



ASSISTIVE
TECHNOLOGY
Consideration

August 2024

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Background



Assistive Technology Consideration:

In a Universal Design Framework, teachers provide classroom instruction that incorporates options for:

- supporting student motivation and engagement,
- providing multiple ways for information to be presented so that all learners can access and understand the content, and
- providing multiple ways for students to express what they know and understand.

In order to build a learning environment based on providing the range of options that will reach all learners, teachers need access to a variety of strategies and tools that support learner variability.

By having access to these supports as part of a universally-designed learning environment, most student learning needs can be met. For students with disabilities, as the team discovers tools that support a student's specific needs, these tools can then be incorporated into their individualized education plan.

STUDENT ACCESS *Planning Continuum*

A decorative graphic consisting of a series of black and grey chevrons pointing to the right, positioned below the title.

Providing students with supports they can benefit from can be considered across a continuum. This is referred to as the **Student Access Planning Continuum**. First, the focus is on how embracing a UDL mindset allows educators to make flexible options available for all students, from the start.

For students with an Individual Education Plan (IEP), each time an IEP is developed, reviewed, or revised, the IEP Team must consider whether the child requires AT devices and services.¹ This process is referred to as “**AT Consideration**”. When *AT Consideration* is a robust, consistent process, applied by site-based IEP teams with collective knowledge of a range of tools available, then this process can result in appropriate AT decisions for many students with disabilities.

However, there are times when the IEP team needs a functional AT assessment for the student. They may want additional data collected and a more in-depth, team-based, problem-solving process in order to identify and document the AT needed. [IDEA](#) tells us this type of assessment should occur in the student's customary environment.²

In this guide, you'll find resources for a systematic, step-by-step approach that can be used consistently across site-based teams in order to make sure that good AT decisions are being made by IEP teams. This approach is based on the [Quality Indicators for AT](#) (QIAT)³ and the [S.E.T.T.](#) process (Student, Environment, Task and Technology) developed by Joy Zabala⁴.

On the following page is a **Quick Guide** summarizing the AT consideration process. This includes the phases and steps that a team can take as they consider the needs of students. For detailed information about the legal requirements of AT, visit the most recent guidance "[Myths & Facts Surrounding Assistive Technology Devices & Services](#)."

¹ 34 C.F.R. § 300.324(a)(2)(v) and (b)(2)

² 34 C.F.R. § 300.6(a)

³ QIAT Indicators for AT, developed by the QIAT Consortium. <http://qiat.org>

⁴ S.E.T.T. model, developed by Dr. Joy Zabala. <http://joyzabala.com>

Quick Guide

Use the [AT Consideration Worksheet](#) to

keep track of the team discussion and decisions.

All forms and the complete guide can be found at: openaccess-ca.org/

This quick guide is based on the S.E.T.T. model, developed by Dr. Joy Zabala. [joyzabala.com](https://www.joyzabala.com)



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for the Assistive Technology Consideration Process

*Consideration of the need for AT devices & services must be reviewed as part of every student's Individualized Education Plan [IDEA, 2004]. This quick guide can support a **consistent and collaborative** decision-making process for IEP teams to ensure meaningful, appropriate decisions about AT are being made.*



Consider the STUDENT

Consider the whole student. What are their abilities, strengths and interests, preferences?

Consider:

- Primary challenges
- Possible barriers
- What might be impacting skill building and progressing towards grade level standards or IEP goals?
- What is the team noticing?

After discussion, **check the box** next to the identified areas of need.



Prioritize Need Areas

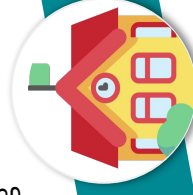
Discuss and decide if the team is confident about the areas of need, challenges, and barriers that exist and there is enough knowledge about AT in order to move forward.

If YES, move forward in the discussion..

If NO, consider:

- Planning a deeper dive into student data
- An AT consultation or assessment

It is difficult to tackle many areas of need at once.
Discuss and document prioritizing them for the consideration of AT.



Consider the ENVIRONMENTS

When thinking about new tools, it is essential to **consider** the educational environment(s).

Consider:

- Arrangement or set up
- Materials & equipment
- Availability of support
- Attitudes and mindsets
- Levels of staff skill with AT



Consider the TASKS

What does the student need to be able to do?

- What are critical elements of the task?
What is currently being used and what are the skills needed?



Current TOOLS

Discuss what tools and strategies have already been attempted or are currently in place.

Consider:

Are they working? (Yes, no, sometimes, under what conditions?)

Consider:

- Is it possible they might be more successful with the current tools:
 - explicit instruction?
 - scaffolding?
 - staff training?
 - implementation plan?



Consider a range of TOOLS

Discuss a range of tool options from no-tech to high tech. Think about what features are already built into devices (e.g., text-to-speech, voice typing).

Consider:

- Training for student, staff, family
- Student privacy policies for tech
- Focus on the "features" needed
- Can the tool "grow" with the student?

Need tool & strategy ideas?

Visit the Open Access [UDL](#) and [AT FlipKits](#) for ideas.

Are the current strategies and tools successfully addressing the student's needs? **If YES** - Include the AT on the IEP in the appropriate places and include a rationale. ([Documenting AT on the IEP](#)).

If there are no current tools, **OR** the tools in place are not working or only working sometimes **AND** the team was able to identify **new strategies or tools** to explore, consider setting up a trial to ensure it is beneficial ([Trial Planning & Summary Form](#)).

Is the team unsure about strategies or tools to explore? Is help needed for assistance or an in-depth assessment?
If YES - Reach out to the AT group or AT Specialist for help.

ONE LAST THING:

Document the Outcome of the discussion



AT Consideration Process

AT Consideration Worksheet is designed to walk you through the process in the steps that are outlined in the “Quick Guide for Assistive Technology Consideration Process”. It is also a place to take notes, and if needed, to document the process and conversations the site-based team has engaged in. There is a blank worksheet towards the end of this guide.

1. Consider Your Student (page 1-2 of the worksheet)

Consider the student's abilities, strengths, interests, and barriers or challenges they are experiencing. Choose one or more of the following areas of need:

Educational Productivity	Functional
<p><i>Consider what the student is experiencing and any barriers that may be impacting skill development, demonstrating knowledge or making progress towards grade level standards. Consider strengths and interests.</i></p>	<p><i>Consider whether the student has a need for accommodations or assistive technology in order to have access to the educational program or setting in one or more of the functional need areas. For each area checked, identify the primary challenges that need addressing and possible access barriers.</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Math <input type="checkbox"/> Reading Foundations <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Writing (Legibility) <input type="checkbox"/> Writing (Composing) <input type="checkbox"/> Communication & Collaboration <input type="checkbox"/> Executive Functioning 	<ul style="list-style-type: none"> <input type="checkbox"/> Seating/Positioning & Mobility <input type="checkbox"/> Augmentative Alternative Communication <input type="checkbox"/> Physical Access to Materials & Technology <input type="checkbox"/> Activities for Daily Living & Recreation <input type="checkbox"/> Digital Skills <input type="checkbox"/> Hearing & Vision

For each area of need listed, prioritize those that need addressing along with possible access barriers. Mark the box and make note of any critical information from the team conversation. If there are no concerns in an area of need, make a note to show the team considered it.

EXAMPLE:

<input checked="" type="checkbox"/>	<p>Reading Comprehension Strengths and interests: <i>enjoys reading, super heros, motivated</i></p>	<p><i>Primary challenge or barrier:</i> Traditional print-based materials-student is having to wait for materials to be adapted into digital formats in order to access grade level content, staff is unfamiliar with text to speech options on the student's device.</p>
<input checked="" type="checkbox"/>	<p>Executive Functioning Strengths and interests: <i>strong communication and flexible thinking</i></p>	<p><i>Primary challenge or barrier:</i> Current schoolwide system for planning, organizing, and homework completion isn't matching the student's needs.</p>
<input checked="" type="checkbox"/>	<p>Physical Access to Materials & Technology Strengths and interests: <i>strong digital skills, enjoys helping other students with tech</i></p>	<p><i>Primary challenge or barrier:</i> The standard touchpad on the device is not meeting the student's needs for access. Variability in hand strength and motor require alternative input. Student is eager to write more than current output.</p>

At this point, a decision needs to be made by the team:

Is this team comfortable that all potential areas of need were identified and understand the barriers and challenges that exist?

If YES, Move forward in the process to identify strategies and/or tools.

If NO, Consider consulting with an AT Specialist or requesting an AT assessment to collect further data.

2. Consider the Environments, Tasks, and Tools (page 3 of the worksheet)

- First, establish the top three **PRIORITY areas of need**. It's important to come away with a plan that can be implemented. Once progress is made, the priorities can be revisited and revised. Some needs can be consolidated. *For example*, if legibility comes up in both math and writing, one priority could be established to explore strategies and tools across both areas.
- Next, include the **Strategy or Tool Features Needed**: What may support the need (e.g. text-to-speech, alternative mouse, graphic organizer)? Later in the consideration process, specific tools and resources can be documented on the worksheet.
- Now that there is a working list of priorities, the team can continue the process by considering the prompts on the worksheet. Conversations can be fluid, but try to make a note in each column:
 - **ENVIRONMENT**: In which classes, settings, or activities are supports needed? Consider the level of support the student has in the settings.
 - **TASKS**: What types of activities and tasks does the student need to complete or participate in?
 - **Current Tools/strategies**: Is the student using anything currently, or are there tools available within the learning environment?
 - **Discuss whether the current tools are successful**. Are they working, sometimes working or not working at all for the student? Think about and discuss "why" they may not be working. Has the student outgrown the technology? Does an implementation plan exist?
 - **Potential Strategies & Tools to Explore**: If your answer was "sometimes" or "not working", this is the time for the team to talk about a possible range of options, including features that are built-in to the software or devices. If the team is looking for strategy and tool ideas, visit the [AT Resource Flipkit](#) on the [Open Access website](#) and explore.

3. Next Steps (page 4 of the worksheet)

AT Consideration typically leads to one of the following outcomes:

- ❑ *The current strategies and tools that are being used are successful in addressing the student's needs and nothing new is needed. **If YES** – Move ahead to documenting the current AT on the IEP and include a rationale.*
- ❑ *There are no current tools (or the current tools are ineffective or only working sometimes), AND potential tools were successfully identified to explore. **If YES** – Consider using the [Trial Planning & Summary form](#) to gather more information on whether the new AT will address the student's needs.*
- ❑ *The team is still unsure about which strategies or tools to explore. Assistance is needed to gather additional data in order to make decisions. **If YES** – Reach out to your AT Team or Specialist for a consultation or assessment*

3. Final Step (page 4 of the worksheet)

Action plan: The final step is to document some details to help keep the team on track. List the steps and actions required, who will lead the effort, along with an estimated completion date. Be specific!

EXAMPLE:

Steps & Responsibilities; <i>(i.e. install apps, purchase products, training, trials, etc.)</i>	Who will lead the effort?	Estimated Completion Date:
<i>Install trial of Read & Write for Chrome Training for staff, student, parent</i>	<i>RSP teacher, IT staff</i>	<i>Mid March</i>
<i>Bluetooth mouse</i>	<i>RSP teacher, OT</i>	<i>Early March</i>

Document any changes or updates into the student's IEP.
Learn more about it with the [Documenting AT on the IEP Quick guide](#).

Open Access Resource FlipKits



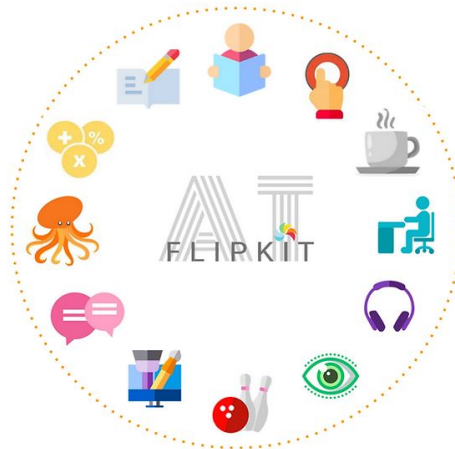
The AT Resource Flip Kit is one of three Flip Kits available on the Open Access website (<https://www.openaccess-ca.org/>). They are designed to assist you in getting to the types of tools and strategies you are looking for. To see the most options from no/low to high tech, simply choose "Select a Strand" matching the area of need. To narrow your search, choose a variety of filters with "I'm looking for" and "Type of Resource."

Select a Strand

I'm Looking For

Type of Resource

CLEAR



Implementation Resources

Trials

According to the Quality Indicators for Assistive Technology (QIAT), the following steps are recommended for conducting, analyzing, and documenting trials:

- Review information gathered across customary environments.
- Identify the features needed for any AT that should be tried with the student.
- Decide upon levels of support to be provided during the trial.
- Arrange for the AT devices to be available.
- Set timelines for trials and detail how and when they will take place.
- Assign staff responsibilities.
- Conduct the trials.
- Collect the results of trials.
- Analyze the information.

The Quick Guide on the following page gives some guidance of the steps to take and the questions to ask before, during and after the trial. A **Trial Planning and Summary Form*** is included in resources to support these outcomes.

Implementation

QIAT also informs teams about quality implementation practices. Implementation should begin with a collaboratively developed plan. This plan should ensure that technology is integrated into the curriculum and daily activities of the student across environments.

AT is a shared responsibility amongst all team members. Learning opportunities for the student, family, and staff are an integral part of implementation and the plan can be adjusted based on information about how the AT is meeting the needs of the student.

A thorough implementation plan should also include management and maintenance of the equipment and materials.

An [Implementation Snapshot*](#) and [My AT Backpack*](#) are included in resources to support these outcomes. The *My AT Backpack* is used to support students with understanding and advocating for their own AT needs.

The [Trials & Implementation Best Practices Quick Guide*](#) also gives some guidance of the steps to take and the questions to ask before implementing, during implementation and following implementation.

Teams should also plan for assistive technology as students transition between classrooms, school sites, and potentially districts. The [End of the Year AT Checklist*](#) provides guidance on how teams can ensure that a student's needs are identified and resources transition effectively across settings.

*These resources are included in this guide and are also available on the [Open Access website](#).

Trials & Implementation

This document shows many of the steps and key questions to be thinking about as teams go about setting up trials and implementation plans for students. Consider using the *Trial and Implementation forms* for planning and documenting.



The team has identified the features & tool(s) they want the student to try. What's next and what happens after the trial?

BEFORE THE TRIAL Using the **Trial Planning & Summary form**, decide on a timeline and ensure team members & staff understand their roles and responsibilities.

- Will you need to contact your IT department? Who will get the tool set up?
- Do you need to talk with additional staff to make them aware of the trial?
- Which environments will the trial take place? Where will the tool be utilized?
- Who is the point of contact for technical issues or questions that come up during the trial?

Implementation Snapshot

DURING THE TRIAL Ensure the student understands the purpose of the tool and has multiple opportunities to use it. Provide any necessary training. Collect data.

- Provide plenty of opportunities across appropriate settings and tasks for the student to practice.
- Along with the student, staff and families may also need training.
- To support data collection activities, get opinions from the student, staff, and family.

BEFORE IMPLEMENTING Using the **Implementation Snapshot**, develop a solid plan with the team.

- Discuss how the student will access the tool across all necessary environments.
- Create a plan knowing adjustments may need to occur.

AFTER THE TRIAL Provide data to team members. Analyze the data and determine the outcome as a team. Decide on next steps. Document the results in the IEP.

- Decide who will ensure the final set up of the tool.
- Determine who will facilitate and monitor the implementation across environments.

DURING IMPLEMENTATION Provide regular opportunities for the student to use the AT.

- Build a repertoire of strategies and scaffolds. Come up with "plan B" when their tool isn't working in the moment.
- Support the development of your "expert learner" who is learning about what tool to use, for which tasks, and which environment to use it.

AT Trial Planning & Summary Form

AFTER IMPLEMENTATION Continue to monitor student performance, address maintenance and repair issues, and notify the team of any significant changes in the use or need for the AT.

- Continue with ongoing monitoring and effectiveness of the tool and inform the team of any changes.
- Arrange for repairs in a timely manner. Think about what will be used when the tool isn't available.
- Encourage student, staff, and family, to notify the team if the tool isn't working as intended.

STEP 5 DOCUMENTING ON THE IEP

Documenting outcomes of the AT consideration process as well as outcomes of trials are both important. In general, QIAT tells us that it is important for districts to have guidelines for staff to follow.

The team should consider any services needed to support the selection, acquisition, and use of AT. The IEP should clearly illustrate how AT supports the achievement of goals, access to curricular or extracurricular activities or progress in the general education curriculum. And it should be clear how the team should proceed with providing and using any AT to address the student's needs and expected results.

Golden Rule for IEP documentation

Anyone who picks up the IEP should be able to get a clear idea of:

- what AT the student needs access to,
- what purpose it serves,
- when they need it or where they use it, and
- what types of supports they need in order to learn to use it or implement it effectively.

On the following page is a *Quick Guide for Documenting AT on the IEP* that provides some additional prompts for the team to consider.

The *Documenting AT on the IEP Worksheet* is also included as a resource to support making these considerations.

Both of these documents can also be found on the [Open Access website](#).

Documenting ASSISTIVE TECHNOLOGY on the IEP

Quick guide



For additional guidance, try using the '[Documenting AT on the IEP Worksheet](#)'

Teams need to describe and document the **strategies or tools needed or required** for students to successfully meet their IEP goals & objectives, access curricular & extra-curricular activities, and make progress in the curriculum. This quick guide can support the team during the documentation process.

Special FACTORS Does the student require assistive technology?

This area should be documented for ALL students with an IEP

✓ **If box is checked YES**, provide a thorough description of what is needed and for what purpose. **For example:**

- Student requires the use of text-to-speech (TTS) when composing written material **in order to** monitor and edit work more efficiently and effectively.
- Student requires a TTS tool for digital versions of textbooks, literature, and documents **in order to** access reading materials and the general curriculum.
- Student requires graph paper with 1" squares **in order to** produce legible math work.
- Student requires graphic organizers when composing written material **in order to** organize thoughts and ideas effectively.

✓ **If box is checked NO**, provide a rationale for why the team has come to this decision. **For example:**

- The team has considered the student's needs and determined that additional strategies and tools are not needed at this time.

If it is important to **describe** how the AT is needed to compensate for barriers to achievement, participation, and independence, **then** the Present Levels are a natural place to include more detail. Being descriptive in present levels allows the IEP team to identify needs and develop goals and objectives.

If AT is needed for assessment, **then** document as supports or accommodations under district or statewide assessments. *Students should only use accommodations and AT during testing that are also used during instruction and classroom assessment.*

Additional DOCUMENTATION When to document AT in other sections of the IEP:

✓ **If** more specific frequency, duration or setting information is needed for the IEP team to implement the AT effectively, **then** consider providing additional documentation in the 'accommodations' and/or 'modifications' section of the IEP.

If ongoing set-up, customization or problem-solving with the tool is needed; or staff/parent training and ongoing collaboration between members of the team is needed from individuals with more specialized knowledge about the AT, **then** include those in the 'supports for school personnel or others' section of the IEP.

If direct skill development and training with the tool for the student is needed from individuals with more specialized knowledge about the AT tool, **then** consider writing a 'goal' and include a 'service' to support that goal on the IEP.

If the student is 16 years or older **then** consider how AT needs to be included in the 'ITP' to meet measurable postsecondary goals, support development of independence and self-advocacy, and support the student in procuring appropriate AT following graduation.

AT Consideration Worksheet

Consideration of the need for assistive technology devices and services must be reviewed yearly as part of every student's Individualized Education Plan [IDEA, 2004]. Use this worksheet to support the critical elements needed for meaningful team-based decisions when considering a student's need for assistive technology.

Student:	Age/Grade:	Site:	Date:
<p>Discussion participants and roles:</p> <p>Student considerations:</p>			
<p>Areas of Need – Educational Productivity: Consider the whole student. What are they experiencing? Identify possible challenges and barriers that may impact skill development, demonstrating knowledge, or making progress towards grade level standards. Check boxes of identified areas of need.</p>			
<input type="checkbox"/>	<p>Math Strengths and interests:</p>	<p>Primary challenge or barrier:</p>	
<input type="checkbox"/>	<p>Reading Foundations Strengths and interests:</p>	<p>Primary challenge or barrier:</p>	
<input type="checkbox"/>	<p>Reading Comprehension Strengths and interests:</p>	<p>Primary challenge or barrier:</p>	
<input type="checkbox"/>	<p>Writing Legibility Strengths and interests:</p>	<p>Primary challenge or barrier:</p>	
<input type="checkbox"/>	<p>Writing, Composing & Use of Language Conventions Strengths and interests:</p>	<p>Primary challenge or barrier:</p>	
<input type="checkbox"/>	<p>Communication & Collaboration Strengths and interests:</p>	<p>Primary challenge or barrier:</p>	
<input type="checkbox"/>	<p>Executive Functioning Strengths and interests:</p>	<p>Primary challenge or barrier:</p>	

Areas of Need – Functional Needs: Consider whether the student has a need for accommodations or assistive technology in order to have access to the educational program or setting in one or more of the functional need areas. For each area checked, identify the primary challenges that need addressing and possible access barriers.

<input type="checkbox"/>	Seating, Positioning & Mobility <i>Strengths and interests:</i>	<i>Primary challenge or barrier:</i>
<input type="checkbox"/>	Augmentative Alternative Communication <i>Strengths and interests:</i>	<i>Primary challenge or barrier:</i>
<input type="checkbox"/>	Physical Access to Materials & Technology <i>Strengths and interests:</i>	<i>Primary challenge or barrier:</i>
<input type="checkbox"/>	Activities for Daily Living & Recreation <i>Strengths and interests:</i>	<i>Primary challenge or barrier:</i>
<input type="checkbox"/>	Digital Skills <i>Strengths and interests:</i>	<i>Primary challenge or barrier:</i>
<input type="checkbox"/>	Hearing & Vision <i>Strengths and interests:</i>	<i>Primary challenge or barrier:</i>

Is this team comfortable that all potential areas of need were identified and understand the barriers and challenges that exist?

- If YES** – Continue to the next page to identify the priorities, features needed, specific strategies and/or tools.
- If NO** – Consider an AT Specialist consultation or assessment to collect data and information that will guide the team in decision-making.

Notes:

Priorities for Student-Specific Strategies or AT Tools: Sometimes there are many areas of need identified. To begin with, focus on just a few top priorities and add others as needed. Talk about the features needed (e.g., TTS, graphic organizer, spellcheck). Discuss the environment/settings. Then make note of the types of tasks and activities the student needs to complete with as much independence as possible. Discuss what is currently available. Is it being used? Is it a successful tool? Make a note as to why or why it's not meeting the need. Consider new tools and describe or name the specific tool (e.g., built-in drawing tool in Google Docs to create graphic organizers during the writing process, Read & Write for Google Chrome, Postlight Reader extension, Reading Pen2).

Consider the barriers to independently accessing and completing tasks or participating in the activity? If considering new strategies and tools, you can find ideas in the [UDL](#) and/or [AT Resource FlipKits](#).

Modified from the SETT (Student, Environment, Task and Technology) framework developed by Joy Zabala, Ed.D., ATP. The SETT framework was developed to aid in gathering and organizing information needed to complete the consideration process and make appropriate assistive technology decisions.

Student <i>Prioritize the areas of need & strategy or tool features needed:</i>	Environment <i>What setting(s)/Is there support available? Staff skill level with AT? Physical access? Attitudes/mindsets?</i>	Tasks <i>What are the types of tasks the student needs to complete?</i>	Current Tools <i>and/or strategies that are currently available and/or being used to address the need?</i>	Is the current tool or strategy successful? <i>(yes, sometimes, no)</i>	Potential Tools or strategies to explore or trial <i>(Consider a range from no-tech to high tech)</i>
1. Need area: <i>Strategy & Features needed:</i>					
2. Need area: <i>Strategy & Features needed:</i>					
3. Need area: <i>Strategy & Features needed:</i>					

NEXT STEPS: AT Consideration typically leads to one of the following outcomes. Read each statement and decide as a team.

- The current strategies and tools that are being used are successful in addressing the student's needs and nothing new is needed.*
If YES – Move ahead to documenting the current AT on the IEP and include a rationale.
 - There are no current tools (or the current tools are ineffective or only working sometimes), AND potential tools were successfully identified to explore.*
If YES – Consider using the [Trial Planning & Summary form](#) to gather more information on whether the new AT will address the student's needs.
 - The team is still unsure about which strategies or tools to explore. Assistance is needed to gather additional data in order to make decisions.*
If YES – Reach out to your AT Team or Specialist for a consultation or assessment.
- Remember to document any changes or updates and document AT in the student's IEP as needed.**

ACTION PLAN: The final step is to document the next steps in order to stay on track. Use the table below to think about and plan the details.

<i>Steps & Responsibilities; (i.e. install apps, purchase products, training, trials, etc.)</i>	<i>Who will lead the effort?</i>	<i>Estimated Completion Date:</i>

AT Consideration Worksheet (EXAMPLE)

Consideration of the need for **assistive technology** devices and services must be reviewed yearly as part of every student's Individualized Education Plan [IDEA, 2004]. Use this worksheet to support the critical elements needed for meaningful team-based decisions when considering a student's need for assistive technology.

Student:	Age/Grade:	Site:	Date:
Emilia B.	11/5th	ABC Elementary	8/5/2024
<p>Discussion participants and roles: <i>Ms. Green (RSP), Mr. Gray (Gen Ed), Mrs. Purple (OT), Mr. Brown (Administrator), Ms. Pink (Parent), Miss Techie (Ed Tech)</i></p> <p>Student considerations: <i>IEP which includes specific learning disability which affects reading.</i></p> <p><i>Positive attitude, enjoys learning, reflective, loves collaborative activities with friends, doesn't like being pulled for services/RSP. Parents say homework is taking too much time and requires maximum support for reading and writing tasks. Reading at 2nd grade level. Spelling challenges affect written productivity. She is becoming more withdrawn during reading and writing activities and not wanting staff support. She wants to do her work with more independence.</i></p>			
<p>Areas of Need – Educational Productivity: <i>Consider the whole student. What are they experiencing? Identify possible challenges and barriers that may impact skill development, demonstrating knowledge, or making progress towards grade level standards. Check boxes of identified areas of need.</i></p>			
<input type="checkbox"/>	Math Strengths and interests:	Primary challenge or barrier:	
<input checked="" type="checkbox"/>	Reading Foundations Strengths and interests: <i>Enjoys storybooks, picture books, comic books</i>	Primary challenge or barrier: <i>Accessing grade level text-based materials is difficult. Many of the classroom materials are print-based. Gen Ed teacher is unfamiliar with providing digital materials and text-to-speech.</i>	
<input type="checkbox"/>	Reading Comprehension Strengths and interests:	Primary challenge or barrier:	
<input type="checkbox"/>	Writing Legibility Strengths and interests:	Primary challenge or barrier:	
<input checked="" type="checkbox"/>	Writing, Composing & Use of Language Conventions Strengths and interests:	Primary challenge or barrier: <i>Spelling is affecting written productivity and less is being composed, especially paper/pencil tasks. She produces more using the computer and uses the built-in spell checker and dictionary.</i>	
<input type="checkbox"/>	Communication & Collaboration Strengths and interests:	Primary challenge or barrier:	
<input type="checkbox"/>	Executive Functioning Strengths and interests:	Primary challenge or barrier:	

<p>Areas of Need – Functional Needs: Consider whether the student has a need for accommodations or assistive technology in order to have access to the educational program or setting in one or more of the functional need areas. For each area checked, identify the primary challenges that need addressing and possible access barriers.</p>	
<input type="checkbox"/> <p>Seating, Positioning & Mobility Strengths and interests:</p>	<p>Primary challenge or barrier:</p>
<input type="checkbox"/> <p>Augmentative Alternative Communication Strengths and interests:</p>	<p>Primary challenge or barrier:</p>
<input type="checkbox"/> <p>Physical Access to Materials & Technology Strengths and interests:</p>	<p>Primary challenge or barrier:</p>
<input type="checkbox"/> <p>Activities for Daily Living & Recreation Strengths and interests:</p>	<p>Primary challenge or barrier:</p>
<input type="checkbox"/> <p>Digital Skills Strengths and interests:</p>	<p>Primary challenge or barrier:</p>
<input type="checkbox"/> <p>Hearing & Vision Strengths and interests:</p>	<p>Primary challenge or barrier:</p>

Is this team comfortable that all potential areas of need were identified and understand the barriers and challenges that exist?

- If YES** – Continue to the next page to identify the priorities, features needed, specific strategies and/or tools.
- If NO** – Consider an AT Specialist consultation or assessment to collect data and information that will guide the team in decision-making.

Notes:

Team is excited that Emilia wants more independence in accessing grade level materials and written production.

Priorities for Student-Specific Strategies or AT Tools: Sometimes there are many areas of need identified. To begin with, focus on just a few top priorities and add others as needed. Talk about the features needed (e.g., TTS, graphic organizer, spellcheck). Discuss the environment/settings. Then make note of the types of tasks and activities the student needs to complete with as much independence as possible. Discuss what is currently available. Is it being used? Is it a successful tool? Make a note as to why or why it's not meeting the need. Consider new tools and describe or name the specific tool (e.g., built-in drawing tool in Google Docs to create graphic organizers during the writing process, Read & Write for Google Chrome, Postlight Reader extension, Reading Pen2).

Consider the barriers to independently accessing and completing tasks or participating in the activity? If considering new strategies and tools, you can find ideas in the [UDL](#) and/or [AT Resource FlipKits](#).

Student: Prioritize the Areas of need & Strategy or Tool Features Needed:	Environment What setting(s) is there support available? Staff skill level with AT? Physical access? Attitudes/mindsets?	Tasks What are the types of tasks the student needs to complete?	Current Tools and/or strategies that are currently available and/or being used to address the need?	Is the current tool or strategy successful? (yes, sometimes, no)	Potential Tools or strategies to explore or trial (Consider a range from no-tech to high tech)
1. Need area: Reading Foundations Strategy & Features needed: Text to speech (TTS)	Needs support across all environments, including homework time. Staff will need training on tech, participate in trials, and develop an implementation plan.	Literature, textbooks, worksheets, digital materials and websites	staff support parent support audiobooks	sometimes sometimes sometimes, not always available	Built-in TTS on Chromebook Audio versions (i.e., YouTube, audiobooks, ReadWorks.org) Digital materials (Google Classroom & Websites) Read & Write Bookshare (for textbooks & literature)
2. Need area: Writing/Composing Strategy & Features needed: TTS, Dictionary, word prediction	Need support across all environments requiring composing paragraphs or longer assignments. Staff will need training on tech, participate in trials, and develop an implementation plan.	Composing paragraphs, essays, projects	staff support parent support Spell checker	sometimes sometimes yes	Built-in TTS for editing/revising work. Word prediction to speed up production. Speech to text/Voice Typing for longer assignments and homework Embedded dictionary/spell check
3. Need area: Strategy & Features needed:					

NEXT STEPS: AT Consideration typically leads to one of the following outcomes. Read each statement and decide as a team.

- The current strategies and tools that are being used are successful in addressing the student's needs and nothing new is needed.*
If YES – Move ahead to documenting the current AT on the IEP and include a rationale.
- There are **no** current tools (or the current tools are ineffective or only working sometimes), **AND** potential tools were successfully identified to explore.*
If YES – Consider using the [Trial Planning & Summary form](#) to gather more information on whether the new AT will address the student's needs.
- The team is still unsure about which strategies or tools to explore. Assistance is needed to gather additional data in order to make decisions.*
If YES – Reach out to your AT Team or Specialist for a consultation or assessment.

Remember to document any changes or updates and document AT in the student's IEP as needed.

ACTION PLAN: The final step is to document the next steps in order to stay on track. Use the table below to think about and plan the details.

Steps & Responsibilities; (i.e. install apps, purchase products, training, trials, etc.)	Who will lead the effort?	Estimated Completion Date:
<ol style="list-style-type: none"> 1. Train teacher/student/OT/Parent on built in TTS on Chromebook, Voice Typing, built-in tools to support writing (send how-to videos, visit classroom, provide training) 	<ol style="list-style-type: none"> 1. Miss Techie (Ed Tech) 	<p>ASAP (within 2 weeks)</p>
<ol style="list-style-type: none"> 2. Connect with librarian & admin, find out which textbooks are available in digital formats 	<ol style="list-style-type: none"> 2. Mr. Gray (Gen Ed) 	<p>End of September</p>
<ol style="list-style-type: none"> 3. Create Bookshare account and learn more about the service 	<ol style="list-style-type: none"> 3. Ms. Green (RSP) 	<p>End of September</p>
<ol style="list-style-type: none"> 4. Set up a trial with Read & Write for Chrome, learn how to use it and train student/staff. Use the trial form to collect data. Work with IT for installation. 	<ol style="list-style-type: none"> 4. Ms. Green (RSP) 	<p>End of September</p>

Student:	School Site:	Date Trials Completed:
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AT Tool(s) Identified		
What are the tasks each tool will support?		
Who will support the student?	When (settings, classes, activities) will it be used?	Where will it be located/stored?

How should the AT be documented in the student's IEP?
Use the following questions to guide your decisions:

GOALS: Is a goal needed to address building foundational skills in learning or using the AT tool?	
<input type="checkbox"/> No	<input type="checkbox"/> Yes
Goal(s):	
Should the tool be (or is the tool) embedded in a goal (does it enable the student to make progress on an already identified goal)? [e.g. "Given word prediction, Sam will write a one paragraph essay with fewer than 2 errors in conventions"]	
<input type="checkbox"/> No	<input type="checkbox"/> Yes

SERVICES: Will ongoing AT services be required in order for the student to utilize the tool effectively? (typically documented under services)				
<input type="checkbox"/> No		<input type="checkbox"/> Yes		
Direct or consult?		How much time?		How often needed?

SUPPLEMENTARY AIDS AND SERVICES & OTHER SUPPORTS: Does the tool specifically and directly support the student's access to the general curriculum or the general education setting? (typically documented under "accommodations"; include location). Does it support modification in resources or setting? (typically documented under "modifications"; include location, frequency and duration)			
<input type="checkbox"/> No		<input type="checkbox"/> Yes	
Is training needed to support implementation with the tool? (typically documented under "other supports for school personnel, or for student, or on behalf of student"; include location, frequency and duration)			
<input type="checkbox"/> No		<input type="checkbox"/> Yes - Describe below	
For Staff?		For Student	
Who will train?		Who will train?	
How much time?		How much time?	
How often needed?		How often needed?	

TRANSITION PLANNING: consider how AT needs to be considered and included in the ITP to meet measurable postsecondary goals, support development of independence and self-advocacy, and support the student in procuring appropriate AT following graduation.

No Yes

If the answers to any of the above (goals, services, supplementary aids and services, transition planning) are YES,

- Indicate “yes” AT is required as a Special Factor (specify, or indicate where additional information is located - e.g. Sam requires access to text-to-speech, see writing goal and supplementary aids and services for more information)
- Use the information on page 1 (tasks, settings, classes, activities) to specify location, frequency and duration under supplementary aids and services

If there are NO recommended AT strategies or tools for the student,

- Indicate “no”, and provide a brief rationale for the team’s decision.

Additional Questions to Consider (typically documented in the notes)

Is the tool needed in the home environment (e.g. to support access to homework)?

No Yes

Is training needed with the parent prior to the tool going home?

No Yes

Is a home use agreement needed?

No Yes

Will the student be making a transition in setting or location over the course of the next year?

No Yes, consider how this information will be relayed, how the equipment will be moved and set up, and training needs for new staff.

Additional notes:

Student:	School Site:
Start date of trial:	Upcoming date to review trials:
Most recent SAP or team meeting date:	AT Coach/Specialist:
Upcoming IEP date:	Phone/email:

What were the area(s) of challenge that the student was experiencing?

What other AT supports or strategies had been tried?

During the SAP or team meeting, what was considered to further explore?

Strategy:

Software/iPad app/ Chrome app/Extension:

Equipment:

What is the purpose, or the expected outcome, for using this support during the trial? (e.g. will complete an essay assignment using the tool to compare to completing without).

How often and for how much time will the student have access to the tool during the trial:

Team members participating in the implementation/review of this trial:

Name	Role

Individual Match	N/A	Not effective	Somewhat effective	Very effective	Comments:
Reliability/dependability of the tool/strategy during trial use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Extent to which the AT accomplished its purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Features of the the tool (e.g. auditory output, screen/visual display, access)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ease of student use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enhanced speed and/or accuracy of completed desired task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Integration of tool into targeted activities or contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

How much staff support did the student require?

- Quickly became independent
- Needed occasional cueing
- Required continuous support throughout trial

List 2 perceived benefits of continuing to use this tool/strategy (e.g. increase independence, produce more work, complete work in a more timely manner, less fatigue, quality of output):

- 1.
- 2.

List 2 potential drawbacks of continuing to use this technology (e.g. impact on the setting, time, resources, reliability, student's perception of being different):

- 1.
- 2.

Based on the information above, what does the team feel is the overall "match" between the individual and the tool/strategy?

- Poor
- Somewhat helpful
- Very helpful

Comments/Recommendations:

Student Information

Name:	Grade:	Age:
School:	Date developed:	Date reviewed/updated:
Point of Contact (person(s) responsible for updating this plan):		

Assistive Technology Tools Being Used (if more than one, copy/paste this table for more items)

Name of Tool(s):			
Describe:			
Source:	<input type="checkbox"/> Classroom Resource	<input type="checkbox"/> Procured for Student	<input type="checkbox"/> Student Owned
Located or stored when not in use:	Home Use:		

Implementation			
<input type="checkbox"/> Tool supports an IEP goal	Person(s) trained to support and/or implement:		
<input type="checkbox"/> Supports accessing curriculum	Describe setting(s) and types of tasks which require use of the tool/strategy:		
Student's current proficiency:	<input type="checkbox"/> Independent	<input type="checkbox"/> Needs monitoring/facilitation	<input type="checkbox"/> Needs training

Person(s) Responsible for (if applicable):

Repair/Maintenance/Updates:	
Training & consultation:	
Customizing/set-up:	
Monitoring impact of use:	
Monitoring integration & use:	

Name:	Date:
My Current Teacher or Case Manager:	School:

My Strengths:

What are some challenges that assistive technology helps me with?

MY TOOLS & STRATEGIES

Tool or Strategy:	What sort of tasks do I use it for?	Where & when do I usually use it?	Can I use it independently?

Where do I get help or training if I need it?

What I'd like my next teacher to know about my assistive technology:

RESOURCES

[2024 Myths & Facts Surrounding Assistive Technology](#)

US Department of Education

[Open Access AT Resources](#)

[Assistive Technology Internet Modules](#)

Sign up for a free account, then search for “AT Consideration in the IEP Process”

[Iris Center Module - Assistive Technology](#)

An Overview of AT

[Quality Indicators for Assistive Technology Services](#)

Look for “Consideration of AT Needs”

[The SETT Framework](#) by Joy Zabala

[CAST's UDL Guidelines](#)

[Printable UDL Guidelines \(PDF\)](#)

[IDEA](#)

Legal definitions of assistive technology

[Disability Rights of California](#)

Section 504, Federal, and state information

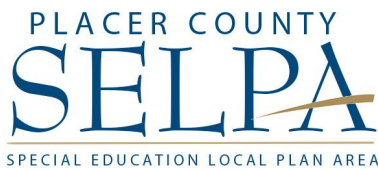
2020 [California Senate Bill 605](#)

New law New Law Requires LEAs to Provide Students Greater Access

www.openaccess-ca.org



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