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A Note From the Director of RIATT@NASDSE's Cooperative Professional Development Distance Education Program

The development of RIATT@NASDSE's Assistive and Instructional Technology coursework began when Dr. Gary Adamson completed a post-doctoral study in assistive technology with Edward Blackhurst at the University of Kentucky in 1988. Under Dr. Blackhurst's guidance, Dr. Adamson visited and studied several leading organizations, including Sparks Clinic in Alabama, Trace Clinic in Wisconsin, the Kennedy Institute at Johns Hopkins, the Pennsylvania State Network, Children's Hospital in Chicago and Utah State University.

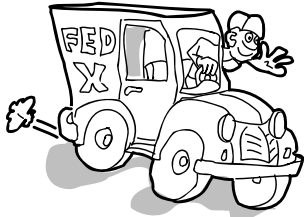
Dr. Adamson returned to New Mexico to develop a training program in assistive technology which grew to include undergraduate and graduate courses. In the early 1990's, through support from Federal, State, University funding the Research Institute for Assistive and Training Technologies (RIATT) was founded to address the need for Assistive Technology Specialists throughout the State of New Mexico. As one of the most rural states in the country, New Mexico proved to be a fertile testing ground for the development of a unique hands-on, distance education training program in assistive technology. By 1996, the program had received a series of OSERS awards to address the growing need for trained professionals throughout the country. As a result, the coursework drew upon the expertise of leading assistive technology experts from around the country as well as course design and adult learning professionals.

In 1997, RIATT joined with the National Association of State Directors of Special Education (NASDSE) to form a partnership for the development and dissemination of training materials on a national basis. This partnership, which serves as a broker organization for quality distance education, is called RIATT@NASDSE. Our Professional Development Distance Education Program allows individuals and groups to participate in training through a University and nonprofit organization collaboration. RIATT@NASDSE's distance education program follows a comprehensive model of instruction. The courses include interactive communication with national instructors and other students via the Internet, use of multimedia materials, and assessment components all of which can be completed from the student's home or office. Individuals can take these distance education/E-Learning courses for CEU credit and can earn certificates. The lifelong learner may take one or more courses to gain the information they wish to have.

Dr. Bill East, NASDSE's Executive Director, demands that RIATT@NASDSE's Professional Development Distance Education Program be dedicated to quality training that is delivered in a convenient and accessible manner. We all believe proper planning, hard work, and adherence to good teaching and learning models results in delivery of quality instruction that is convenient to learners. We hope you will take a few moments to look through this booklet to see how your University can become involved in this exciting venture to help assure that all students receive the quality services they deserve.

RIATT@NASDSE's Distance Delivery Program

RIATT@NASDSE's distance delivery format is simple and convenient for the student. The following 6 steps outline how a student moves through a course from registration to completion.



1. Students register for a course and receive the Accessible Learning Kit (ALK).

2. The instructions for completing the course are in the ALK.



3. Students complete the assignments at home and communicate with one another and their instructor using e-mail.

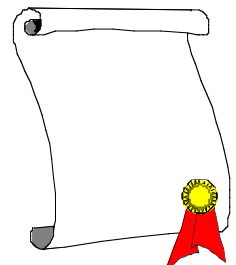
4. At the end of the course, students send their completed work to the their instructor.



5. The instructor grades the work and provides feedback to the students. Student grades are sent to RIATT@NASDSE who records and forwards them to the appropriate university.



6. The university records the grades and issues Specialist Certificates when all requirements have been fulfilled by the students.



Accessible Learning Kit (ALK)

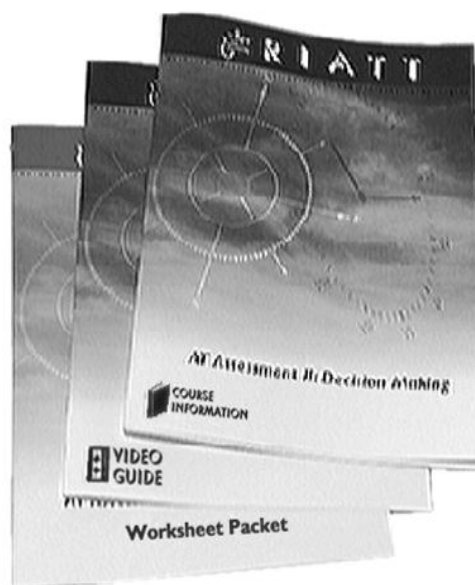


When the student registers for a class they will receive the multimedia kit required to complete the course. This multimedia kit, known as the Accessible Learning Kit (ALK), is sent to the student as a collection of various media including videos, audiotapes, textbooks, professional journal articles, CD-ROMS, diskettes, and hands-on kits. This, coupled with extensive email interaction with the instructor, allows the student to complete the course entirely from their home or office! The major components of an ALK are described below.

Course Information Guide: The Course Information Guide provides the basic instructions for completing the course. It contains the course syllabus, explanation of assignments, and instructions for using the different media within the ALK (i.e., CD-ROMS, diskettes, hands-on kits, etc.).

Introductory Video:

The first assignment is to view the Introductory Video, a professionally produced 60-minute videotape that serves as the anchor for the course. It provides a basic introduction to the course content by effectively pairing visual presentation and auditory information in an easily accessible format. The videos are dynamic presentations of interviews, real world examples and situational observations. The content is divided into small segments using various presentational formats which best illustrate the target material. Thus, we present information in an effective yet interesting way.



Supplementary Videos/Audiotapes:

Some courses utilize additional videos and/or audiotapes of varying lengths to provide additional instructional support. These are all professionally produced and provide information in a fun and interesting way.



Video Guides:

The Video Guide acts as a companion to the Introductory and Supplementary Videos. It includes an outline of the video segments, note-taking guides and additional resource information.



Reading Materials: Reading materials for each course provide background, research and resource information. These can include textbooks, journal article reprints, original articles, pamphlets, and addresses for additional information on the World Wide Web.

Worksheet Booklet:

The Worksheet Booklet contains written assignments that will need to be completed throughout the four-week course. At the end of the course, the student simply returns it, with the Competency Check, to the instructor who will evaluate it as part of the grading system. The worksheets include study guides, response forms, case study questionnaires, and interviews.

CD-ROM, Floppy Diskettes: These provide course content using an interactive, multimedia approach. They are highly engaging and present material that can be easily reviewed at a moment's notice.

The CD-ROMs are particularly good for self-paced learning because they provide the student with more control over how to study the information.



Hands-on Kits: Hands-on kits allow you to build or create materials related to the course content. They provide a concrete approach to learning because, "you learn by doing." Examples include kits related to switch-building, communication boards, and software creation.

Competency Check:

The Competency Check, designed to check overall understanding of the content, serves as the final assignment for each course. It is an interactive test provided on computer diskette that self-scores and gives immediate feedback to the student. It allows the student to go back and restudy any material that is related to questions missed on the test. The student may retake the test in order to improve their score and ultimately gain greater competency. At the end of the course, the student returns the Competency Check diskette and the Worksheet Booklet to the instructor for grading and feedback.



That's it! Each award winning ALK provides a wealth of professional resource materials that can help students throughout their career. They are conveniently packaged, making it easy for the student to take them wherever they need to go. Discover what many universities have already: RIATT@NASDSE's unique, award-winning approach to distance education is different from any other program. The ALKs deliver excellence in terms of quality, convenience, economy and service.

Courses

RIATT@NASDSE offers 20 different courses in assistive technology. Universities may choose to offer one or more of them as a way of filling their capacity to offer a complete assistive technology program. These courses can be combined into specific strands to provide Level I Professional or Level II Specialist Certificates as detailed on page 10 of this booklet. The course names, descriptions and contact hour / CEU ratings are listed below.

Overview of Assistive Technology (1.9 CEUs, 19 Contact Hours)

This course provides an awareness level of understanding of assistive technology. Participants investigate the use of assistive technology as it relates to life skills such as communication, mobility, education, recreation, vocation, independence and therapy/rehabilitation. The activities are designed to provide an overview of assistive technology applications for users of all ages.

Computer Access: Selected Devices (1.7 CEUs, 17 Contact Hours)

This course addresses a variety of computer access methods for individuals with disabilities. Discussion topics cover speech synthesis, touch screens, expanded keyboards, computer interface devices and adaptive software packages. Participants need access to alternate computer input devices (i.e. TouchWindow, Intellikeys, or Discover Board).

AT Assessment I: Data Gathering (1.9 CEUs, 19 Contact Hours)

This course presents commercial and non-commercial procedures for gathering data to determine appropriate assistive technology needs. The participant will review and analyze the various options for appropriate use in clinical and educational settings.

AT Assessment II: Decision Making (1.8 CEUs, 18 Contact Hours)

Participants in this course will gain an understanding of the importance of team decision making in the assessment process to determine appropriate assistive technology solutions. Administrative responsibilities, team assessments and caregiver involvement are representative topics discussed.

Classroom Integration: Technologies (2.0 CEUs, 20 Contact Hours)

This course provides information and research on methods and organizational approaches to integrating assistive and educational technologies in the classroom. Options such as computer laboratories, one computer in the classroom and use of classroom assistive technology stations are explored, evaluated and discussed.

Assistive Technology: A Family Affair (2.1 CEUs, 21 Contact Hours)

This course emphasizes the need for family participation in the selection, acquisition and implementation of assistive technology. A portion of this course focuses on acceptance, understanding and involvement of the family which often requires guidance, training and understanding by educators and service providers. Topics covered include methods to facilitate acceptance of assistive technology, becoming an active listener, and support resources available to families.

Switches and Toys (1.7 CEUs, 17 Contact Hours)

This course focuses on the use and importance of switches, toys and other battery operated devices in the lives of individuals with disabilities. Participants learn to identify a variety of switches and are instructed in the construction and repair of switches. General household tools are needed in addition to the Accessible Learning Kit.

Applications of Low and Elementary Assistive Technology (1.6 CEUs, 16 Contact Hours)

This course teaches participants the functional applications of low technology and elementary technology assistive devices in the areas of communication, mobility, education, recreation, vocation, independence and therapy/rehabilitation. Participants explore and have hands-on experience building low technology devices for children and adults.

Young Children: AT Applications (1.8 CEUs, 18 Contact Hours)

This course emphasizes educational and assistive technologies for young children with various disabilities in self-contained and integrated educational environments. Participants study educational practices and consider inclusion of assistive technology to meet the needs of children with disabilities.

Funding: Assistive Technology (2.5 CEUs, 25 Contact Hours)

This course considers the variety of funding sources available to consumers purchasing assistive technology devices. Successful acquisition of selected devices is described in case study scenarios which provide information on appropriate procedures, available resources, effective language and the appeal process.

Low Technology Communication (1.7 CEUs, 17 Contact Hours)

This course is designed to provide an in-depth awareness of communication techniques that are classified as low technology. The introduction of eye gaze systems and non-electronic communication boards provide the participant with a knowledge base to implement this technology with individuals with disabilities in order to teach cause and effect, make requests and facilitate simple communication.

AAC: Systems and Assessment (2.0 CEUs, 20 Contact Hours)

This course covers augmentative communication system components (i.e., aids, symbols, techniques, and strategies) and the decisions involved in selecting these components for a given individual. Participants discuss the development of cognition and language in individuals and learn to appropriately apply augmentative communication in the life skill areas.

Software Applications: Young Children (1.6 CEUs, 16 Contact Hours)

This course offers practical applications of educational software for early childhood programs. Topics presented include selection and evaluation of software; various types of software appropriate for this age level and recommendations for classroom use. This course is specifically designed to help educators enhance learning experiences for students with a variety of special needs.

Multimedia: Skills for Educators (1.9 CEUs, 19 Contact Hours)

This course is designed to provide participants with a working knowledge of the educational applications of computer authoring software. Participants create sample programs using HyperStudio and discover the potential of this powerful teaching tool. Participants are provided with a demo disk of HyperStudio.

Communication: A.T. Applications (2.1CEUs, 21 Contact Hours)

Participants in this course will explore the role of speech-language pathologists in the planning and implementation process for assistive technology for students with disabilities. Participants will also research several applications of assistive technology related to communication which are appropriate for students with a range of disabilities.

Assistive Technology: Multiple Solutions for Communication (2.2 CEUs, 22 Contact Hours)

Participants in this course will explore the role of speech- language pathologists in the planning and implementation of multiple communication solutions for students with disabilities functioning in a variety of environments. Course content focuses on issues which surround and the strategies which support multiple communication solutions for students with multiple disabilities.

Young Children and Literacy: AT Applications (2.1 CEUs, 21 Contact Hours)

Participants in this course will explore methods, solutions and devices which may improve literacy skills and access to literacy activities for young children with disabilities. Course content focuses on issues and strategies related to selecting, planning and implementing both assistive devices and literacy activities for young children with disabilities. The course focuses on the needs and solutions for a variety of young children.

Assistive Technology in Occupational Therapy: Enhancing / Enabling Control and Communication (2.5 CEUs, 25 Contact Hours)

Participants in this course will explore the role of occupational therapists in the assessment, planning and implementation process for assistive technology for students with disabilities. Participants will also research several applications of assistive technology related to occupational therapy which are appropriate for students with a range of disabilities.

Assistive Technology: Enhancing and Enabling Activity (2.9 CEUs, 29 Contact Hours)

This course has four areas of focus: (1) identification of the key elements of a team process to guide decision making, (2) examination of the aspects of sensory processing important to classroom functioning, (3) examination of technologies that might provide support to individuals who experience sensory processing difficulties and (4) use of the arts as a vehicle to encourage activity and as a vehicle for self-expression.

Supporting Activity and Mobility (2.5 CEUs, 25 Contact Hours)

Participants in this course will explore methods, solutions and devices which may improve the participation of students with disabilities by supporting mobility and improving access to activities throughout the day. Course content focuses on devices, issues and strategies related to seating, positioning and mobility for individuals with disabilities.

Assistive Technology Certificates (Revised 2002)

RIATT@NASDSE's courses can be combined into specific strands that provide focus to one's learning. We recommend that Universities offer two levels of Certificates that reflect the level of professional sophistication of the participant. The Level I Professional Certificates are earned by those who have acquired the competencies necessary to provide most of the assistive technology services required by their students. These are typically classroom teachers and therapists working with students who are using assistive or educational technology. Level I Certificates are earned by completing a series of 6 courses as outlined below.

Level II Specialist Certificates can be earned by those requiring a more in-depth knowledge of assistive technology including those leading or participating in assistive technology assessment teams or making assistive technology policy. These certificates can be earned by building on the Level I Certificates with the addition of three courses as outlined below.

Both levels of certificates focus on a specific area of assistive technology services including classroom, communication, early childhood education, and occupational therapy services. The following pages outline each certificate in terms of the coursework we recommend. The courses can be taken in any sequence, however, we strongly suggest that participants begin with the Overview of Assistive Technology course. These suggested certificates typically cover the needs of most professionals.

Level I Professional Certificates

Level I Assistive Technology Professional Certificate (typically pursued by special and regular education teachers)

Overview of Assistive Technology
Computer Access: Selected Devices
Assistive Technology: A Family Affair
AT Assessment I: Data Gathering
AT Assessment II: Decision Making
Classroom Integration: Technologies

Level I Low Incidence Assistive Technology Applications Certificate (typically pursued by those working with students who have low incidence, multiple impairments)

Overview of Assistive Technology
Low Technology Communication
Supporting Activity and Mobility
Switches and Toys
Applications of Low and Elementary Assistive Technology
Assistive Technology: Enhancing and Enabling Activity

Level I Communication Services Assistive Technology Applications Certificate (typically pursued by speech and language pathologists, audiologists and other communication personnel)

Overview of Assistive Technology
Low Technology Communication
AAC: Systems and Assessment
Communication: A. T. Applications
AT: Multiple Solutions for Communication
Applications of Low and Elementary Assistive Technology

Level I Early Childhood Services Assistive Technology Applications Certificate (typically pursued by preschool, early intervention and childfind personnel)

- Overview of Assistive Technology*
- Switches and Toys*
- Young Children: AT Applications*
- Software Applications: Young Children*
- Low Technology Communication*
- Young Children and Literacy: AT Applications*

Level I Occupational Therapy Services Assistive Technology Applications Certificate (typically pursued by occupational therapists and certified occupational therapist assistants)

- Overview of Assistive Technology*
- Switches and Toys**
- Low Technology Communication*
- Assistive Technology in Occupational Therapy*
- Assistive Technology: Enhancing and Enabling Activity*
- Supporting Activity and Mobility*
- *Computer Access: Selected Devices may be substituted*

Level I Paraprofessionals Assistive Technology Services Applications Certificate (typically pursued by paraprofessionals and educational assistants)

- Overview of Assistive Technology*
- Switches and Toys*
- Low Technology Communication*
- Computer Access: Selected Devices*
- Multimedia: Skills for Educators*
- Applications of Low and Elementary A. T.*

Level II Specialist Certificates

Level II Supervision of Assistive Technology Services Specialist Certificate

- Overview of Assistive Technology*
- Computer Access: Selected Devices*
- Assistive Technology: A Family Affair*
- AT Assessment I: Data Gathering*
- AT Assessment II: Decision Making*
- Classroom Integration: Technologies*
- Funding: Assistive Technology*
- Supporting Activity and Mobility*
- Applications of Low and Elementary Assistive Technology*

Level II Low Incidence Assistive Technology Specialist Certificate

- Overview of Assistive Technology*
- Low Technology Communication*
- Supporting Activity and Mobility*
- Switches and Toys*
- Applications of Low and Elementary Assistive Technology*
- Assistive Technology: Enhancing and Enabling Activity*
- Assistive Technology: A Family Affair*
- AT Assessment II: Decision Making*
- Assistive Technology in Occupational Therapy*

Level II Communication Services Assistive Technology Specialist Certificate

- Overview of Assistive Technology*
- Low Technology Communication*
- AAC Systems and Assessment*
- Communication: A. T. Applications*
- AT: Multiple Solutions for Communication*
- Applications of Low and Elementary Assistive Technology*
- Assistive Technology: A Family Affair*
- AT Assessment II: Decision Making*
- Supporting Activity and Mobility*

Level II Early Childhood Services Assistive Technology Specialist Certificate

- Overview of Assistive Technology*
- Switches and Toys*
- Young Children: AT Applications*
- Software Applications: Young Children*
- Low Technology Communication*
- Young Children and Literacy: AT Applications*
- Assistive Technology: A Family Affair*
- AT Assessment II: Decision Making*
- Supporting Activity and Mobility*

Level II Occupational Therapy Services Assistive Technology Specialist Certificate

- Overview of Assistive Technology*
 - Switches and Toys**
 - Low Technology Communication*
 - Assistive Technology in Occupational Therapy*
 - Assistive Technology: Enhancing and Enabling Activity*
 - Supporting Activity and Mobility*
 - Assistive Technology: A Family Affair*
 - AT Assessment II: Decision Making*
 - Applications of Low & Elementary Assistive Technology*
- *Computer Access: Selected Devices may be substituted*

Note: In rare cases, a participant may have a particular reason to substitute one course for another within a Certificate strand (i.e., based upon professional needs). These will be considered on a case by case basis by the RIATT@NASDSE committee of instructors.

Frequently Asked Questions

What is the need for assistive technology training?

The national need for education professionals trained in assistive and educational technology is great. Federal special education law (IDEA 97) mandates that all students receiving special education services receive the assistive technology services they require in order to access the curriculum. As a result, there is a national need for Assistive Technology Specialists as well as teachers, therapists and administrators who are able to support students using assistive technology in the classroom. As an increasing number of students receiving special education services are educated in the regular education classroom, both regular and special education teachers must be able to utilize the technology their students need to receive a Free, Appropriate Public Education.

Additionally, the movement toward high-stakes testing combined with the increased diversity within the school system has highlighted the need for educators who are able to use technology as a way to make the curriculum relevant and interesting to students. The increased presence of technology within schools has greatly outpaced the development of teachers who can effectively utilize such technology as a teaching tool. As a result, teachers, therapists and administrators are looking to get the training they need while fulfilling their professional development licensure requirements.

Why would my university be interested in this program?

This hands-on distance education/E-learning program is a revenue generator. Additionally, for those universities making an effort to reduce costs and implement quality learning experiences, this program provides a good foundation. RIATT@NASDSE's unique Turnkey program provides all advisement, instruction, trouble shooting and reporting services for the university.

In what ways can my university offer the courses?

These courses may be offered in any way the university desires including as Professional Development Units (PDUs), Continuing Education Units (CEUs), standard university credit or any other way that meets the needs of the university's constituency. They can even be offered as a degree or part of a degree program if the university desires.

What universities are currently offering these courses for CEU credit or Certificates?

The following major universities are offering the program:

- California State University at Hayward
- Oklahoma State University
- Pennsylvania State University-Berks Campus
- State University of New York at Binghamton
- University of South Florida
- Vermont College of the Union Institute

Can these courses be offered for University graduate credit?

Yes, several universities and colleges across the nation offer these courses for graduate credit to apply toward degree requirements at the respective university. At present, both a Masters and Educational Specialist degrees are available. Below is a list of universities offering degrees or graduate credit for the courses/material:

- Bowling Green
- College of Santa Fe
- Fort Hays State
- University of Louisville
- University of Nevada, Las Vegas

Does the course content differ between Professional Development courses (PDUs and CEUs) and university graduate courses?

No, the rigor is the same for all participants.

What types of professionals participate in the training program?

- | | |
|----------------------------------|---|
| Special Education Teachers | Health Workers |
| Speech and Language Pathologists | Occupational Therapists |
| Rehabilitation Specialists | Directors/Supervisor of Special Education |
| Educational Diagnosticians | School Psychologists |
| Regular Education Teachers | University Professors |
| Family Members | Caregivers |
| Head Start Personnel | State Department Consultants |
| Inclusion Teachers | Principles / Administrators |
| Physical Therapists | Adapted Physical Education Teachers |
| Early Childhood Teachers | Vocational Counselors |

What are Certificates and how do they help my students?

Assistive Technology Certificates (Level I and Level II) are awarded by accredited Institutions of Higher Education when a student completes a body of work stipulated by that institution. Students can use the credit and certificate in several ways:

- Recertification in many states
- Verification to local administrators of their expertise
- Job applications for promotions or alternate positions
- Verification to the general public of expertise

What happens if my university does not have enough students to make up a class?

Because your university-approved RIATT@NASDSE instructors are instructing courses for several universities at once, your students can be combined with others to enrich / extend their learning experience.

What if my university wishes to drop out suddenly? Is there a penalty?

There is no penalty and we can even transfer your existing students to other IHEs so they can complete their studies!

ASHA Continuing Education Units

In 1998, NASDSE was approved by the American Speech-Language-Hearing Association (ASHA) to be an ASHA Continuing Education Provider. Thus NASDSE is approved by the Continuing Education Board of ASHA to provide continuing education activities in speech-language pathology and audiology. Courses in this program are offered for up to 2.9 CEUs (depending upon the specific course, Various level; Professional area). However, ASHA approval of continuing education sponsorship does not imply endorsement of course content, specific products, or clinical procedures.

If your university is also an approved ASHA Continuing Education Provider, your participants can earn ASHA CEUs in addition to the credit provided by the university. As a part of the Turnkey collaboration, your university would cosponsor ASHA approved continuing education activities with RIATT@NASDSE to make this happen. Once set in place, each ALK comes with an ASHA CEU Participant Form. Instructions on how to complete and where to send it are provided, making it easy for participants to receive ASHA CEUs for their work. RIATT@NASDSE will handle all of the approval and reporting paperwork with ASHA.

If your university is not yet an approved ASHA Continuing Education Provider, we can show you how to become one! In this way, you have the flexibility to offer your participants the type of credit they require as professionals.

Recommended Competencies for Professionals and Staff Members in Assistive Technology

In 1998, the NASDSE Board of Directors officially recommended to its membership a series of essential competencies in four areas of assistive technology. This was in response to a number of issues related to the provision of assistive technology services within states including: a) the need to address the IDEA requirements within state plans, b) the need to avoid future due process resulting from assessments conducted by unqualified professionals, c) the need to address the proliferation of groups developing their own competencies and certification, and d) the need to provide a cost-effective approach to providing appropriate assistive technology services. The recommended competencies fall under four areas: a) Basic Knowledge of Assistive Technology Services and Devices, b) Collaboration and Communication, c) Assessment, Planning and Implementation Process, d) Resources. It is with these recommended competencies in mind that RIATT@NASDSE developed the Professional Certificates listed on pages 10-11.

The competencies in each area were developed through a collaboration involving assistive technology leadership personnel from fourteen states including California, Colorado, Georgia, Illinois, Indiana, Maine, Minnesota, New Mexico, Pennsylvania, Ohio, Oklahoma, Texas, West Virginia, and Wisconsin. These recommended competencies are listed in the following pages.

Basic Knowledge of Assistive Technology Services and Devices

- Understand assistive technology including legal requirements, its purpose and functional application for the student's program.
- Demonstrate an awareness of a variety of assistive technology devices and services and ability to integrate technology into educational programs.
- Demonstrate knowledge in their specialty area of assistive technology (e.g., access, alternative augmentative communication, computer-based instruction, mobility, positioning, assistive listening and signaling devices, recreation/leisure/play, vision technology and environmental control, and activities of daily living).
- Demonstrate the ability to apply discipline-specific knowledge regarding assistive technology.
- Demonstrate the ability to use appropriate assistive technology in a variety of settings.
- Demonstrate the recognition of the need for ongoing individual professional development and maintain knowledge of emerging technologies.

Collaboration and Communication

- Understand the transdisciplinary nature of assistive technology application and contribution of a variety of disciplines to the service delivery process.
- Understand skills required to serve as a member of a transdisciplinary team providing services for assistive technology:
 - ⇒ ability to include parents as team members
 - ⇒ ability to listen and respond to input from other team members
 - ⇒ demonstrate effective group process skills
- Know when and where to refer to other resources for assistive technology.
- Utilize resources to meet technology needs for students with disabilities.
- Demonstrate the ability to network with others in the community, including parents and general educators for technical information and problem-solving.

Assessment, Planning and Implementation Process

Assessment:

- Identify appropriate, qualified team members necessary to determine assistive technology needs and strengths.
- Determine, in collaboration with other members of the assessment team, assistive technology needs and strengths as part of a comprehensive transdisciplinary evaluation which addresses all areas related to the disability and based on student's strengths, tasks, and expectations.
- Use appropriate data gathering procedures and strategies to conduct an assistive technology evaluation utilizing a team approach to assess the student in customary environments.
- Integrate and discuss, in collaboration with the transdisciplinary team, all evaluation information including formulating recommendations and preparing a report.

Planning:

- Develop a plan utilizing appropriate, qualified team members.
- Identify and design appropriate assistive technology devices, services, and strategies in the plan.

Implementation:

- Implement the plan using a collaborative approach.
- Evaluate, measure, and report on the effectiveness of the plan to meet the student's needs.
- Modify the plan as required to meet the student's needs.
- Identify areas that require further assessment or re-evaluation on an ongoing basis.

Resources

- Identify, in collaboration with team members, assistive technology resources at the classroom, building, district, region, community, state and national level:
 - ⇒ Funding resources and strategies
 - ⇒ Product resources, i.e., augmentative communication, computer access
 - ⇒ Print and electronic resources, i.e., books, websites, journals, listserves
 - ⇒ Human resources, i.e., individuals who can provide assessment, training, customization
 - ⇒ Problem solving, maintenance and repair
- Recognize own scope of knowledge and skills and utilize identified resources to augment knowledge and skills represented within team.
- Serve as a resource for others.
- Identify staff development needs and opportunities which meet needs
- Participate in staff development opportunities that address identified needs.

RIATT@NASDSE Instructors

What are the Qualifications of Instructors?

The instructors all have advanced graduate degrees and/or extensive experience in the field they teach. RIATT@NASDSE requires that all instructors also have the following qualifications:

- Three years experience providing direct service in the field
- Completion of at least Level II Application and Supervision of Assistive Technology Specialist Certificate (see page 10)
- Completion of any course they currently teach
- Completion of the RIATT@NASDSE Distance Education Instructor Training Workshop
- Follow specific guidelines required by the participating IHEs

Are there always instructors available for the classes?

RIATT@NASDSE has several qualified instructors on staff so there are always instructors who are available to teach the classes. All RIATT@NASDSE instructors are approved by the participating IHE.

Can the university use existing instructors?

Yes, RIATT@NASDSE would accept them if they complete the requirements outlined above.

Who pays the Instructors?

In a Turnkey collaboration, RIATT@NASDSE pays the instructors on a per student fee structure for each class. RIATT@NASDSE invoices the university for instructional / reporting services.

Financial Outcomes

This Turnkey program is a revenue generator that helps the university reduce costs while creating quality online learning. The following example can be achieved when the cooperative is properly implemented:

This estimate is made on the following premise:

- One class of 25 students working on an Educators Specialist Certificate (see page 10)
- University Tuition = \$150.00
- RIATT@NASDSE instructional Services / Reporting Fee to University = \$85.00

Per Course Profit:

University Income:	\$3,750	(25 students x \$150.00)
RIATT@NASDSE Fee:	<u>-\$2,125</u>	(25 Students x \$85.00)
Net University Profit:	\$1,625	(per course of 25 students)

Per Certificate Profit:

University per Course Profit:	\$1,625	
Courses per Certificate:	<u>x 9</u>	
Net University Profit:	\$14,625	(per Certificate for 25 students)

Thus, your State's education professionals represent several groups who could potentially earn a Specialist Certificate. Because RIATT@NASDSE provides the course advisement, materials (ordered by the students directly from RIATT@NASDSE), instruction, record keeping and reporting as a part of the per student Turnkey fee, the overhead cost to the university is low (i.e., no need to hire faculty or administrative personnel). All the university needs to do is provide the marketing materials and a contact person for RIATT@NASDSE coordination.

Most courses are offered every other month with half offered on odd months (January, March, etc.) and the other half (i.e., February, April, etc.) on even months. Thus, a student never has to wait more than about a month to take a specific course. Some courses have more students than others. However, because the courses are offered in collaboration with several universities from around the country, even those courses with low student registration do not need to be cancelled. The students are combined with those from other universities!

Notes
