

# AT Guide *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].*

For step-by-step guidance on the AT Consideration Process, go to the Open Access website ([www.openaccess-ca.org/at-consideration-planning](http://www.openaccess-ca.org/at-consideration-planning)). On this site we'll walk you through the steps to support a consistent and collaborative decision-making process for IEP teams to use for ensuring that meaningful, data-driven decisions are being made.



Use the notetaking guide to keep track of your discussion and decisions while you take the following steps:

*First*

*Next*

*Then*

**Phase 1**  
*Consider your student*



What are the areas of need for the student? Does the student's disability present barriers that impact their ability to acquire skills, demonstrate knowledge or make progress towards grade level standards (**educational productivity**)? Or result in the need for accommodations or AT in order to have access to the educational program or setting (**functional needs**)?



For each area checked, identify the primary challenges that need addressing and possible barriers to accessing the curriculum or educational setting.

If you are confident that you have identified all potential areas of need and understand the barriers and challenges that exist, it's time to move on to problem-solving. If not, consider planning for a deeper dive data collection and Student Access Plan (SAP) meeting.

Identify priorities to problem-solve

**Phase 2**  
*Problem-Solve*



- Prioritize what we want the student to be able to do.
- Consider the **environments** or settings in which the strategies or tools will be needed.
- Identify what **features** in a strategy or tool are needed.

Identify strategy or tool solutions

*What does the student currently have access to?*

Are these strategies or tools working?

OR

*If additional tools are needed, brainstorm solutions. The UDL and/or AT Resource FlipKits may be a resource to help in this exploration:*  
[openaccess-ca.org/udl-resource-flipkit](http://openaccess-ca.org/udl-resource-flipkit)  
[openaccess-ca.org/at-flipkit](http://openaccess-ca.org/at-flipkit)

**Phase 3**  
*Next Steps*



- *Are there current strategies and tools successfully addressing the student's needs?* YES - Move ahead and document these in the IEP.
- *If we do not have current tools, or the tools we have in place are not working or working sometime but not always, were we able to successfully identify potential strategies or tools to explore?* YES - Set up a trial. [Link to Trial Planning and Summary Form]
- *Are we unsure of what potential strategies or tools to explore? Do we need assistance in setting up or evaluating a trial?* YES - Reach out to your AT Team or Specialist for assistance! [Link to Placer County Request Form]



Turn page over to learn more about how to document AT on the IEP.

# Documenting ASSISTIVE TECHNOLOGY *on the IEP*

Based on the outcomes of the team's problem-solving and decision-making, any necessary AT must be adequately documented in the student's IEP.

The purpose is to describe the *strategies or tools needed or required* for the student to...



Use the 'Documenting AT on the IEP Worksheet' for additional guidance.

- Successfully meet their IEP goals & objectives, and/or
- access curricular & extra-curricular activities, and/or
- progress in the general education curriculum.

## SPECIAL FACTORS

[Does the student require assistive technology?]

*This area should be documented for ALL students on 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 students needs and determined that additional strategies and tools are not needed at this time.

## 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 post-secondary goals, support development of independence and self-advocacy, and support the student in procuring appropriate AT following graduation.