

# Considering the Need for AT in the IEP

**Presented by: Allyson Robinson**  
Speech-Language-Pathologist  
Oklahoma ABLE Tech  
Toll Free: 800.257.1705  
Toll Free: 888.885.5588  
[www.okabletech.okstate.edu](http://www.okabletech.okstate.edu)

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# What is Assistive Technology?

- AT is a device or piece of equipment that is used to increase, maintain, or improve functional capabilities of children with disabilities
- AT is also a service that directly assists children with a disability in the selection, acquisition, or use of an AT device

# Why Consider AT?

- IDEA states: the IEP Team shall consider whether the child needs assistive technology devices and services
- Sometimes students need AT to support them in the classroom and help them receive a free and appropriate public education.

# Important to Note

- IDEA does not provide specific guidance for how AT consideration should be conducted by a Local Education Agency (LEA).
- The process of considering whether or not a student needs assistive technology devices and/or services should be brief as compared to the assessment process.

# Important to Note, cont.

- At least one person on the IEP team should have some knowledge about assistive technology.
- The bulk of the student's IEP Strengths, Needs, and Annual Goals and Short Term Objectives should be completed prior to considering potential assistive technology needs the student may have in order to reach their educational goals and objectives.
- The QIAT Consideration of AT document provides additional information to guide the IEP team.

**IEP – Strengths/Needs, Special Factors, and Parent Concerns Page**

List strengths of the child and a statement of the anticipated effects on the child's participation in the general education curriculum or appropriate activities.

List the educational needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.

Strengths:

Anticipated Effects:

Whether this child requires assistive technology devices and service  
**For special factors checked yes, explain determinations of the team as to whether services are required in the IEP.**

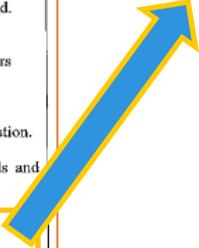
**Consideration of special factors:** Check yes or no whether the IEP team considers each special factor to be relevant to this child.

Yes No

- Strategies, positive behavior interventions and supports, as appropriate, if behavior impedes learning of self or others
- Language needs as related to the IEP for a child with limited English proficiency (LEP)
- Instruction and use of Braille if child is blind or visually impaired, unless determined inappropriate based on evaluation.
- Communication needs, and for child who is deaf or hard of hearing, the language and communication needs and opportunities for communication and instruction in the child's native language and communication mode
- Whether this child requires assistive technology devices and service

**For special factors checked yes, explain determinations of the team as to whether services are required in the IEP.**

Parent Concerns for Enhancing the Child's Education:



# Check “Yes” if

- The team thinks AT may be needed and is aware of AT devices and services available and can provide an AT consultation/evaluation

# Check “Yes” if

- The team thinks AT may be needed and is not aware of AT devices/services available and requires assistance from an outside agency to provide AT consultation/evaluation

# Check “Yes” if

- The team thinks the student’s needs are currently being met with AT devices and services and current goals can be achieved with AT devices services

# Check “No” if

- The team thinks the student’s needs are currently being met without AT and current goals can be achieved without AT devices and services.

# AT Consideration Questions

- What educational tasks do we expect the student to complete that he/she isn't able to do because of his/her disability?

# AT Consideration Questions

- Are there concerns about the students' ability to complete educational tasks as indicated in the IEP?

# AT Consideration Questions

- Are there educational tasks that the student is not being asked to attempt because of his/her disability in which assistive technology may be helpful?
- Example, because the student has a reading disability and reads 2 levels below their actual grade, the student has modifications to shorten reading assignments. Is there AT that could allow the student to access complete reading assignments?

# AT Consideration Questions

- What strategies, modifications, accommodations, or assistive technologies have been tried in the past or are currently in use to help the student complete educational tasks?
  - Are any of them working?
  - Are there things that worked in the past that need to be reconsidered?
  - Are there things that have not been tried that need to be introduced?

# AT Consideration Questions

- Does the student need assistive technology to access instructional materials (e.g., textbooks, worksheets) and/or to access general technology used by other students (e.g., computers in the computer lab)?

# Teams can Self-Evaluate

1. AT devices and services are considered for all students with disabilities regardless of type or severity of disability.

# Teams can Self-Evaluate

2. During the development of the IEP, every IEP team consistently uses a collaborative decision-making process that supports systematic consideration of each student's possible need for AT devices and services.

# Teams can Self-Evaluate

3. IEP team members have the collective knowledge and skills needed to make informed AT decisions and seek assistance when needed.

# Teams Can Self-Evaluate

4. Decisions regarding the need to AT devices and services are based on the student's IEP goals and objectives, access to curricular and extracurricular activities, and progress in the general education curriculum.

# Teams Can Self-Evaluate

5. The IEP team gathers and analyzes data about the student, customary environments, educational goals and tasks when considering a student's need to AT devices and services.

# Teams Can Self-Evaluate

6. When AT is needed, the IEP team explores a range of AT devices, services, and other supports that address identified needs.

# Teams Can Self-Evaluate

7. The AT consideration process and results are documented in the IEP and include a rationale for the decision and supporting evidence.

# What Happens Next?

- If a school does not have a process for considering whether or not a student needs AT, then one should be developed & used for all students on an IEP.
- IEP teams who check “yes” on the IEP need to explain the determinations of the team on the Special Factors page of the IEP.
- Teams who determine that AT is needed for a student should then follow up with an assessment when the specific AT features are uncertain.
  - Seek consultation

# Contact Oklahoma ABLE Tech

## Assistive Technology and Information Services Program for Children and Youth

**Presented by: Allyson Robinson, 405.744.4608**

For more information, contact:

Linda Jaco, Director 405.744.9748

Brenda Dawes, Program Manager 405.744.5170

Toll Free 800.257.1705 or 888.885.5588

Email: [abletech@okstate.edu](mailto:abletech@okstate.edu)

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