Introduction

This fifth edition of the ASNAT manual continues to follow essentially the same format created by Dr. Penny Reed and the original team of WATI consultants 16 years ago. Many of the supports we created or adapted for AT assessment of students with disabilities can be used effectively when looking at the technology needs of other unidentified students who struggle with school demands.

At this writing there are several forces that are in play that will continue to affect students. They may also impact how we deliver assistive technologies. This is not a manual that will provide information specific to any of these topics. We stay focused on assistive technology tools and services. But we dream of the day that all students are supported with the tools and instruction that meets their unique learning style. For the application of technology to do its work to support students in understanding, using and demonstrating knowledge we need to understand these supports. They are:

- Universal Design for Learning (UDL) - A set of strategies that can be employed to overcome the barriers inherent in most existing curriculum. Curriculum that uses current brain research to understand learning and apply teaching and technology tools to support all learners.
- Response to Intervention (RtI) - Integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. It emphasizes that learning environment and teaching strategies must be based on research models and adjusted to fit the needs of children. Technology, including assistive technology, supports access to curriculum for many students.
- National Instructional Materials Accessibility Standard (NIMAS) – This is a technical standard used by publishers to produce source files (in XML) that may be used to develop multiple specialized formats (e-text, audio or brailed books) for students with print disabilities. Assistive technology runs the file formats.

We believe these supports are critical to the success of students. For information on:

Universal Design for Learning (UDL)
Read: Providing New Access to the General Education Curriculum by Chuck Hitchcock • Anne Meyer • David Rose • Richard Jackson.
Access via websites http://www.cast.org/publications/UDLguidelines/version1.html#go or
http://www.osepideasthatwork.org/UDL/index.asp

Response to Intervention (RtI) (The Federal regulations at 34 CFR §300.307-309).
The National Center on Response to Intervention site: http://www.rti4success.org/

National Instructional Materials Accessibility Standard information may be accessed at:
http://www.osepideasthatwork.org/UDL/index.asp

What's the same in this fifth edition:
The format for group decision-making and the emphasis on utilizing the decision making process for AT assessment based on Joy Zabala's SETT frame work.

What's new in this edition:
We have additional chapters. Often these were a result of breaking out multi-topic chapters. Example: AT for Reading, Studying and Math in the fourth edition is now three distinct chapters.

We added a chapter for students with multiple challenges, not because the process is different, but to assist teams to ask different questions and to provide other resources.

We made each chapter a stand-alone chapter. We would hope each reader would always begin with Chapter 1 of the manual. This gives you an overview of the process; from there go to the chapter that meets your immediate need.

Many of the chapters have a short power-point presentation that can be found at the www.wati.org or http://dpi.wi.gov/sped/at-wati-resources.html.

You may find an icon ▲▲▲ next to a form. This indicates we feel that the form or technique may apply to universal environments and may help more than students who have specific disabilities.

We have expanded the continuums. In some chapters the AT continuum of tools may be represented by two or more continuums in that category. We feel this will better assist teams to sort through the continually growing field of options.

Each chapter ends with its own resource section.