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I. SCOPE OF SERVICES AND SUPPORTS

According to the United States Assistive Technology Act of 1998, assistive or adaptive technology refers to any "product, device, or equipment, whether acquired commercially, modified or customized, that is used to maintain, increase, or improve the functional capabilities of individuals with disabilities."

Assistive Technology is a service for students with special needs who require technology to assist them in accessing their educational program. Services include:

- Reviewing the needs of a student with a disability, including an observation of the student’s functional skills in the student’s customary environment;
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for students with disabilities;
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- Coordinating with other service providers by using therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- Training or technical assistance for a student with a disability, or, if appropriate, that student’s family; and,
- Training or technical assistance for professionals, including individuals providing education or rehabilitation services, employers, or other individuals who provide services or are otherwise substantially involved in the major life functions of a student with a disability.

Services and Supports for Students with IEP’s/504 Plans

The IEP/504 Team may recommend that a student receives supports with assistive technology in the areas of communication, written language, computer access, reading, math, daily living activities, mobility, environmental control, vision, hearing, and optimum positioning. Providing assistive technology ranges from “low-tech” interventions such as writing paper with raised lines, pencil grips, communication boards, sign language services, and picture schedules to “high-tech” interventions such as voice output communication devices and specialized computer software. School teams are encouraged to support students with disabilities by utilizing the assistive technology tools which are available in their buildings. Provision of Assistive Technology “devices”, which may consist of hardware, software, or low-tech solutions, should be documented on student IEP/504s, as appropriate.

To obtain assistive technology services for a student, contact the ACT Team for assistance. Upon receipt and review of the request, the ACT Team leaders will coordinate a team to observe the student. The observation team may include the student’s case manager and special education teacher specialist as well as related service providers such as the student’s occupational or physical therapist, speech-language pathologist, and teacher of the visually/hearing impaired. The student’s parents, classroom teachers, special educators, instructional assistant and speech-language pathologist are a vital part of the team and are encouraged to participate in this process. The ACT Team (1) oversees the procurement and inventories the devices, (2) delivers them to the students, (3) provides training to students, staff and parents, and (4) repairs and troubleshoots software and equipment problems as they arise.
**Location of Offices and Contacts**
The ACTT office is located at Thomas Johnson Middle School, 1799 Schifferstadt Boulevard, Frederick, MD 21701. All student questions and concerns should be initially directed to Patti Lertora, User Support Specialist, at 240-236-4839. ACTT leaders will then be assigned to support each case. Resource information may be found on the special education website:

http://education.fcps.org/fcpsACT/

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**II. REFERRAL PROCESS- Initial**
Requests for assistance from the ACT Team for an initial observation are generated at an IEP/504 meeting. The request must include ACT Team **School Intake form (SE:21)** and ACT Team **Parent Intake Form (SE:22)**, along with notes from the IEP Team meeting where the referral to ACTT was discussed. The ACT Team will review these forms and schedule an initial observation with the student’s case manager. The case manager is responsible for contacting parents and notifying school personnel with information on who should be notified of the observation. Appropriate members of the school staff will be available for discussion during the scheduled observation. Parents are encouraged to participate in the discussion process. Students recommendations are developed through collaborative efforts between the team members and will be provided in a summarized report. Members of the school staff and the IEP Team will meet to review the observation information and determine if modifications need to be made to the student’s IEP to include assistive technology supports.

**Pre-referral Consideration**
A problem-solving chart entitled **Implementing Technology to Support Writing and Reading Comprehension** highlights features of readily available technology tools throughout FCPS and is available on the ACT Team website: [http://education.fcps.org/fcpsACT/](http://education.fcps.org/fcpsACT/). This resource is designed to provide school teams with information on matching technology tools with student weaknesses. The readily available resources can be found under “Resources→Writing Support→Implementing Technology for Reading/Writing.”
Classroom teachers with students experiencing difficulty in writing or reading comprehension should access and trial the technology resources located on the FCPS network with their student PRIOR to referring the student to the ACT Team. The ACT Team website provides tutorials on frequently recommended software to support writing and reading comprehension. Tools to consider may include the following:

- Use of writing tools built into MS Word;
- Word-prediction software such as WordQ;
- Graphic organizing tools such as Kurzweil/Inspiration/Inspiration;
- Text-to-speech software such as Kurzweil;
- Ease of Access features available in the Windows 7 Operating System.

**Written Productivity Profile (WPP)**

If a student benefits from accessing a portable word-processing tool to complete written work and access to school computers is not adequate to meet the student’s written communication needs per his/her educational program, a portable word processor (such as a Neo, Dana, Fusion or Forte) may be appropriate. When provision of such AT is sufficient in meeting the student’s needs, the student’s special education case manager may obtain the tool by completing the Written Productivity Profile (WPP) in lieu of requesting an ACT Team Observation. Submit the WPP along with student work samples to the ACT Team for review.

**Electronic Referral for Assessment**

1. The electronic initial referral for an ACTT observation (SE:21) should be submitted along with the IEP/504 meeting notes. The parent-intake (SE:22) should also be submitted as soon as possible.
2. Writing samples are beneficial if the ACTT observation request aims to address written language.
3. In order to proceed with an observation, parent permission must be obtained in one of the following ways:
   - recommendation from written/documented notes resulting from an IEP meeting where the parent/guardian was present;
   - completion of the parent-intake; or,
   - completion of the SE:2.

**III. REVIEWING ACTT OBSERVATION SUMMARY**

1. The ACTT observation will be completed within 60 days of the IEP Team meeting where a request for an ACTT observation was made.
2. The IEP Team will convene a meeting to review the ACTT Observation Summary. The school-based case manager, teacher specialist, speech language pathologist or other staff will present the report.
3. The team will take into consideration the ACTT report recommendations, determine the level of service-related, supplementary or none- and document it accordingly on the IEP.
4. If determined eligible and the student requires AT services, the recommended use of assistive technology needs to be indicated and incorporated in the IEP (goals and objectives included).
5. Please consider contacting the ACT Team leader assigned to your school for support with documenting AT on the IEP.
IV. IEP/504 MEETINGS
If updated Assistive Technology information is needed for an upcoming IEP or 504 meeting, please contact your ACT Team Leader at least 60 days prior to the IEP meeting to ensure that an observation and follow-up summary can be scheduled and completed in a timely manner.

ACTT Observation Summaries are usually shared by the school-based case manager, teacher specialist, speech language pathologist or other staff. ACT Team Leaders do not typically attend IEP meetings except by parent request or other extenuating circumstances.

V. ACTT FOLLOW-UP PROCESS
Related Services: Includes direct instruction to student to facilitate progress on IEP goal(s).

Supplemental Services: May include consultation, collaboration, training, student observations and/or equipment monitoring.

Follow-up Observation Requests: If a student has ACT Team services on his/her IEP (Supplemental or Related), contact the ACT Team Leader assigned to your school via email to request a follow-up observation. Please submit requests allowing ample time (at least 1 month) for completion if an IEP meeting is pending.

Follow-up Training Requests: Requests can be made by case managers for team members and parents. Please contact your ACT Team Leader to arrange for training. We request that training groups of 1-2 participants arrange for training to occur at RCS. Training for groups of 3 or more will be provided at your school.

ACT Team Referral Process

Request for assistance made by the IEP Team or 504 Plan Committee.

1. Submit completed School Intake Form (SE: 21) to Patti Lertora electronically.
2. Parent completes Parent Intake Form (SE:22).
3. When received, send completed Parent Intake Form, IEP Team meeting notes and writing samples, when appropriate, to Patti Lertora at RCS.

(Forms available at http://education.fcps.org/fcpsact/forms)

ACT Team Observation completed within 60 days of IEP/504 meeting.
Observation Summary sent to case manager to review with school IEP Team.

School IEP Team reviews ACT Team Observation Summary and changes to the IEP are made if indicated.

When needed, follow-up observations and support may be requested through the student’s case manager.