

Philadelphia Montessori Charter School

Assistive Technology

Assistive Technology (AT) should be considered prior to the development of the Individualized Education Plan and those special considerations are as follows:

1. Is the student blind or visually impaired? Is the student deaf or hearing impaired?
2. Are there communication needs, AT devices and services, LEP, behaviors that impede learning, transition, other?

There are several outcomes to those considerations: (1) AT is not needed, (2) AT is in use and is sufficient as specified in the IEP, (3) team needs more information, or (4) team needs consultation. There are guiding questions that can be used (from the PaTTAN website) for team consideration. The questions are as follows:

1. Does the student need AT to be in the least restrictive environment (LRE)?
2. Does the student need AT to meaningfully participate in the general curriculum?
3. Does the student need AT to participate in activities?
4. Does the student need AT to access educational/print materials, including textbooks?
5. Does the student need AT to access auditory information?
6. Does the student need AT for written communication/computer access?
7. Does the student need AT for augmentative communication?
8. Does the student need AT to participate in state and local assessments?
9. Does the student have a communication need?
10. What is the student's mode of communication?
11. Is the student understood by others?
12. What opportunities foster communication with others?
13. Do the student's communications skills impact learning?
14. Does the student require assistive devices to assist in development of the use of language Assessment?

Data should be collected by a team to determine possible AT solutions to address the needs of the student. AT tools should be used to provide student with meaning during everyday tasks and activities. AT tools should be considered as part of the student's ability to access general education and to prevent barriers to learning. Data should be gathered during realistic trials to improve the quality of student learning and access to his/her education. Assessment is not a one shot deal - it is on-going and thoughtful. Intervention needs to be smart and efficient.

Care and Maintenance of Hearing Aids for School aged children

AT devices and services are those that provide access to the general education curriculum and/or a means to meet IEP goals. Hearing aids provide sensory (auditory) access for students to function effectively in the general education curriculum and to meet their educational goals according to the developmental needs of the school aged child. Regarding the maintenance of hearing aids for those students whose IEPs required hearing aids as an assistive technology to effectively access the general education curriculum, Philadelphia Montessori Charter School's

policy is to ensure that hearing aids are evaluated by an audiologist at least three times during the academic school year to support full functioning and effective access to the general education curriculum. It is important to note that assistive devices are one of the special factors that should be included in the development, review, or revision of the IEP for every student. The need for AT should be considered by all team members during the IEP Team Meeting in order to support the provision of AT devices and services as specified on the IEPs. For continuity of hearing aid care, Philadelphia Montessori Charter School encourages parents to have their child's hearing aids evaluated regularly by their personal audiologists, as well as through the use of the school nurse. Philadelphia Montessori Charter School requests documentation of the findings of the evaluations. If a parent is not able to have the hearing aids evaluated by an audiologist, then Philadelphia Montessori Charter School will arrange to have them evaluated by an audiologist. Hearing aids are delicate instruments that need regular upkeep to ensure optimal performance. With reasonable care and maintenance the life expectancy of a hearing aid is about three to five years. Students whose IEPs indicate that hearing aids support effective access to the general education curriculum are supported by their IEP case managers for assistance in communicating with parents the need for care and attention to maintain optimal performance of the hearing aid. Discussion of the care and maintenance of hearing aids takes place during the IEP Team Meeting.