to use the training materials to present to their peers and to parents of children they work with.

## Purpose and Goal of Training

The goal of this session is to help families and professionals understand the available resources for funding assistive technology. Participants will learn about the school's responsibility in funding assistive technology as well as other available funding resources.

## Workshop Objectives

Participants will learn about the following:

1. The definition of assistive technology and legal requirements of AT consideration
2. Responsibility of the school in funding assistive technology
3. Other resources for funding assistive technology

## Supplies Needed for this Training

Presenters will need a computer, LCD projector, and a screen.

## Evaluations

Participant evaluations are an important component of any training. Please distribute evaluation forms (located in the appendix) and collect these from all participants. Please send summary of evaluations to: PACER Center TIKES Project, 8161 Normandale Blvd., Minneapolis, MN 55437 or email to [STC@PACER.org](mailto:STC@PACER.org).

## References

This training material is based on a review of the literature, as well as existing training tools and educational material on considering assistive technology with young children with disabilities.

## Tips for Trainers

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You are the key to making this training a success. Knowing your community and bringing your own experience and stories will make the training engaging and relevant for your peers and the families you work with. This training material is based on extensive review of the literature, as well as existing training tools and education materials designed to provide core topical information based in research and best practice. Focus groups and pilots by TIKES project participants have been conducted to ensure the content is high quality, useful, and relevant.

### Tips

1. PowerPoint Slides – These can be edited and revised as you feel necessary to engage your audience. This includes eliminating or adding slides and using different wording or images.
2. Preparation – Information is provided on each slide as a way to prepare your own remarks and examples for the session. Presenters' notes are not meant to be a script. Feel free to organize or add to these notes as needed.
3. Information Packets – Add your own handouts and information on local resources. Packets should include the TIKES Workshop Evaluation Form (for use at the end of the training).


### Specific to this Training Material

This training material is intended to be delivered to your peers and parents of children ages birth to five with all types of disabilities.

## Slide 1: Title Page

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Title slide.



**Funding Assistive Technology (AT)  
for Young Children**

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## Slide 2: Workshop Information

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### PRESENTER NOTES


Workshop presenters may wish to insert location, date, and name of presenters on this slide.

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Technology to Improve Kids' Educational Success (TIKES) Project

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PACER Center

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## Slide 3: About TIKES

### PRESENTER NOTES

Technology to Improve Kids' Educational Success (TIKES) is one of three early childhood and AT model demonstration grants awarded nationally. The priority of TIKES is to improve outcomes for children with disabilities ages birth to five by leveraging the use of AT to bridge developmental and achievement gaps.

Research shows that AT is underutilized and under documented for children with disabilities ages birth to 5. The majority of families learn about AT from other families. The purpose of this grant is to develop a model of training materials to equip and support educators and

families by increasing their knowledge and awareness of AT and to help them identify appropriate solutions for their children or students.

## Federally-funded Early Childhood and Assistive Technology (AT) Grants

- The TIKES Project is an education priority that is based on research that shows assistive technology is underutilized by children with disabilities ages birth - 5
- The TIKES Project is one of three grants awarded by the U.S. Department of Education's Office of Special Education Programs (OSEP)
- Educators and parents play an important role in equipping yourself and future early intervention and early childhood providers, teachers, and parents with important information about AT

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## Slide 4: About PACER Center

### PRESENTER NOTES

PACER Center is a parent center built on the model of parents helping parents. PACER has been helping families advocate for the educational rights of their children for more than 40 years. PACER also works closely with schools, school districts, educators, and providers to help them understand the parent perspective, provide valuable staff training resources, and offer resources from more than 30 different programs that include transition, bullying prevention, early childhood, racially and culturally diverse projects, state personnel development grants, and more.

## PACER Center

- An established national parent center providing important information to parents and educators for more than 35 years
- More than 30 programs
- **PACER.org**
- (952) 838-9000

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## Simon Technology Center

- Celebrating more than 30 years of assistive technology services and projects
- Dedicated to making the benefits of technology more accessible
- **PACER.org/STC**
- (952) 838-9000

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## Slide 5: About the Simon Technology Center

### PRESENTER NOTES

The knowledgeable staff of the Simon Technology Center have been making the benefits of assistive technology accessible to families, educators, and individuals for more than 30 years. The STC does this through a variety of core services and AT projects, including free AT consultations with families and their children, information and referral services, workshops, and a vast AT lending library that supports the exploration of AT.

## Session Agenda

1. Reviewing: What is assistive technology?
2. Resources for funding
  - First line of funding [Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP)]
3. Items for discussion
4. Closing thoughts, questions, & evaluations

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## Slide 6: Session Agenda

### PRESENTER NOTES


“Funding Assistive Technology for Young Children” is a workshop designed to help educators and families learn about ways to fund assistive technology. The first line of funding for technology identified as needed in order for a student to receive a Free Appropriate Public Education (FAPE) will always be the school. But what about technology that is not identified as a need but might still be useful, or technology that a family wants to also have and use at home, or technology for a student who has not been identified as having a disability but still struggles and would likely benefit from technology

supports? This topic is the most common one raised by parents who contact the Simon Technology Center. This training material focuses on answers to questions about funding AT.

This presentation will review the definition of AT, discuss consideration of AT as part of the Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) process, review the child-centered AT planning documents, and discuss a variety of strategies for funding AT.

## Slide 7: Reviewing What is Assistive Technology

(Transition slide leading into a review of AT for young children, to get everyone on the same page regarding what it is and is not.)



### Reviewing What is Assistive Technology?

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## Slide 8: What is Assistive Technology?

### PRESENTER NOTES


AT is defined as both devices and services and is guided by the Individuals with Disabilities Education Act (IDEA) legislation. AT devices are anything that helps a young child do something they otherwise couldn't do. It may be as simple as a modified utensil holder and as complex as a communication device.

### Common AT Myths

As we review the definition of AT it is also important to talk about some of the myths that are often a barrier to the use of AT.

### What is Assistive Technology?

- Defining AT
- Common AT myths debunked:
  - AT consists of a range of items
  - AT will not harm development
  - No prerequisites to use AT



For more information about what assistive technology is, check out our videos and training materials  
Introduction to Assistive Technology (AT) for Young Learners  
[PACER.org/STC/TIKES/trainings-on-demand.asp](http://PACER.org/STC/TIKES/trainings-on-demand.asp)

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**MYTH:** AT is just computers and tablets. **FACT:** AT consists of a range of items from low-tech devices like pencil grips and utensil holders, to mid-tech devices like switch activated toys, to high-tech devices such as tablets and computers that offer apps for creating visual schedules, timers, and much more.

**MYTH:** AT can hinder a child's development. **FACT:** AT will not harm a child's development and can in fact act as a bridge to activities and routines, making things possible for young children.

**MYTH:** A child must have specific skills to use AT. **FACT:** There are no prerequisites to using AT. A child does not need to display certain behaviors or achieve specific benchmarks before considering the implementation of AT. This is especially true when considering the use of augmentative and alternative communication (AAC). Often in the past we have waited too long to introduce young children to robust communication. When implemented early, a young child has the opportunity to be immersed in the language that they will likely use to communicate with others throughout his or her life.

For more information about the definition of AT, check out the TIKES training material on Introduction to Assistive Technology (AT) for Young Learners.

## Legal Requirements to Remember about Including AT in the IFSP/IEP

- AT must be considered for every child with an IEP
- Any factor relevant to children with an IFSP achieving their IFSP outcomes must be explored
- Consideration is a team conversation usually had at first and annual IFSP/IEP meetings
- Consideration is not an evaluation of AT, but may lead to an evaluation of AT

For more information about considering AT, check out our videos and training materials including Assistive Technology (AT) in the IFSP and IEP [PACER.org/STC/TIKES/trainings-on-demand.asp](https://www.pacer.org/STC/TIKES/trainings-on-demand.asp)

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## Slide 9: Legal Requirements to Remember about Including AT in the IFSP/IEP

### PRESENTER NOTES

The consideration of AT is a legal requirement under the Individuals with Disabilities Education Act (IDEA) for students with an IEP. For children with an IFSP, the team must explore any factor that is relevant to an infant or toddler with a disability achieving the outcomes in his or her IFSP. The AT consideration process is best practice as it helps determine if assistive technology is a relevant factor for a child with an IFSP. Consideration is generally a team

conversation about the child's need for AT and includes the parents. The team does not have to know about all the technology available; they simply need to identify if there is something the child cannot do where technology might help. Once the team determines there is a need for AT, they can talk about how to identify what technology they will try, and eventually what technology gets written into the IFSP or IEP. AT must be considered for every child with an IFSP or IEP. It is best practice to document the team's decisions about AT, even if the team determines that AT is not needed.

Consideration is often confused with an evaluation. The consideration process is not an evaluation of AT, but sometimes after a team discusses the need for AT, they may determine that an AT evaluation is needed to help them make decisions about it. Often the team has enough information about the child and the technology to make decisions during the annual IFSP or IEP meeting.

For more information about including AT in the IFSP and IEP, check out the TIKES training material on Including Assistive Technology in the IFSP and IEP.

## Making Decisions About AT

- Consideration
- Trying
- Collecting data
- Making decisions
- Documenting
- Finding
- Funding

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## Slide 10: Making Decisions About AT

### PRESENTER NOTES

There are a number of factors a team should discuss when making decisions about AT, including:

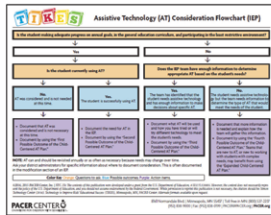
- A team meeting to discuss the need for AT
- Trying a variety of AT to determine the best fit for a child
- Collecting data to make objective decisions
- Gathering necessary information to make the decision about the appropriate AT
- Writing decisions into the IFSP or IEP
- Finding the identified AT
- Funding and paying for the AT

Throughout a child's life, the team will revisit this process at least annually or more frequently if needed, including when the child or technology changes.

## Slide 11: A Process for Including AT

### A Process for Including AT

- AT Consideration Flowchart IFSP/IEP
- A Child-Centered AT Plan IFSP/IEP (2 pages)
- Expanded Child-Centered AT Plan



For more information about AT planning documents, check out our videos and training materials *A Child-Centered AT Plan: A Process for Including AT* [PACER.org/stc/tikes/trainings-on-demand.asp](http://PACER.org/stc/tikes/trainings-on-demand.asp)



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#### PRESENTER NOTES

Once a team has made decisions about AT, it is best practice to document their decisions. Typically there are four possible outcomes of considering assistive technology.

1. AT has been considered and is not needed
2. AT has been considered, is needed, and is already being used
3. AT has been considered, is needed, and the team has enough information to make good AT decisions

4. AT has been considered, is needed, and the team needs some help and more information to make good AT decisions

The Technology to Improve Kids' Educational Success (TIKES) Project at PACER Center has created two sets of planning documents that teams might find useful in helping IFSP and IEP teams consider AT.

For more information about these planning documents and how to use them, check out our training materials on *A Child-Centered AT Plan: A Process for Including Assistive Technology (AT)* at <http://www.PACER.org/stc/tikes/trainings-on-demand.asp>.

## Slide 12: Funding Assistive Technology

(Transition slide leading to discussion about funding AT once it has been identified and written into the IFSP/IEP document.)



### Funding Assistive Technology



## The School's Responsibility: Devices

- Once identified as a need and written into the IFSP or IEP, the school district is required to purchase and/or provide the identified AT
- The school has the first responsibility to provide needed AT
- If the school pays for it, the school owns it
- If a family's insurance pays for any portion of AT, the family owns it

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## Slide 13: The School's Responsibility: Devices

### PRESENTER NOTES

Once AT is written into the IFSP or IEP, the school district is required to purchase and/or provide the identified AT. This does not mean the school is required to purchase requested technology. It is required to provide AT that has been identified as needed by the child or student. Legally, cost cannot be a factor in the decision-making process but practically, it may be a factor when making decisions. This is why trials and data collection are so important in helping teams make good decisions about needed AT. If the school pays for the AT, then

the school owns it and has responsibility for its assignment, repair, replacement, etc. If a family pays for any part of the AT, such as through their insurance, then the AT belongs to the family. If a child or student moves to another district, the district may offer to make an arrangement with the new school district to transfer the AT the child is currently using to the new school for a fee.

## The School's Responsibility: Services

- Finding AT
- Repairing and replacing
- Maintenance (upgrading)
- Training of user, family, and educators

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## Slide 14: The School's Responsibility: Services

### PRESENTER NOTES

The services component of AT includes:

- Identifying the need for AT
- An AT evaluation (if needed)
- Assigning or purchasing identified AT
- Responsibility for repairing or replacing AT as necessary
- Maintaining AT, including physical maintenance and app or software upgrades
- Training all team members, including the student, family, and education team, on usage and implementation of AT

## Resources Available to Schools and Families

- Third party billing
  - Medical Assistance (MA)
  - Medicare
- Private insurance
- Government health care programs such as:
  - County Waiver Programs

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## Slide 15: Resources Available to Schools and Families

### PRESENTER NOTES

Let's talk about some resources that are available to schools and families. We'll introduce them here, then go into more detail about how to access each funding source.

#### Third Party Billing

One of the resources available to schools and families is third party billing: when the school seeks reimbursement through a family's insurance for billable AT devices i.e., communication devices and services. Third party billing is typically done when a family

qualifies for Medicaid or Medicare. It can be a very effective way of leveraging what insurance will pay in supporting the use of higher cost AT. Families should become informed about the impact of authorizing a school to utilize third party billing. Understanding it will help families make the best decision to find and fund the identified AT.

#### Private Insurance

Sometimes a family's private insurance will cover the cost of billable AT. This type of technology is typically termed as medically necessary and requires an evaluation by a qualified professional, such as a speech language pathologist.

#### County Waiver Programs

Sometimes a child will qualify for a county waiver program which may provide additional funds for identified AT. This also requires documentation of need (check with a county social worker for specific requirements).

## Resources Available to Schools and Families (continued)

- Local community resources such as:
  - American Legion
  - Elks Club
  - Lions Club
  - Masons
  - Moose Lodge
  - VFW
- Low interest loans
  - EquipALife

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## Slide 16: Resources Available to Schools and Families (continued)

### PRESENTER NOTES:

#### Local Community Resources

Local community resources can be a great way to leverage the resources in your community, especially if you, a family member, or friend is a member of a local community organization. This is only a partial list of the many community resources that may be available: American Legion, Elks Club, Lions Club, Masons, Moose Lodge, VFW.

#### Low Interest Loans

Some organizations like EquipALife offer low interest loans to purchase needed AT such as ramps, lifts, wheelchairs, communication devices, and more.

## Resources Available to Schools and Families (continued)

- Crowd Funding
- AT Reuse or Upcycling
- Do-It-Yourself (DIY) Solutions
- Disability Specific Programs
  - Offer grants to specific groups

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## Slide 17: Resources Available to Schools and Families (continued)

### PRESENTER NOTES

#### Crowdfunding

Crowdfunding is the use of a web-based tool that allows you to share your story and funding request with your social networks.

#### AT Reuse/Upcycling

AT Reuse is the process of making gently used AT available through exchange sites, refurbishing sites, and repair sites.

### Do-It-Yourself (DIY) Solutions

DIY solutions are those created using creativity and common materials. There are many resources available to get our creativity going.

### Disability Specific Programs

Local and national disability organizations often grant AT to children with a specific disability.

## Slide 18: Third Party Billing

(Transition slide leading to discussion about third party billing.)



## Third Party Billing

Resources Available to Schools and Families

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## Slide 19: Third Party Billing

### Third Party Billing

Third party billing is a process that schools can use to recoup costs for health-related expenses that may include services such as occupational therapy (OT) or speech therapy, and equipment or devices such as a communication device.



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#### PRESENTER NOTES

Sometimes the services a school district provides are health related and may be eligible for Medical Assistance (MA), Minnesota Care (MNC), or a private insurance plan. This can produce some income for a school district and help them pay for both services and assistive technology. This process is called third party billing.

#### Resources

<http://education.state.mn.us/MDE/dse/sped/third/index.htm>

[http://education.state.mn.us/mdeprod/idcplg?IdcService=GET\\_FILE&dDocName=059954&RevisionSelectionMethod=latestReleased&Rendition=primary](http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=059954&RevisionSelectionMethod=latestReleased&Rendition=primary)

[http://www.PACER.org/webinars/hiac/TEFRA\\_Web-MN\\_Dept\\_of\\_EdThird\\_Party\\_Billing.pdf](http://www.PACER.org/webinars/hiac/TEFRA_Web-MN_Dept_of_EdThird_Party_Billing.pdf)

### Third Party Billing (continued)

- Services and AT included in the IFSP or IEP are provided at no cost to the family
- Districts can use third party billing to help cover costs of special education
- Districts must obtain parental consent before submitting information for billing

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## Slide 20: Third Party Billing (continued)

#### PRESENTER NOTES

The IFSP or IEP team makes decisions about what a child needs in a number of areas, including AT. These services and assistive technology are provided at no cost to the family.

In order to offset some of the costs, districts can utilize third party billing after obtaining parental consent and informing parents how third party billing affects them.

#### Resources

<http://education.state.mn.us/MDE/dse/sped/third/index.htm>

[http://education.state.mn.us/mdeprod/idcplg?IdcService=GET\\_FILE&dDocName=059954&RevisionSelectionMethod=latestReleased&Rendition=primary](http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=059954&RevisionSelectionMethod=latestReleased&Rendition=primary)

[http://www.PACER.org/webinars/hiac/TEFRA\\_Web-MN\\_Dept\\_of\\_EdThird\\_Party\\_Billing.pdf](http://www.PACER.org/webinars/hiac/TEFRA_Web-MN_Dept_of_EdThird_Party_Billing.pdf)



## Third Party Billing (FAQ)

### Q. What are health-related services?

**A.** Health-related services are defined by Congress in the Individuals with Disabilities Education Act (IDEA). They include the support services a child with a disability needs to benefit from special education. They are part of the IFSP and IEP, but they are not instructional in nature. Health-related services support a child's instructional program.

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- Diagnosis, evaluation, and assessment
- Speech, physical, and occupational therapy
- Mental health and behavioral services
- Audiology
- Special transportation
- Health services such as nursing and personal care assistant services

Source: Minnesota Department of Education, Third Party Billing, MC Griffin 06-18-08

## Slide 21: Third Party Billing (FAQ)

### PRESENTER NOTES

**Question:** What are health-related services?

**Answer:** Health-related services are defined by Congress in the Individuals with Disabilities Education Act (IDEA). They include the support services a child with a disability needs to benefit from special education. They are part of the IFSP and IEP but are not instructional in nature. Health-related services support a child's instructional program. Health-related services include supports such as:

## Third Party Billing (FAQ)

### Q. If my district gets money from Third Party Billing, does the district get less money from the Department of Education for the cost of special education?

**A.** No, this is additional money for the district that helps to cover the cost of special education.

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## Slide 22: Third Party Billing (FAQ)

### PRESENTER NOTES

**Question:** If my district gets money from Minnesota Health Care Program (MHCP) or my private health plan, does the district get less money from the Department of Education for the cost of special education?

**Answer:** No, the money a district gets from the Department of Education is not reduced because they get paid by MHCP or your health plan. This is why it is important for the district to try to get payment from MHCP or your health plan. It is additional money for the district to help

offset the costs of health-related items such as assistive technology. Often, districts must ask for extra money from local resources to cover the costs of special education. Payments from third parties help to cover the cost of special education.

Source: Minnesota Department of Education, Third Party Billing, MC Griffin 06-18-08

## Slide 23: Third Party Billing (FAQ)

### Third Party Billing (FAQ)

#### Q. What happens with the money my district gets from third party billing?

**A.** Minnesota laws are very specific about the use of money districts get from third party billing. The money a district receives from third party billing does not reduce the amount of other state aid.

**Note:** Payments for third party services given to a child indirectly offset costs for a child.

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#### PRESENTER NOTES

**Question:** What happens with the money my district gets from third party billing?

**Answer:** Minnesota laws are very specific about the use of money that districts get from third party billing. There are several things you should know:

If your district gets money from third party billing, it does not reduce any other state aid the district gets for education or special education.

Payments from third parties for services given to your child do not go directly to offset costs for your child. For example, if the IFSP/IEP determines the need for assistive technology, the district purchases the technology. They can then seek third party reimbursement. When funds are received, they go into the pool of funds set aside for special education.

Source: Minnesota Department of Education, Third Party Billing, MC Griffin 06-18-08

## Slide 24: Third Party Billing (FAQ)

### Third Party Billing (FAQ)

#### Q. What happens with the money my district gets from third party billing? (continued)

**A.** The money a district receives can be used:

- For the benefit of students with special needs in the district
- To pay for the cost of doing third party billing
- To get training and help to increase the amount of third party billing.

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#### PRESENTER NOTES

**Question:** What happens with the money my district gets from third party billing?

**Answer:** Money your district gets for third party billing can only be used for three things:

1. For the benefit of students with special needs in your district;
2. To pay for the cost of doing third party billing; and
3. To get training and help to increase the amount of third party billing.

Source: Minnesota Department of Education, Third Party Billing, MC Griffin 06-18-08

## Slide 25: Private Insurance

(Transition slide leading to discussion about private insurance.)



### Private Insurance

Resources Available to Schools and Families



## Slide 26: Private Insurance

### PRESENTER NOTES

A family may or may not be covered by an employer or other provided private insurance. If a family has private insurance, become familiar with the policy and what it covers. Ask if it covers health-related disability services and devices such as communication devices.

If a family has both private insurance and medical assistance, private insurance is considered the “payer of first resort.” Claims must be submitted first through private insurance before being considered by medical assistance even if you know they are not covered and will be denied. Private insurance must deny all or part of a claim before MA will consider the claim.

Unfortunately, denials are fairly common, so the team should become familiar with the appeals process. Sometimes it can be a matter of clarifying the language, the codes used to process, or clear data regarding need.

### Resource

<https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/who-pays-for-assistive-technology-parents-or-schools>

### Private Insurance

- Know your policy, including if it covers health-related disabilities and AT
- If a family has both private and medical assistance insurance, then private insurance is considered the “payer of first resort”
- Private insurance must deny all or part of a claim before MA will consider a claim
- Be aware of the appeals procedure



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## Slide 27: Assistive Technology and 504 Plans

(Transition slide leading to discussion of AT and 504 Plans.)



### Assistive Technology and 504 Plans

Resources Available to Schools and Families



## Slide 28: Children With a Disability Who Don't Qualify For an IEP

### PRESENTER NOTES

Sometimes children with a disability do not qualify for an IEP under IDEA. However, they may be eligible for a 504 plan under Section 504 of the Rehabilitation Act of 1973, as Section 504 uses a broader definition of “disability” than IDEA. IDEA protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance, including public school districts. To qualify under Section 504, a child must have a disability that limits

one or more major life activities such as walking, speaking, seeing, hearing, eating, learning, communicating, thinking, etc.



The school must conduct an evaluation or use outside evaluation or diagnosis information to determine a child’s eligibility for a 504 plan. This plan often includes accommodations and/or AT. If AT is included in a child’s 504 plan, it must be provided at no cost to the family. A conflict sometimes arises in districts about whether regular education or special education will pay for the identified AT.

### Resource

<https://www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans>

### Children With a Disability Who Don't Qualify For an IEP

- Sometimes children with a disability don't qualify for an IEP
- Accommodations or assistive technology could help them
- Some students may qualify for a 504 plan



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## Children With a Disability Who Don't Qualify For an IEP (cont.)

- Some students who don't qualify for an IEP may qualify for a 504 plan
- The 504 plan process is similar to the IEP process, and may include an evaluation
- Not every student with a disability will qualify for an IEP or 504 plan

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## Slide 29: Children With a Disability Who Don't Qualify For an IEP (continued)

### PRESENTER NOTES

Parents may request an evaluation for a 504 Plan in writing or a student may be found eligible during the process of IEP evaluation. Districts may also use information from an external evaluation or diagnosis information from a doctor. It's important to know that the safeguards for a 504 are different than those from an IEP.

### Resources

<https://www.PACER.org/parent/504>

<https://www.PACER.org/parent/php/PHP-c33.pdf>

<https://www.PACER.org/parent/php/PHP-C202.pdf>

<https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/who-pays-for-assistive-technology-parents-or-schools>

## Children With a Disability Who Don't Qualify For an IEP (cont.)

- If eligible for a 504 plan, the school must provide reasonable accommodations so a child can participate fully in the school setting
- Accommodations may include AT

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## Slide 30: Children With a Disability Who Don't Qualify For an IEP (cont.)

### PRESENTER NOTES


If eligible for a 504 plan, the school must provide reasonable accommodations so a child can participate fully in the school setting. Some of these accommodations may include AT. If you think your child needs AT, ask the 504 team to evaluate your child's needs. The team should consider any evaluation information they already have. If the team determines that AT is needed, the school is required to pay for it.

### Resource

<https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/who-pays-for-assistive-technology-parents-or-schools>


## Slide 31: Government Programs

(Transition slide leading to discussion about government programs.)



### Government Programs

Resources Available to Schools and Families



## Slide 32: Government Programs

### PRESENTER NOTES

Medicaid is a federal and state medical insurance program for individuals with low incomes. It provides funding for durable medical equipment (DME) if the device is medically necessary. A health care professional's authorization is needed. The specific services, procedures, and required documentation for funding assistive technology vary by state. Generally, an individual must meet a three-part test to receive funding for Medicaid:

### Government Programs

- Federal and State Programs
  - Medicaid: covers durable medical equipment (DME) with authorization from a health care professional
  - Specific services and covered AT vary by state
  - Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) Program



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1. The individual must be eligible for Medicaid
2. The specific assistive technology requested must be one that can be funded by the program
3. The individual must establish that the requested assistive technology is medically necessary

Medicaid's Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program is required in every state for children ages birth-21. Under EPSDT, any medically necessary services or DME must be provided to a child, whether or not the service is covered in a state's Medicaid plan.

Check with your state Medicaid program for specific services, requirements, and application procedures. Be aware of the appeals procedure in your state if you are denied funding for AT.

### Resources

<https://www.medicaid.gov/medicaid/benefits/index.html>

<https://www.medicaid.gov/state-overviews/index.html>

<https://www.medicaid.gov/about-us/contact-us/contact-state-page.html>

<https://www.medicaid.gov/medicaid/benefits/epsdt/index.html>

## Government Programs (cont.)

### • County Programs

- Waivers may be available to help pay for services and equipment
- Counties can help families navigate the funding process in their state
- Contact your county for more information

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## Slide 33: Government Programs (cont.)

### PRESENTER NOTES

County waivers may be available in your area to help pay for AT. Eligibility criteria and services may vary between counties. Your county can also be a resource in helping to navigate the state funding process. Contact your local county for more information. Be aware of the appeals procedure in your county if you are denied funding for assistive technology.

## Slide 34: Local Community Resources

(Transition slide leading to discussion about local community resources.)



## Local Community Resources

Resources Available to Schools and Families

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## Slide 35: Local Community Resources

### Local Community Resources

- Accessing these resources often require some sort of affiliation with the group or resource
- Application and dollar amounts vary
- Organizations such as:
  - American Legion
  - Elks Club
  - Lions Club
  - Masons
  - Moose Lodge
  - VFW

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### PRESENTER NOTES

Local resources and organizations may be possible funding options. Organizations sometimes partner with school districts to help them meet identified needs, and individual families may reach out to organizations to seek funding for needed AT. An affiliation with the club or organization might help a technology request be heard. The process and dollar amount varies by organization. Some have a formal process; many do not. If they do not have an identified formal process, start with a letter outlining your child's need for the technology and the difference it would make.

## Slide 36: Technology Loan Resources

(Transition slide leading to discussion about technology loan resources.)



### Technology Loan Resources

Resources Available to Schools and Families

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## Technology Loan Resources



- Simon Technology Center (STC) - [PACER.org/STC/library](http://PACER.org/STC/library)
  - Members can borrow 4 - 8 items for up to 30 days
  - The lending library helps people make purchasing decisions or meet a temporary need for AT
  - Memberships available for districts or organizations, professionals, families, and consumers

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## Slide 37: Technology Loan Resources

### PRESENTER NOTES

Loan programs allow people to borrow AT items to determine if they will meet their needs, prior to purchasing or requesting funding for an item. These loan programs may also meet a temporary need, such as supplying a “loaner” device while a personal device is being repaired.

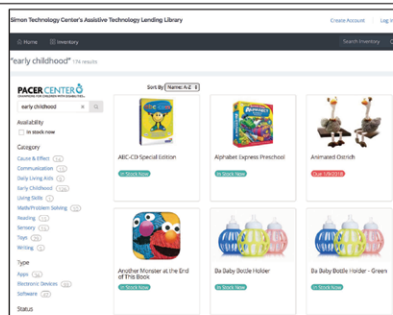
For example, members of PACER’s Simon Technology Center Lending Library have the ability to borrow four to eight items for up to 30 days. Members may be consumers, families, school districts, and professionals.

### Resource

<http://www.PACER.org/stc/library>

## Technology Loan Resources - STC

- Access to inventory via online searchable database called MyTurn
- Search, reserve, and manage your account
- No account needed to view inventory



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## Slide 38: Technology Loan Resources - STC

### PRESENTER NOTES

PACER’s Simon Technology Center Lending Library consists of approximately 2,000 items ranging from no-tech to high-tech items. Anyone can browse the inventory, sign up for membership, and reserve items via MyTurn. AT specialists provide guidance on AT that might be a good fit for a child. The library is available to anyone in the continental United States. A special loan agreement is required for items over a certain value.

### Resource

<https://stclendinglibrary.myturn.com/library>

## Slide 39: Technology Loan Resources

### Technology Loan Resources

- MN STAR Program
- STAR is Minnesota's federally funded AT Act Program
- Every state has one
  - [Ataporg.org/home](http://Ataporg.org/home)



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#### PRESENTER NOTES

The STC also participates in the Minnesota STAR Statewide Assistive Technology Network. The Minnesota STAR (System of Technology to Achieve Results) Program is Minnesota's Assistive Technology Act Program funded under the Assistive Technology Act of 1998. To find the Assistive Technology Act Program in your state, visit <http://ataporg.org/programs>. Your state's program can provide information about loan programs and resources in your area.

#### Resources

<https://mn.gov/admin/star>

<http://server.admin.state.mn.us/star/device.html>

<https://www.ataporg.org/home>

## Slide 40: Understanding AT Loan Libraries - Video

### Understanding AT Loan Libraries - Video



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#### PRESENTER NOTES

Let's take a look at this YouTube video created by PACER Center to help understand how technology lending programs work.

#### Resource

<https://www.youtube.com/watch?v=AYvuS1L5Jbs>

## Slide 41: Low Interest Loans

(Transition slide leading to discussion about low interest loans.)



### Low Interest Loans

Resources Available to Schools and Families



## Slide 42: Low Interest Loans

### PRESENTER NOTES

Low interest loans may also be available as a funding source for AT. Application requirements, loan terms, and eligible technology vary by state and program. The MN STAR program offers an Alternative Finance Program (AFP), administered by EquipALife, which features low interest loans for consumers, their families, and employers to purchase AT.

### Resource

<https://mn.gov/admin/star/resources/funding>

### Low Interest Loans

- Programs that provide low interest loans to families in need of financial support to purchase needed AT
- The MN STAR program offers alternative finance programs to support acquisition of needed assistive technology



## Slide 43: Low Interest Loans - EquipALife

### Low Interest Loans - EquipALife

- EquipALife
  - To be eligible for a loan, the applicant must:
    - Be a Minnesota resident
    - Have a disability diagnosis
    - Need an AT device or service
  - [equipalife.org/programs/microloan.html](http://equipalife.org/programs/microloan.html)



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#### PRESENTER NOTES

Minnesota's EquipALife program is a nonprofit organization that provides loans to pay for AT including computer software or hardware, items for school, home and vehicle modifications, and communication devices.

To be eligible for an EquipALife loan, the applicant must:

- Be a Minnesota resident
- Have a disability diagnosis
- Need an AT device or service

#### Resource

<http://www.equipalife.org/programs/microloan.html>

Equipalife

PO Box 310

Maple Plain, MN 55359-0310

Phone: 763-479-8239

Toll Free: 866-535-8239

Minnesota Relay Service: 1-800-627-3529

Email: [info@equipalife.org](mailto:info@equipalife.org)

<http://www.equipalife.org>

## Slide 44: Crowdfunding

(Transition slide leading to discussion about crowdfunding.)



### Crowdfunding

Resources Available to Schools and Families

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## Slide 45: Crowdfunding

### PRESENTER NOTES

Crowdfunding is a relatively new way of fundraising. It is most powerful when shared over social networks, such as Facebook, Instagram, and Twitter. This strategy is used by both families and professionals to acquire needed technology. It starts with identifying the device and/or monetary need, setting a goal, sharing with your network, and reaching your goal.

# Crowdfunding

Crowdfunding is the practice of funding a project or venture by raising monetary contributions from a large number of people. It is most effective through our social networks.



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## Slide 46: Tips for Using Crowdfunding

### PRESENTER NOTES

Let's take a look at one of the most frequently used crowdfunding tools for individual fundraising, GoFundMe. GoFundMe is a website that lets people set up a campaign. Using website tools the campaign organizer identifies the need, sets a monetary goal, and writes a compelling story using pictures. The campaign organizer then shares the campaign using social networks to reach family and friends. Sharing the campaign comes with an invitation to make a monetary donation to the identified

# Tips for Using Crowdfunding

- Identify a need
- Set a goal
- Write a compelling story
- Tap into your network of friends and family
- Give frequent updates
- Engage with your backers



gofundme.com

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need. Family and friends stay connected to the campaign with updates from the campaign manager. Family and friends are encouraged to share the campaign as a way of extending the reach of the campaign. Let's visit GoFundMe and take a look at some current campaigns. (Presenter pulls up the GoFundMe website and does a keyword search for assistive technology.)

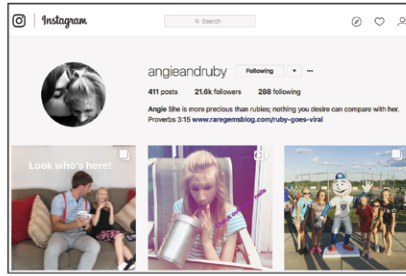
### Resource

<https://www.gofundme.com>

## Slide 47: Crowdfunding in Action

### Crowdfunding in Action

- Identify a need
  - Set a goal
  - Write a compelling story
  - Tap into your network of friends and family
  - Give frequent updates
  - Engage with your backers
- 
- Sometimes something really special happens
  - Raised \$15K in THREE days
  - Leverage special and/or unique happenings (birthdays, holidays, insta fame)



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#### PRESENTER NOTES

Does it really work as a strategy for AT? Let's take a look at crowdfunding in action.

#### Identify the need: A guide dog

Angie is a former employee of PACER Center who has a daughter, Ruby, who has special needs. Ruby is visually impaired with multiple conditions and has an aging guide dog. As they look to the future, Ruby will need a new guide dog. Specialized dogs who meet Ruby's needs are expensive.

#### Set a goal: \$15,000

Angie and Ruby have an active page on Instagram.

One simple short post went incredibly viral. Capitalizing on this, Angie set up a GoFundMe page to secure funds for the guide dog. She set her goal at \$15,000.

#### Write a compelling story: Ruby needs a guide dog

Angie wrote a compelling story sharing some information about Ruby and her disability and why she needed a guide dog. She shared pictures of Ruby and her current guide dog.

#### Tap into your network: Friends and family on social media

Angie shared her story on social media platforms such as Facebook and Twitter and asked friends and family to contribute to the campaign. Friends and family made donations and shared the campaign in their networks increasing the reach of the campaign.

#### Give frequent updates: Share progress as you move toward your goal

Angie communicated frequently with friends, family, and backers, thanking them for their support. In just three short days this campaign raised the goal amount of \$15,000.

This type of activity is not usual but is a great example of what success looks like. It is more usual for campaigns to take weeks or months. Strategies for running a successful campaign include good communication, leveraging special events such as birthdays and holidays, and writing a compelling story with frequent updates.

#### Resource

<https://www.gofundme.com>

## Crowdfunding – Resources

- Variety of tools available
- Most charge a fee which is a percentage of the funds you raise
- Links to your social media accounts
- GoFundMe
  - Most popular crowdfunding resource
  - [gofundme.com](http://gofundme.com)

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## Slide 48: Crowdfunding – Resources

### PRESENTER NOTES

There are a variety of resources available to help you run a crowdfunding campaign to raise funds to purchase assistive technology. All of the crowdfunding tools take a percentage of your raised funds in exchange for the use of their platform. The percentage varies by tool. The most popular crowdfunding resource is GoFundMe.

### Resource

<http://www.disabilityfundingspecialist.com>

## Slide 49: Assistive Technology Reuse

(Transition slide leading to discussion about assistive technology reuse.)



## Assistive Technology Reuse

Resources Available to Schools and Families



## Slide 50: Assistive Technology Reuse

### Assistive Technology Reuse

- AT reuse is finding life for a special needs item after it has outlived its purpose with the original owner
- This can be accomplished through programs that recycle, reuse, refurbish, etc.

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#### PRESENTER NOTES

Assistive technology reuse is the concept of finding or giving life to a product after its initial use. It may no longer be needed by its original owner, but may yet find life through a variety of initiatives such as:

- Recycling – making sure the component parts are properly recycled
- Refurbishing – fixing, cleaning, and preparing technology for another user
- Reuse or exchange – devices given or sold to a second user at a reduced price

## Slide 51: AT Reuse: Initiatives

### AT Reuse: Initiatives

- PACER Center Facebook Buy & Sell Group
  - [facebook.com/groups/863267887136492](https://www.facebook.com/groups/863267887136492)
- Pass It On Center
  - National center for the reuse of assistive technology
  - [pioc.gatech.edu](http://pioc.gatech.edu)

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#### PRESENTER NOTES

PACER's reuse program uses new strategies to promote AT reuse. PACER's Facebook Buy and Sell Group allows members to post items for sale.

The Pass It On Center is the national leader in AT reuse. Their website contains information that supports a variety of reuse initiatives and includes resources that can be found in each state. Individuals can sign up for access and are responsible for posting their own resources so the listing may contain some inaccuracies.



## Slide 52: AT Reuse: Initiatives

### PRESENTER NOTES

Facebook Buy and Sell leverages the power of social networks. This free platform connects communities of people who have AT with people who need and are looking for that AT. As of June 2018, the group had posted over 600 items and consisted of a community of over 1,500 members. The numbers are impressive for such a recent initiative (group created September 2016).

# AT Reuse: Initiatives



- PACER Facebook Buy and Sell Group
  - Leveraging the power of social networks
  - Free platform to connect people who have AT with people who need or want AT
  - [tinyurl.com/PACERATReuse](https://www.tinyurl.com/PACERATReuse)

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## Slide 53: AT Reuse: Computers


### PRESENTER NOTES

Other programs conduct AT reuse by refurbishing computers and distributing them for a fee to a specific audience such as students or people with a disability. Each program has specific requirements. Minnesota Computers for Schools offers refurbished computers to schools and organizations for a reduced fee. UCP of Central Minnesota runs a program called Computers Go Round, which provides refurbished computers for people with disabilities.

# AT Reuse: Computers


- Minnesota Computers for Schools
  - [mncfs.org](https://www.mncfs.org)
- United Cerebral Palsy (UCP) of Central Minnesota
  - [ucpcentralmn.org/access-for-all-ucps-computer-program](https://ucpcentralmn.org/access-for-all-ucps-computer-program)

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## Slide 54: Do-It-Yourself (DIY) Solutions

(Transition slide leading to discussion about Do-It-Yourself (DIY) Solutions.)



# Do-It-Yourself (DIY) Solutions

Resources Available to Schools and Families



## Slide 55: Do-It-Yourself (DIY) Defined

### Do-It-Yourself (DIY) Defined

- Do-It-Yourself (DIY) is making things out of ordinary, readily available materials
- The current buzz word is the Maker Movement, which is using 21<sup>st</sup> century tools, like 3D printers, to accomplish the same goal of making affordable tech and adaptations for people with disabilities

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#### PRESENTER NOTES

Do-It-Yourself (DIY) AT is making things from ordinary, readily available materials, often at a fraction of the cost. DIY AT allows “makers” to quickly meet the need of a person with a disability. The current buzz word for this initiative is the "Maker Movement." It is fueled by the use of 21st century tools, such as 3D printers, to make affordable solutions for people. Some organizations that offer communities to help people build maker groups include the AT Makers Group on Facebook.

#### Resource

AT Makers Facebook Group - <https://www.facebook.com/groups/ATMakers>

## Slide 56: DIY Solutions: Movements

### DIY Solutions: Movements

- E-Nable Organization (3D printed hands)
  - [enablingthefuture.org](http://enablingthefuture.org)
- GoBabyGo (mobility for little kids)
  - [nationswell.com/babiesdrivingracecars](http://nationswell.com/babiesdrivingracecars)
  - [facebook.com/UDGoBabyGo](https://facebook.com/UDGoBabyGo)

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#### PRESENTER NOTES

Additional organizations with focused efforts include E-Nable, which supports organizations in printing 3D hands for people without hands, and GoBabyGo, a University of Delaware initiative that rewires off-the-shelf motorized child cars for children with mobility challenges, helping them control when and where they go.

## DIY Solutions: Resources

- Terese Willkommen – ATinNH
  - [youtube.com/user/ATinNH](https://www.youtube.com/user/ATinNH)
- YouTube
- HowCast



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## Slide 57: DIY Solutions: Resources

### PRESENTER NOTES

Terese Willkommen is known for making AT solutions with common materials. Her YouTube channel is full of ideas that offer solutions for a variety of AT needs including tablet stands, mounting solutions, grips, and more. Let's take a look at a video from Terese's YouTube channel about some of the creation possibilities.

### Resource

[https://www.youtube.com/watch?v=\\_iWsGwMWLtg](https://www.youtube.com/watch?v=_iWsGwMWLtg)

## DIY Solutions: 3D Printing

- Thingiverse
  - [thingiverse.com](https://www.thingiverse.com)
- Instructables
  - [instructables.com](https://www.instructables.com)



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## Slide 58: DIY Solutions: 3D Printing

### PRESENTER NOTES

Thingiverse and Instructables are two free web sites that offer plans and instructions for AT. Let's take a look at a tactile book collection that might benefit children with visual impairments, cognitive disabilities, etc. 3D printing brings to life through touch the stories of Goodnight Moon, Harold and the Purple Crayon, and more. (Presenter goes to website and shows plans for various tactile books.)

### Resource

<https://www.thingiverse.com/ladybeames/collections/tactile-books>

## Slide 59: DIY Solutions: Web

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### PRESENTER NOTES

Additionally, there are many resources that can be found by searching the web and/or Pinterest.

### Resource

[www.pinterest.com](http://www.pinterest.com)

## DIY Solutions: Web

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- Pinterest
  - [pinterest.com](http://pinterest.com)
- Bing, Google, and Yahoo

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## Slide 60: DIY Solutions: Supplies

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### PRESENTER NOTES

Some of the DIY materials needed to make affordable AT can be found at: hardware stores, craft stores, outdoor equipment stores, dollar stores, surplus stores, etc.

### Resource

AT Solutions in Minutes: Book 2 - <http://www.atinminutes.com>

## DIY Solutions: Supplies

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- Hardware stores
- Craft stores
- Outdoor equipment stores
- Dollar stores
- Surplus stores

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## Slide 61: Disability-Specific Programs

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(Transition slide leading to discussion about disability-specific programs.)



### Disability-Specific Programs

Resources Available to Schools and Families



## Slide 62: Disability-Specific Programs

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### PRESENTER NOTES

A variety of disability-specific programs offer grants or equipment based on a specific disability. Each have their own deadlines and application process. Check with both local and national organizations for current opportunities.

### Disability-Specific Programs

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- A variety of disability-specific organizations often have grant programs for AT
- Check with both local and national organizations for current opportunities



## Slide 63: Disability-Specific Programs (cont.)

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### PRESENTER NOTES

United Cerebral Palsy (UCP) and Autism Speaks are two examples of disability-specific organizations that provide grants for assistive technology. Each have their own timelines and application process.

### Resources

Autism Speaks: Current information about available sources of funding: Call (888)288-4762 or email [familyservices@autismspeaks.org](mailto:familyservices@autismspeaks.org)

<https://www.autismspeaks.org/family-services/financial-assistance>

## Disability-Specific Programs (cont.)

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- United Cerebral Palsy (UCP)
  - UCP Elsie S. Bellows Fund
  - Available only through UCP local affiliates
  - Find your local affiliate:
    - [ucp.org/find-affiliate-near-you](http://ucp.org/find-affiliate-near-you)
- Autism Speaks
  - Comprehensive list of available financial resources

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## Slide 64: Disability-Specific Programs (cont.)

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### PRESENTER NOTES

The Muscular Dystrophy Association (MDA) offers a national equipment program. They help provide gently-used equipment when available to consumers. They also accept gently-used equipment for distribution. Contact your local MDA office to learn more.

### Resource

<https://www.mda.org/services/equipment-assistance>

## Disability-Specific Programs (cont.)

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- Muscular Dystrophy Association (MDA) National Equipment Program
  - Helps provide gently-used wheelchairs, medical equipment, communication devices, etc. when available
  - Accepts gently-used equipment donations for distribution
  - [mda.org/services/equipment-assistance](http://mda.org/services/equipment-assistance)

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## Slide 65: Disability-Specific Programs (cont.)

### Disability-Specific Programs (cont.)

- Braille Institute
  - Braille Special Collection provides children who are blind and visually impaired with free braille books and storybook kits
- Children's Hemiplegia and Stroke Association (CHASA)
  - CHASA Orthotic Grant Program

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#### PRESENTER NOTES

The Braille Institute is a non-profit organization whose Braille Special Collection provides children in the US and Canada who are blind and visually impaired with free braille books and storybook kits.

The Children's Hemiplegia and Stroke Association's (CHASA) Orthotic Grant Program provides financial assistance to children with a medical need for a foot or hand brace that is not covered or fully covered by their health plans. Eligible children have a diagnosis of hemiplegia or hemiparesis, are 17 years old or younger, and had initial onset of hemiplegia or hemiparesis before age three.

#### Resources

<http://www.brailleinstitute.org/child-and-youth/special-collections.html>

<http://chasa.org/we-can-help/orthotic-grants>

### Closing Thoughts

The school is the funder of first resort when AT is identified as a need and written into a child's IFSP, IEP, or 504 plan.

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## Slide 66: Closing Thoughts

#### PRESENTER NOTES

The school is the funder of first resort when assistive technology is written into a child's IFSP, IEP, or 504 plan.

## Slide 67: Closing Thoughts

### Closing Thoughts

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There are a variety of funding options available when AT is not written into a child's IFSP, IEP, or 504 plan.

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#### PRESENTER NOTES

There are a variety of funding options available when assistive technology is not written into a child's IFSP, IEP, or 504 plan.

## Slide 68: Questions

### Questions?

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#### PRESENTER NOTES

Thank you for letting us share this very important topic with you. Please take a minute to complete the TIKES workshop evaluation. We appreciate your feedback and comments.



## Slide 69: Contact Information

### Contact Information

Technology to Improve Kids' Educational Success (TIKES)

**PACER.org/STC/TIKES**

(952) 838-9000

Funded by the U.S. Department of Education,  
Office of Special Education Programs (OSEP)

TIKES is a project of PACER Center  
PACER.org | (952) 838-9000 | (888) 248-0822



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### PRESENTER NOTES

For information about this or other training materials available through the TIKES Project, please use the contact information provided.

### Funding Statement

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## Slide 70: Funding Statement

### PRESENTER NOTES

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# TIKES Workshop Evaluation: Parents

**We'd appreciate your feedback on this workshop.**

1. Are you a (Please check all that apply):

- Parent       Surrogate/foster parent       Grandparent       Other relative/guardian  
 Other (please specify) \_\_\_\_\_

2. What school district are you part of?

- ISD#271 Bloomington       ISD#196 Rosemount-Eagan-Apple Valley  
 ISD#11 Anoka-Hennepin       Other (please specify) \_\_\_\_\_

3. Are you a participant in the TIKES project?       Yes       No

4. Parents and guardians, does your child have a: (please check all that apply)

- Individual Family Service Plan (IFSP, birth to 3)  
 Individualized Education Program (IEP, 3 to 5)  
 I don't know

5. Does your child have a child-specific AT plan in place?       Yes       No

6. Parents and guardians, what is your child's age? \_\_\_\_\_

7. On the whole, how would you rate this event?

- Poor       Fair       Good       Very Good       Excellent

8. Have you learned anything new at this workshop?       Yes       No

I found these topics most worthwhile: \_\_\_\_\_  
\_\_\_\_\_

9. I have gained awareness of the vast variety of AT options and features as a result of this training.

- |                     |            |                     |                  |         |                  |
|---------------------|------------|---------------------|------------------|---------|------------------|
| I strongly disagree | I disagree | I somewhat disagree | I somewhat agree | I agree | I strongly agree |
| 1                   | 2          | 3                   | 4                | 5       | 6                |

10. I have gained knowledge of AT, evaluating appropriateness, strategies, and use of AT as a result of this training.

- |                     |            |                     |                  |         |                  |
|---------------------|------------|---------------------|------------------|---------|------------------|
| I strongly disagree | I disagree | I somewhat disagree | I somewhat agree | I agree | I strongly agree |
| 1                   | 2          | 3                   | 4                | 5       | 6                |

**11. This training was of high quality.**

I strongly disagree	I disagree	I somewhat disagree	I somewhat agree	I agree	I strongly agree
1	2	3	4	5	6

**12. This training was highly relevant.**

I strongly disagree	I disagree	I somewhat disagree	I somewhat agree	I agree	I strongly agree
1	2	3	4	5	6

**13. This training was highly useful.**

I strongly disagree	I disagree	I somewhat disagree	I somewhat agree	I agree	I strongly agree
1	2	3	4	5	6

**14. What suggestions do you have for improving this workshop?** \_\_\_\_\_

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**15. Other comments:** \_\_\_\_\_

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Today's date: \_\_\_\_\_ Location of Workshop: \_\_\_\_\_

## TIKES Workshop Evaluation: Providers

We'd appreciate your feedback on this workshop.

1. Are you a (Please check all that apply):

- Part C (birth to 3) Educator       Part B (3 to 5) Educator       Administrator       Paraprofessional  
 Related Service Provider (OT, PT, SLP, etc.)  
 Other (please specify) \_\_\_\_\_

2. What school district are you part of?

- ISD#271 Bloomington       ISD#196 Rosemount-Eagan-Apple Valley  
 ISD#11 Anoka-Hennepin       Other (please specify) \_\_\_\_\_

3. Are you a participant in the TIKES project?

- Yes       No

4. On the whole, how would you rate this event?

- Poor       Fair       Good       Very Good       Excellent

5. Have you learned anything new at this workshop?

- Yes       No

I found these topics most worthwhile: \_\_\_\_\_  
\_\_\_\_\_

6. I have gained awareness of the vast variety of AT options and features as a result of this training.

I strongly disagree	I disagree	I somewhat disagree	I somewhat agree	I agree	I strongly agree
1	2	3	4	5	6

7. I have gained knowledge of AT, evaluating appropriateness, strategies, and use of AT as a result of this training.

I strongly disagree	I disagree	I somewhat disagree	I somewhat agree	I agree	I strongly agree
1	2	3	4	5	6

8. This training was of high quality.

I strongly disagree	I disagree	I somewhat disagree	I somewhat agree	I agree	I strongly agree
1	2	3	4	5	6

9. This training was highly relevant.

I strongly disagree	I disagree	I somewhat disagree	I somewhat agree	I agree	I strongly agree
1	2	3	4	5	6

10. This training was highly useful.

I strongly disagree	I disagree	I somewhat disagree	I somewhat agree	I agree	I strongly agree
1	2	3	4	5	6

11. What suggestions do you have for improving this workshop? \_\_\_\_\_

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12. Other comments: \_\_\_\_\_

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