

Minibibliography

Funding of Assistive Technology for Infants, Toddlers and Young Children with Disabilities

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The appropriate use of assistive technology (AT) in the classroom or playgroup, at home, and in the community supports natural learning opportunities and the successful inclusion of infants, toddlers and young children with disabilities in the full array of services and settings that are available to all young children. Despite the benefits of assistive technology, however, research shows that funding continues to be one of the biggest obstacles to the acquisition of AT devices and services for children with disabilities (Judge, 2000). For this reason, it is important that parents and professionals collaborate to explore all possible funding sources. These include, for example: Parts C and B of the Individuals with Disabilities Education Act (IDEA), Medicaid, the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) program, and State AT loan programs. For an overview of these and other AT funding sources, go to the National Early Childhood Technical Assistance Center's Web page on AT Funding, available at <http://www.nectac.org/topics/atech/funding.asp>. For more detailed information, see the following online publications:

Family Center on Technology and Disability. (2005, May). AT Funding: An expert forecasts a mixed future [Special issue]. *News and Notes*, 38. Retrieved June 6, 2005, from http://www.fctd.info/resources/newsletters/upload/FCTD_May05_Issue38.pdf

Abstract: This issue examines funding for assistive technology and identifies resources currently available to understand the funding process and to successfully facilitate it. It features an interview with Edward L. Myers III, an attorney with a disability, who has dedicated his adult life to providing legal representation and advice to families seeking AT funding for their children with disabilities. Additionally, the issue includes an annotated list of resources to assist parents and others in obtaining funding for assistive technology.

Golinker, L. (1997). Funding for assistive technology devices and services in the Individuals With Disabilities Education Act (IDEA) of 1997. Washington, DC: UCP National. Retrieved June 6, 2005, from http://www.ucp.org/ucp_printdoc.cfm/1/12/74/74-74/732

ABSTRACT: In late May 1997, Congress passed and President Clinton signed the Individuals with Disabilities Education Act of 1997 (IDEA), which updated and amended the IDEA. This paper reviews the provisions of the IDEA Amendments that affect students' with disabilities' access to assistive technology devices and services. It includes a set of actions steps that parents and advocates can take when advocating for AT users.

Hager, R. M. & Smith, D. (2003). The public school's special education system as an assistive technology funding source: The cutting edge. Buffalo, NY: Neighborhood Legal Services. Retrieved June 6, 2005, from <http://www.nls.org/specedat.htm>

ABSTRACT: The public school's special education system is the source of a wide range of educational services, special supports, and assistive technology (AT) that may be needed by children with disabilities to benefit from the public school's educational system. These rights to educational services and supports are grounded in two federal statutes, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Although this booklet is published to reach a primary audience of attorneys and advocates who assist persons with disabilities who need AT to succeed in their public school experience, the publication should also be viewed as a comprehensive treatise on the rights of students with disabilities under the IDEA and Section 504. Core issues are addressed in great detail, referencing the federal law and regulations, case law, and federal policy letters as relevant. Nearly every policy letter to come out of the U.S. Department of Education that specifically relates to AT is referenced.

Iowa Program for Assistive Technology (2005). *Funding strategies brochure*. Retrieved June 6, 2005, from <http://www.uiowa.edu/infotech/FundingStrategies.htm>

Abstract: This brochure was designed to inform families about the steps to take when seeking funding for assistive technology devices and services. It describes the roles of the various players involved and provides five "rules" that can be used as a guide during the process, including what to do when funding is denied. Six strategies for approaching funding agencies are described and links to potential funding sources are provided.

Judge, Sharon Lesar. (2000). Accessing and funding assistive technology for young children with disabilities. *Early Childhood Education Journal*, 28(2), 125-131. Retrieved June 6, 2005, from <http://www.kluweronline.com/issn/1082-3301/contents>.

ABSTRACT: This article asserts that as the number of young children using assistive technology increases, four areas emerge as particularly important: (1) accessing assistive technology; (2) matching needs of children to technology; (3) funding assistive devices and services; and (4) training early childhood education professionals and family members. Questions, concerns, and implications for practice are addressed.

Kemp, C. E., Hourcade, J. J. & Parette, H. P. (2000). Building an initial information base: Assistive technology funding resources for school-aged students with disabilities. *Journal of Special Education Technology*, 15(4), 15-24. Retrieved June 6, 2005, from <http://jset.unlv.edu/15.4/Kemp/first.html>.

ABSTRACT: This article provides an overview of several funding sources for assistive technology devices, including the Individuals with Disabilities Education Act, Medicaid, the Developmental Disabilities Assistance and Bill of Rights Act Amendments of 1987, vocational rehabilitation services, and private insurance. Suggestions for making successful claims are discussed.

Kemp, C. E., Parette, H. P. & Hourcade, J. J. (2001). Funding assistive technology and related health services in service settings. *Early Childhood Education Journal*, 28(3), 189-192. Retrieved June 6, 2005, from <http://www.kluweronline.com/issn/1082-3301/contents>.

ABSTRACT: This article discusses the options for securing funding to provide assistive technology devices and services in service settings. Options include Medicaid, the School Health and Related Services Program, and the Early Periodic, Screening, Diagnosis and Treatment (EPSDT) program. The article also considers Medicaid payment requirements and private insurance as a funding source, and includes a sample letter of justification to the Medicaid office.

National Assistive Technology Advocacy Project. (2002). Special education revisited: An assistive technology funding source for students with disabilities. *AT Advocate*, 7(1). June 6, 2005, from <http://www.nls.org/av/spring02.htm>.

ABSTRACT: This article presents a summary of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act as they relate to a student's right to obtain AT from the public schools. It includes the following sections: (1) Special education law: the basics; (2) AT in the schools - what is it?; (3) How to obtain AT from the special education system; (4) Appeals; (5) Section 504 of the Rehabilitation Act; and (6) Obtaining AT under Section 504.

National Assistive Technology Advocacy Project. (2003). Medicaid, assistive technology, and the courts: An updated summary of AT related federal and state court decisions. *AT Advocate*, 8(1). Retrieved June 6, 2005, from <http://www.nls.org/av/spring03.htm>.

ABSTRACT: Medicaid is the largest single funding source for AT devices in most, if not all states. State Medicaid programs have paid for many AT devices for both children and adults with disabilities, including: custom and power wheelchairs/scooters, augmentative communication devices, specialized strollers and car seats for children, therapy vests, electronic lifting devices, and specialized beds and cribs, to name just a few. In some cases, litigation has been necessary to establish that the equipment in question is medically necessary. In other cases, litigation has been necessary because the state Medicaid agency has, through payment limits or outright exclusions, precluded funding for a whole class of AT or what is most typically classified as durable medical equipment. This article summarizes many of the most important AT-related court decisions going back to the mid 1980s, with most of these decisions published during the 1994 - 2003 period.

National Council on Disability. (1993). *Study on the financing of assistive technology devices and services for individuals with disabilities: A report to the President and the Congress of the United States*. Washington, DC: Author. Retrieved June 6, 2005, from <http://www.ncd.gov/newsroom/publications/1993/assistive.htm>.

ABSTRACT: This study, which was mandated in Title II of the Technology-Related Assistance for Individuals with Disabilities Act, explores issues surrounding the financing of assistive technology and examines questions of accessibility, availability, affordability, and cost-effectiveness. The study offers a paradigm of disability focusing on how specific disabilities change the manner in which the activities of life are performed. It outlines the demographics of disability, defines the problem of access to assistive technology, and presents 12 major findings. Findings focus on: information awareness and coordination, inconsistent standard of need to justify funding across public programs, awareness and enforcement of existing rights and entitlements, health care funding of assistive technology, coordination of services and funding, monitoring the use of assistive technology, consumer choice and control, funding for support services, gaps in access for specific populations, availability of funding resources, impact and benefits of assistive technology, and funding solutions. In general, findings indicate that assistive technology makes education in regular school settings possible, reduces dependence on family members, saves money, enables individuals to sustain and improve their employment, and generally improves quality of life for individuals with disabilities. Sixteen recommendations for policy adaptation and legislative action are provided.

RESNA Technical Assistance Project. (2000). *Discovering hidden resources: Assistive technology recycling, refurbishing, and redistribution*. Arlington, VA: Author. Retrieved June 6, 2005, from <http://www.resna.org/taproject/library/recycling/RMtoc.htm>

ABSTRACT: This monograph discusses the benefits of recycling and reusing assistive technology for students with disabilities. It begins by discussing the benefits of recycled assistive technology for suppliers, students, and consumers, and then profiles programmatic models for assistive technology recycling programs. The advantages and disadvantages for giving assistive technology away, becoming a durable medical equipment dealer, becoming a discount broker, loaning it at no cost, and incorporating it into an existing redistribution organization are outlined for consumers, nonprofit organizations, and durable medical equipment dealers. The following sections address: (1) management aspects of recycling; (2) refurbished equipment marketplace; (3) components of computer recycling programs, including starting a recycling program, partnerships, and program management; (4) assistive technology recycling efforts around the globe; and (5) national issues, such as payment and funding for recycled devices, federal funding sources, transportation, policy issues concerning payment by public and private insurance programs, and program sustainability. Recycling efforts by different nonprofit organizations are profiled throughout the monograph. Appendices include a RESNA Technical Assistance Project bulletin on exchanging and recycling assistive technology programs.

Sheldon, J. R., & Hager, R. M. (1997). *The availability of assistive technology through Medicaid, public school special education programs, and state vocational rehabilitation agencies*. Buffalo, NY: Neighborhood Legal Services. Retrieved June 6, 2005, from <http://www.nls.org/atart.htm>.

ABSTRACT: This article explains what is encompassed by the term “assistive technology” and presents an overview of three AT funding sources: Medicaid, the public schools’ special education system and state vocational rehabilitation agencies. To date, very few advocates from the Legal Services and Legal Aid networks have become involved in assistive technology advocacy. This article was written with the hope that many Legal Services, Legal Aid, P&A and CAP advocates will consider AT advocacy as a casework priority. For those already working on AT cases, the hope is that they will expand their thinking beyond one primary funding source and look to others. The discussion of the three topics above should provide a solid foundation for any advocate entering this area of advocacy. It should also provide the experienced advocate a handy reference guide to the underlying law, regulations and policy governing the funding of AT through Medicaid, special education programs and state vocational rehabilitation agencies.

South Carolina Assistive Technology Project. (2000). *Funding for Assistive Technology*. Retrieved on June 6, 2005, from <http://www.sc.edu/scatp/fundingfact.htm>

Abstract: This fact sheet outlines nine steps for families to take when seeking funding for assistive technology devices and services. It briefly describes a variety of funding options that are available to help pay for assistive technology and provides information on the appeals process, when funding is denied. Links to additional resources are provided.

University of Washington Center for Technology and Disability Studies. (2003). *Paying for the assistive technology you need: A consumer guide to funding sources in Washington State*. Retrieved June 6, 2005, from <http://uwctds.washington.edu/funding%20manual/index.htm>

Abstract: The purpose of this manual is to give consumers and their advocates sufficient information and guidance to pursue appropriate avenues for funding assistive technology devices and services, to provide helpful hints to make the process more likely to be successful, and to provide resources for additional information. Although some of the information is specific to California residents, a great deal of it is applicable to individuals living in all states. Chapter 4 specifically addresses education-related sources of assistive technology funding, and Chapter 5, Section A discusses AT and early intervention services under Part C of the IDEA.

*To search the ERIC databases or access the references herein,
see <http://www.nectac.org/chouse/>*



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