

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.