

SLIDE 1:

Maryland Assistive Technology Program

Maryland Department of Disabilities

SLIDE 2:

Why I do what I do...

- Worked with MDTAP for 20+ years!
- BA & MFA from the University of Baltimore; graduate certification in Assistive Technology from California State Univ.; MAT Special Ed presently
- Have a child with non-verbal learning disability, ADD, vision impairment
- Engaged in the IEP process in the public school system
- Always exploring ways AT can help

SLIDE 3:

About Us

Maryland TAP provides statewide access to assistive technology (AT) through equipment demonstrations, loans, reuse, financing, and training.

www.mdtpap.org

We're a free, statewide service through the Maryland Department of Disabilities.

SLIDE 4:

WhAT We Do in Maryland

- AT demonstrations and consultations with AT Clinicians – In-person and virtually!
- Issue short-term device loans, up to 4 weeks at a time to try before buying!

- Provide low-interest financial loans and run the High-Tech AT Reuse Center.
- Host in-depth AT sessions exploring a variety of AT topics – In person and virtually!
- 3D Printing – AT Fabrication Program. 3D printed low tech AT devices provided free of charge.
- Host statewide AT events such as Accessible Gaming Days, Financial Resiliency Webinar Series, and more!

SLIDE 5:

Don't Get... Lost In Transition

SLIDE 6:

Transitioning out of Secondary Education

My child is leaving school, so....

- What's next?
- How does my child still access/use AT?
- Where do I start?

SLIDE 7:

Transition Planning

When does it begin?

- Transition planning begins the year the student turns 14.
- At this time, a formal Transition Plan that includes the student's postsecondary goals and transition services must be developed and included in the IEP.
- Next steps will involve the IEP team making referrals that could include: Vocational Rehabilitation (DORS), Developmental Disability Administration (DDA), Department of Labor, and/or Behavioral Health Administration. You may receive an Agency Linkage Consent Form.

SLIDE 8:

What's Included?

What does transition planning include?

The transition planning process occurs when students with IEPs identify what they will do after graduation and consider the skills, training, education, and/or resources needed to reach these goals. It also includes:

- Identifying and applying to the appropriate adult service agencies
- Gathering documents needed for future colleges, employers, or service providers.
- Determining the training transition activities and supports needed to reasonably enable the student to reach these goals.

SLIDE 9:

AT & Transition: Myth & Fact

MYTH:

AT does not need to be considered as part of the secondary transition process (i.e., transitioning out of high school to post-secondary education, employment opportunities or adult services).

FACT:

AT should be considered for inclusion in a child's transition plan, as AT devices and services create more opportunities for that child to be successful in their post-secondary plans.

SLIDE 10:

The Transition Outline

- The AT needs of a child with a disability do not stop when they transition out of high school. If a child requires an AT device and service in their IEP, then it should be discussed and included in their transition plan.
- If the IEP Team determines that the transition services will consist of special education and related services, then the IEP Team

must also consider the child's need for existing or new AT devices and services as part of the transition services.

- The child's AT needs should be shared with the participating adult agency, so that AT devices and services can be provided when the child exits school. AT devices and services can support vocational- related or post-secondary education- related tasks.
- With the consent of the parents (or the child if they are at the age of majority), the LEA must invite any participating agency that is likely to be responsible for providing or paying for transition services to be a member of the IEP Team and collaborate with that agency to ensure transition services are provided in accordance with the IEP.

SLIDE 11:

Remember!

- There is no "one size fits all" with Assistive Technology devices. AT options are individualized and based on personal needs.
- Assistive Technology can help employers and postsecondary institutions make reasonable accommodations for their employees and students with disabilities.
- And what's worked in the education setting might not be the most appropriate tool in employment or independent living. When the setting changes, the technology needs may change too!

SLIDE 12:

Who Pays for AT?

The answer depends on the technology, the use, and the user. Many kinds of AT may cost you little or nothing, even for some very expensive items. Some examples:

- School systems pay for general special education learning materials as well as technology specified in an IEP.

- Government programs (Social Security, veteran's benefits, or state Medicaid agencies) pay for certain assistive technology if a doctor prescribes it as a necessary medical device.
 - Private health insurance pays for certain assistive technology if a doctor prescribes it as a necessary medical or rehabilitative device.
 - Rehabilitation and job training programs, whether funded by government or private agencies, may pay for assistive technology and training to help people get jobs.
 - Employers may pay for assistive technology that is a reasonable accommodation to enable an employee to perform essential job tasks.
- Assistive Technology Industry Association (ATIA)

SLIDE 13:

Know your Funding Source

When AT is purchased for a student who is blind/low vision (or functions at B/LV), and that AT was purchased through American Printing House for the Blind (APH): the student CAN keep that equipment after high school!

- Work with your county TVI to request assessment for APH devices
- During the IEP meeting, request to keep the APH- purchased devices
- Available for public, private, and home school students
- If you aren't sure how the AT was paid for, ask an IEP team member, transition coordinator, or TVI. They can determine the funding source of the AT.

[APH Quota Funds- All the Facts](#)

[APH Product Catalogue](#)

[Questions about Eligibility? Reach out](#)

SLIDE 14:

AT in Transition: Tools & Guides

SLIDE 15:

Setting the Scene

Who is involved in the Transition Process?

- Students
- Parents/Caregivers
- Educators
- Service Providers

What are the Transition Expectations?

- High Expectations
- Self Determination
- Social emotional behavioral learning supports
- Supported decision-making
- Respecting the student, family, and their informed decisions.

SLIDE 16:

Transition Checklist

- Assistive Technology
- Benefits
- Postsecondary Education/Disability
- Support Services
- Transportation/Travel Training
- Healthcare
- Community Access

SLIDE 17:

AT in Transition Checklist:

Assistive Technology: Transition Checklist

From school to post-school services, this guide helps to identify current uses of AT, anticipated future uses of AT, and services available to access AT.

Student Statement

As an assistive technology user in the school system, it's important that I understand how and when I use my AT, that I am an advocate for myself and my equipment, and that I am prepared to meet my adult goals with AT.

Name:

Age:

Date of Anticipated School Transition:

[AT School Transition Checklist](#)

SLIDE 18:

Considerations – AT currently Used

Assistive Technology Currently Used in School (Check all that apply)

- Writing/Learning Aids
- Vision Aids
- Amplification System/Hearing Aids
- Environmental Control Units
- Adapted Computer Access
- Aids for Daily Living
- Voice Recognition
- Eye Gaze Technology
- AAC
- Memory Aids
- Sensory Aids
- Other

SETT Framework:

- Student

- Environment
- Task
- Tool

SLIDE 19:

How AT Supports the Student:

Student's Current Use of AT Supports the Following:

- Speech/Communication
- Mobility, seating, positioning
- Vision
- Hearing
- Environmental Access
- Reading/Writing
- Daily Living
- Health Maintenance
- Computer Access
- Learning, cognition, developmental delay

SLIDE 20:

AT Planning

AT after Transition from School (check all that apply)

I plan to use AT in the following settings, after I leave high school:

- Home/Community
- Work
- Higher Education/College
- Other

SLIDE 21:

AT Questions to Ask:

After transitioning from school, I will need AT to (check all that apply):

- Communicate

- Transport/Drive
- Support Vision
- Support Hearing
- Read/Write
- Support Daily Living (dressing, cooking, etc.)
- Manage Health
- Access the computer, tablet, or iDevice
- Build social skills and interactions

SLIDE 22:

Future use of AT

I will use the following services to help access AT after transition from school:

- DORS/Vocational Rehabilitation
- DDA/Community Services
- Higher Education/College
- Employer
- None/I don't know
- Other

SLIDE 23:

Assistive Technology Navigator Tool

Assistive Technology (AT) can be used to help a person with post-school employment and independent living.

Some examples of AT that can be used include:

- Alternative keyboards (e.g. ergonomic keyboard, one-handed keyboard)
- Voice recognition software
- Height adjustable desk
- Vibrating pager
- Portable reader (converts text-to-speech)
- Handheld video magnifier

- Ergonomic/adapted tools
- Motorized carts and lifting systems

SLIDE 24:

MD AT Program

Connect with MDTAP to explore what tools/tech might be most useful in post-school goals.

- AT Consultations
- AT Demonstrations
- AT Device Loans (4 weeks at a time)

SLIDE 25:

MSDE Transitioning Youth Guide

Be sure to use the MSDE Transition Planning Guide to help navigate the timeframes and steps to move to ensure a successful transition from school.

[Secondary Transition Planning Guide](#)

SLIDE 26:

Going to College

SLIDE 27:

AT as an Accommodation

- As a classroom accommodation (i.e. assistive listening devices, notetaking equipment, etc.)
- As a testing accommodation (i.e. talking calculators, reading and/or writing software, magnification systems, etc.)
- Other accommodations (i.e. alternate textbooks, digital or enlarged class materials, accessible instructional materials, etc.)

SLIDE 28:

Disability Support Services (DSS)

Student Responsibilities to put accommodations in place:

- Identifying themselves to the Disability Support Service Center
- Provide proper documentation of disability.
- Provide a minimum of two-week notice for all major accommodation requests (special accommodations of equipment and interpreter services may need more time).
- Provide notice to Instructor and the Disability Support Services Center when they will be testing in DSSC.
- Assume responsibility for testing procedures and notifying faculty and the Disability Support Services Center accordingly.
- Assume personal responsibility for meeting with faculty, as well as requesting assistance through supplemental services such as the Disability Support Services Center and meeting college standards.
- Provide for his/her personal independent living needs or other personal disability related needs.

SLIDE 29: Going to Work

SLIDE 30: DORS

Transitioning Youth options that include assistive technology

- DORS - [Department of Rehabilitation Services Student Services](#)
– for students between 14 – 21 with documented disabilities
- Work with the IEP Team to get this process underway.
- AT will be part of the continued services through DORS!

SLIDE 31: Department of Labor

- Transitioning Youth options that include assistive technology – WIOA!

- The Youth Employment Program provides tools for Maryland youth between the ages of 16 and 24 to fulfill their educational goals and explore the world of work by providing educational support, leadership development, and work training.
- This includes youth with disabilities who are low income.

[Youth Programs and Services Brochure](#)

- Find AT in every American Job Center to support young adults exploring their employment options!!!

- ✓ In school & out of school
- ✓ 14 program elements
- ✓ Eligibility

SLIDE 32:

Maryland Employment Network

The [Maryland Employment Network](#) provides services to young adults with SSI or SSDI who are interested in becoming independent and meeting their work goals!

Early intervention and access to supports ultimately leads to greater success and independence into adulthood. This includes employment services! Individuals who begin their career exploration at this stage have better outcomes regarding long-term employment.

SLIDE 33:

Community Living

SLIDE 34:

DDA

AT/Enabling Technologies, Home Modifications, and Vehicle Adaptations are all a part of DDA administered waivers!

- [DDA Transitioning Youth Services](#)
- [Fact sheet](#) for youth & their families
- [Family supports](#) – birth to 21
- [Community Pathways](#) – all ages
- [Community Supports](#) – all ages

SLIDE 35:

Centers for Independent Living

- One of the best resources for you and your transitioning youth to know!
- Centers for Independent Living serve people with all types of disabilities and provide:
 - Peer support
 - Information and referral
 - Individual and systems advocacy
 - Independent living skills training
- Find your local CIL – 7 in Maryland!

SLIDE 36:

What if the AT isn't covered through a service?

SLIDE 37:

Insurance – What is & isn't covered

Most AAC (speech generating) devices are covered by insurance, if it's determined to be medically necessary.

Generally, insurance will also cover the cost of the evaluation.

However, there are some instances when insurance won't cover a device and consumers need to request specifics from their insurance provider. [Learn more about what's covered through insurance.](#)

SLIDE 38:

Private Pay: Evaluations & Purchases

AT Specialists, Speech Language Pathologists (SLPs), and OTs can provide evaluations for assistive technologies and communication devices.

- [RESNA.org](https://resna.org) maintains a list of all actively licensed AT Professionals in Maryland.
- Follow this link for a list of [Maryland-based private pay practitioners](#).

SLIDE 39:

Recycled / Refurbished AT & DME

SLIDE 40:

Maryland High-Tech AT Reuse Center (MATR)

MD AT REUSE (MATR) EQUIPMENT

- CCTVs/Video Magnifiers/Magnifiers
- iDevices
- Adapted computer keyboards, mice, switches
- Speech communication devices
- Amplified telephones
- And more
- [Search all available items online](#)

Visit MATR By Appointment Only –

7125 Riverwood Drive, Suite D1 Columbia, MD 21046

To schedule a MATR donation, consultation, or pickup, contact 443-326-9703

MDTAP.AT-Reuse@maryland.gov

SLIDE 41:

Online Equipment Exchange

MDTAP maintains the Maryland Assistive Technology Exchange, an equipment exchange page through Facebook Yardsale.

SLIDE 42:

Funding AT

SLIDE 43:

AT Financial Loan Program Snapshot

- Provides low-interest loans to Maryland residents with disabilities or their families to buy assistive technology
- Loans issued to those who cannot otherwise afford a loan but still maintain a good likelihood of repaying the loan
- Covers all types of AT including vehicles, computers, hearing aids, home modifications, and more
- \$500 - \$10,000 for general AT purchases
- Up to \$20,000 for Home Modifications
- Up to \$40,000 non-adapted vehicles & \$70,000 for adapted vehicles

SLIDE 44:

Other AT Funding Sources

- [CILs AT Grants](#) – These can often go up to \$5,000, but many require a % contribution from the consumer. Each of the 7 CILs maintain their own structure and application process.
- [LISS Funding](#) – up to \$2,000 for services and devices.
- [ABLE Accounts](#) – Maryland ABLE accounts provide a way to help individuals with disabilities save money and pay for qualified disability-related expenses, including AT, without jeopardizing state or federal means-tested benefits such as SSI or Medicaid.

- Local service organizations such as Business and Professional Women's Associations, Exchange Club, Kiwanis, Elks, Lions, SERTOMA, JayCees, Church Groups, "A Dream Come True", "Make-A-Wish", Masons/Shriners, Churches, Knights of Columbus, and the Quota Club.

SLIDE 45:

Questions?

SLIDE 46:

Resources for Families & Educators

- OSEP Guidance on AT: [Myths & Facts Surrounding Assistive Technology Devices and Services](#)
- Offices of Special Education & Rehabilitative Services: [Transition Planning to Prepare Our Youth for Success](#)
- [MSDE Parent Series Guides](#) – Special Education Process, Understanding the IEP, Parent Rights, Secondary Transition
- [AT in Secondary Transition Checklist](#)
- [Center for Parent Information & Resource](#)
- [Maryland Benefits Counseling Network](#)

SLIDE 47:

You can reach us here

[Where It's AT](#) – Our award-winning AT Blog

Find us on [Facebook](#)

Watch us on [YouTube](#)

Maryland Assistive Technology Program

2301 Argonne Drive, T-42

Baltimore, MD 21218

(800) 832-4827 (voice)

MDTAP.General@maryland.gov (e-mail)

www.mdta.org (web)