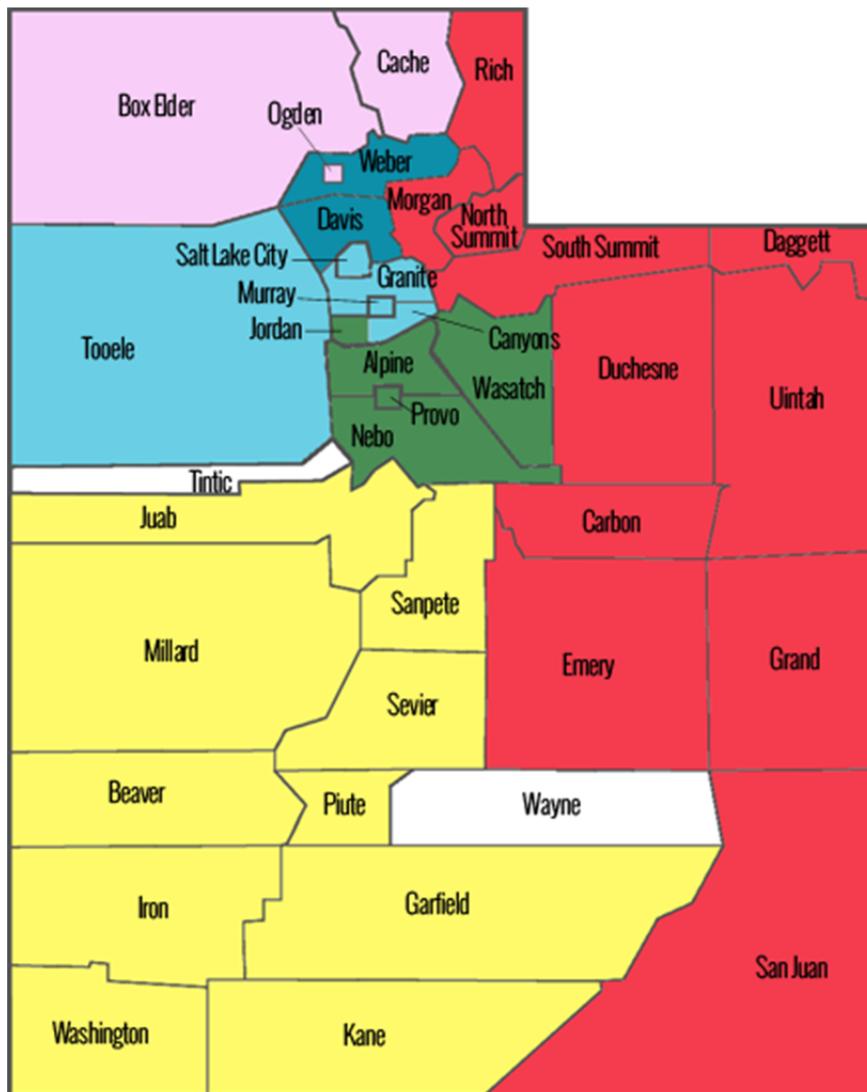


The Role of Utah Assistive Technology Teams (UATT formerly UCAAAT) in Education “Empowering Students with Assistive Technology”

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UATT consists of 27 regional teams with 175 members comprised of special educators, speech-language pathologists, occupational therapists, physical therapists, technology specialists, and paraprofessionals, who evaluate and recommend assistive technology solutions within your districts. The UATT Leadership Council represents the teams throughout the state and meets quarterly or more often as needed. Council members rotate on a two-year cycle. This map shows the regions represented by each council member:



UATT Central is located in Salt Lake City at the Judy Buffmire Building within UCAT and includes a staff of three and an extensive lending library of assistive technology.

UATT provides a framework for implementing Universally Designed Learning (UDL) and understanding Evidence Based Practice (EBP) using technology as an underpinning foundation rather than an add-on to best practice teaching and related services.

UATT is a resource to assist IEP teams and LEAs in providing access to education for children with disabilities. UATT can help LEAs do the following:

- Consider “whether the student needs assistive technology devices and services” (Utah SpEd Rules, p. 63). For example, as IEP teams consider the need for assistive technology solutions, they need to understand that *statewide assessment requires the **consideration** of AT accommodations for state tests. It is extremely important to realize that AT accommodations should not be introduced at the time of assessment, but need to be introduced and used during instruction. Therefore, IEP team “considerations” may influence how the child is taught as well as how he/she is assessed.*
- Use resources to assist IEP teams in providing FAPE.
- Implement assistive technology with fidelity of instruction and best practice by using research-based and data-driven methods.

The UATT directive is to support school teams and LEAs in providing access to the core curriculum by:

- Evaluating the special needs of children in the educational setting.
- Recommending assistive technology solutions.
- Lending low and high-tech devices for trial.
- Training local school teams, parents, and students to utilize the equipment and/or methods.
- Following-up with school teams to ensure that the children and the technology are an effective and appropriate match.
- Tracking students and the training provided on the technology. Updating the use of technology through various transitions until students either no longer need the technology, age out of the system, or graduate.

How does UATT Central support local teams? We provide:

- A framework for assessment.
- Specialized and extensive training for local teams to keep them abreast of new developments, research, evidence-based strategies, and data-based best practice methodology.
- A lending library of current technology and devices to try out with students.
- Funding for local teams to purchase AT equipment to evaluate and use for trials with their students.

- Troubleshooting for student, devices, and methodologies which may exceed the training level of local teams.
- Statewide training bi-annually at the UATT Conference, which is free to all educators.
- Local training to parents, teachers, and students as needed.
- Individualized training per request.
- Limited funding for substitutes.

Assistive technology is changing rapidly as are the numbers and types of students requiring it. Historically, most students were served with AAC, but now IEP teams need to consider a myriad of factors including but not limited to:

- Augmentative and Assistive Communication.
- Access to written language.
- Alternatives for hand writing and written communication.
- Other obstacles to education inherent with the student's disabilities.

Contact me for further information:

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