A Guide for Writing Assistive Technology (AT) into an IEP

The purpose of this document is to provide IEP teams with general guidance on how to write assistive technology (AT) into an IEP. This document outlines the expectations for AT consideration during an IEP meeting, the conversation during an IEP, and how to properly document AT in an IEP.

Annual AT Conversation at IEP:

At every IEP the need for assistive technology must be considered and discussed. This conversation around AT consideration should be a fairly brief process. The conversation should last at least a couple of minutes, but no more than 15 or 20 minutes. If a decision cannot be reached in a timely fashion, then AT will need to be addressed in another manner such as an AT assessment. (For additional information on AT assessment, please see "A Guide to AT Assessment" guidance document.)

- If the IEP team has not considered AT prior to the IEP, or AT data is not available, consideration should occur at the IEP.
  - If AT data is not available, determine how this data will be collected and by whom.
- If AT data has been collected prior to the IEP meeting, the team should analyze the data and decide if it indicates the need for continuation of the AT tool.
  - If the tool is necessary, it should be documented in the IEP.
  - If the data shows little progress, the team then decides whether to continue the AT trial or select another AT tool to begin a new trial.
  - If the team agrees that the data indicates the AT tool is no longer necessary, it should be documented in the IEP.

Note: The *AT consideration checklist is available to support the team.*

What is Quality Consideration?

AT devices and services must be considered for all students with disabilities. Consideration should be completed by the IEP team in a collaborative decision making process. When AT is needed, the IEP team explores a range of AT devices (tools), services, or seeks assistance from a district AT coach and/or WATT when needed.

The following is a set of guided questions, to help with consideration, if the student has demonstrated minimal progress and/or relies on adults for help with accommodations:

1. What tasks related to their IEP goals and objectives is the student unable to do at a level that reflects their skills/abilities?
2. Could the student complete these tasks with new strategies or accommodations?
3. Would the use of AT tools help the student perform the identified task(s) more easily, efficiently, effectively or independently in the least restrictive environment?
4. Is the student receiving remedial support to learn the skills needed to do these tasks more independently?

There are four possible outcomes following AT consideration:

1. AT is <u>not currently needed</u> to support the student's IEP goals and objectives.
2. AT currently being used is supporting the student's progress towards IEP goals and objectives; therefore should be <u>continued</u> and documented in the IEP.
3. AT is being used but is <u>not sufficiently</u> supporting the student's progress toward IEP goals and objectives.
   - Teams should discuss next steps to determine how the student's needs will be supported.
4. The student is not currently using AT and they may benefit from its use.

Documentation in the IEP

The following reviews the various sections of an IEP and provides a list of examples for how you could document AT in each section of the IEP.

- ## Special Factors

  Special Factors

  The IEP team must consider the following for the student (check boxes to indicate consideration):

  ☐ The communication needs of the student.

  ☐ The need for assistive technology devices and services for the student.

  - ○ The box "The need for assistive technology devices and services for the student" must be checked - indicating that AT has been considered.

- ## AT consideration Checklist

AT Consideration Questions	Yes	No
1. Is the student demonstrating **sufficient progress** in the curriculum with current special education, related services, supplementary aids and services, program modifications and supports?	☐	☐
2. Can this student adequately **access** the curriculum with the instructional materials currently available to the student?	☐	☐
3. Is the student communicating effectively without AT?	☐	☐
4. Is at least one member of the IEP team knowledgeable about current AT devices and services that have been shown to be helpful to address needs similar to those of this student?	☐	☐
5. If the team determines no AT is needed, has the reason for this decision been documented somewhere in the IEP, such as the PLAAFP or the Notice for Initial Provision of Programs and Services? **"Child does not need AT" is insufficient documentation - see #1 & #2**	☐	☐
6. If the team determines that AT is needed, has the student's need for AT been documented in the IEP?	☐	☐
7. If the need for AT had been identified, has the team determined what AT device(s) and service(s) meet the student's needs?	☐	☐

  *Taken from AT Handbook for Education Professionals (MI)

  - ○ This [checklist](#) is an optional IEP supporting document, available in MiStar.
  - ○ Taken from the [Assistive Technology (AT) Handbook for Education Professionals (Michigan)](#).
  - ○ The checklist asks yes/no questions, with the intent at getting the IEP team to think more about the AT needs of the student.
  - ○ For more information about how to complete the AT consideration checklist, please reference "[A Guide for AT Consideration Checklist](#)".

- Present Level of Academic Achievement and Functional Performance (PLAAFP)

Baseline Data:	
Impact:	
Resulting Needs:	

  - If a student needs AT to access the curriculum or to make progress toward their goals, this is the place to indicate which educational area and how AT will help. This is also the place where IEP teams can document what current AT is being used.
  - Each content area of the PLAAFP is broken up into three areas: Baseline Data, Impact and Resulting Needs.
    - Baseline Data: Here is a great place to document what AT the student is currently using and/or what difficulties they are experiencing. These difficulties may indicate the need for an AT trial supporting that content area.
    - Impact: This section is where you indicate that the student's difficulties negatively impact their possible academic success.
    - Resulting Need: Here the IEP team could indicate the need for an AT assessment, the continuation or discontinuation of the current AT.

- Transition
  - AT should be listed where it applies to the following areas:
    - Instruction
    - Related Services
    - Community Experiences
    - Development of Employment
    - Acquisition of Daily Living Skills
    - Other Post-School Adult Living Objectives

- ## Supplementary Aids and Services

SUPPLEMENTARY AIDS AND SERVICES

☐ Specific program modifications/accommodations/supports that will be provided on behalf of the student, including supplementary services personnel not listed in the Program and Services section, are as follows.

Modification/Accommodation/Support	Applicable Conditions/Frequency	Applicable Subject/Location

All aids and services identified will begin on the implementation date of the IEP and continue for the duration of the IEP, unless otherwise noted in the comment section.

☐ Supplementary aids and services are not needed at this time.

  - Modifications, Accommodations, Supports, AT consultation and assessment requests may be listed here.

- ## Programs and Services Determined Appropriate to Meet the Student's Needs
  - Often, this section is not used to document AT devices (tools) and services.
  - If AT is listed as a related service, it is important to remember that additional information will need to be added in other sections of the IEP to clarify the types of technology that will be used, the environments and tasks in which the technology will be used, and the staff responsible for supporting the use of the technology.

- ## Assessment

ASSESSMENT PARTICIPATION AND PROVISIONS	

☐ DISTRICT-WIDE ASSESSMENT

Content Area List the content area(s) in which the student will be administered the general education assessment.	Accommodations List the appropriate accommodation(s).

☐ ALTERNATE DISTRICT-WIDE ASSESSMENTS

Content Area List the content area in which the student will be administered an alternate assessment and state why the student cannot participate in the general education assessment.	Assessment State the alternate assessment that will be used and explain why it is appropriate.	Accommodations List the appropriate accommodation(s).

Grade_____ (at the time assessment will be administered) ☐ NA – Grade level not assessed

☐ STATE-WIDE ASSESSMENT

Content Area List the content area(s) in which the student will be administered the general education assessment.	Accommodations List the appropriate accommodation(s).
☐ ELA (grades 3-12)	
☐ Math (grades 3-12)	
☐ Science (grades 4, 7, and 11)	
☐ Social Studies (grades 5,8 and 11)	

☐ ALTERNATE STATE-WIDE ASSESSMENTS

Content Area List the content area in which the student will be administered an alternate assessment.	Assessment State the alternate assessment that will be used and explain why it is appropriate.	Accommodations List the appropriate accommodation(s).

☐ ELA (grades 3-12)
 	
Need for alternate assessment
State why the student cannot participate in
	☐ MI-Access:
	  ☐ Functional Independence
	  ☐ Supported Independence
	  ☐ Participation	

  - AT accommodations for State and district-wide assessments should be listed here (and should be parallel to what is recorded for classroom assessment in Supplementary Aids and Services).

- # Goals and Objectives
  - AT may be required as a method to complete a curricular or IEP goal. This is also the place where a goal could be added to support the development of proficiency in the use of AT.

- ## Notice for Provision of Programs and Services (FAPE)

The IEP describes each evaluation procedure, assessment, record, or report used in this offer of a FAPE. ☐ In the course of the development of the IEP, other options (e.g., programs and services, supplementary aids and services) considered but not selected were:	
Option Considered but Not Selected	**Reason Not Selected**
☐ No other options were considered.	

  - This notice is included with every IEP. If AT is considered but not needed, it is recommended that it be documented on this notice as an Option Considered but Not Selected. This notice is generally appended to the IEP.
  - Wayne RESA suggests the following statement: "AT has been considered but is not needed because the student is able to access the curriculum with the support of classroom technology, is making progress towards their goals and objectives and is communicating effectively without it."

AT Tools

When listing AT devices (tools) in an IEP, the features of the needed tool should be listed instead of stating the brand name of the exact tool. This is because the student may continue to need the same features, but the tool may change over time. For example, a student could benefit from a touch screen tablet due to difficulties with mouse control. Or perhaps, the student requires text-to-speech to aid in reading comprehension. This text-to-speech feature is available in many different tools, each tool offering a few different additions. AT tools/features can be broken down into three categories: No/Low-Tech, Mid-Tech and High-Tech. Examples are below.

- No/Low-tech
  - Simple tools with little-no maintenance, no electronics.
  - Examples:
    - Pencil Grips
    - Highlighter tape
    - Manipulatives
    - Position aids (e.g., Slant board)

- - ■ Visual Schedules
    - ■ Communication boards
  - Mid-tech
    - ○ Tools that have some electronics, often require batteries and need some training to use
    - ○ Examples:
      - ■ Electronic screen magnifier
      - ■ Voice amplification system
      - ■ Adapted keyboard & mouse
      - ■ Switch Adapted Toys
      - ■ Portable word processors (NEO)
      - ■ Talking dictionary
      - ■ Static display augmentative communication devices
  - High-tech
    - ○ Tools with more maintenance, more electronics, lots of training and are often pretty costly.
    - ○ Examples:
      - ■ Computers
      - ■ Touch screen tablets
      - ■ Software/applications to support academics
        - ● Text-to-Speech
        - ● Speech-to-Text
        - ● Graphic Organizer
        - ● etc.
      - ■ Complex computer access software & device
      - ■ Dynamic communication devices
      - ■ Eye-gaze computers/systems

References

- [Assistive Technology Handbook for Educational Professionals, Michigan](#)
- [A Guide to AT Assessment](#)
- [QIAT](#)
- [SETT Framework](#)
- [Macomb ISD AT guidelines](#)