Documenting AT in the IEP

IEP teams should document the type of technology that is used and the environments and tasks in which it is to be used. The supports needed to facilitate the student's use of technology and the staff responsible for implementing the use of the technology should also be documented. It is important to remember that the IEP is a legal document which must be implemented in a timely manner. When AT devices are included in a student's IEP, they should be provided to the student, customized to meet the student's individual needs, and integrated into instructional activities within the classroom.

Present Levels of Academic Achievement and Functional Performance

This section provides a natural place to address AT needs because assistive technology is frequently used to compensate for barriers to achievement, participation, and independence that the student is experiencing due to deficits in academic or functional skills. When documenting assistive technology in the present levels of academic achievement and functional performance, the specific type(s) of technology that is needed as well as the manner in which it will be used should be described.

Listing of Special Education and Related Services

If AT is listed as a related service, it is important to remember that additional information may 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.

Does the Student need assistive technology devices or services? ☐ Yes ☐ No

If yes, describe the type of assistive technology and how it is used.

If not, describe how the student's needs are being met in deficit areas.

Consideration of Special Factors

Minimal compliance with the requirement to consider assistive technology is responding to the statement in the IEP which states:

Does the student require assistive technology devices and services? ____Yes ____No

If yes, describe: _____

John requires the use of a talking calculator for all math activities that require calculation.

Paula needs access to adaptive seating and positioning equipment (prone stander, wedge) in her classes in order to participate in her educational program.

Karen uses an augmentative communication device with speech output to supplement her current communication skills. See present performance levels and annual goals and objectives for additional information.

Documenting AT in the IEP

Annual Goals, Benchmarks and Objectives - (Assistive Technology is not the goal.)
When developing annual goals, benchmarks, and objectives, the IEP team should determine whether or not the student requires assistive technology in order to accomplish them. First the goals should be developed and then the need for assistive technology should be addressed.

AT is the means to achieving the goal for many students. The following examples are provided to assist IEP teams in addressing assistive technology in this section of the IEP:

Annual Goal (Reading):

> *John will demonstrate comprehension of grade level text (presented in standard print and/or digital format using a text reader) by composing oral or written responses to teacher questions for 4 out of 5 times for three consecutive weeks with a minimum of 80% accuracy.*

Short-term Goal (Communication):

> *Susie will independently express food and drink choices in the school cafeteria in 4 out of 5 opportunities for 4 consecutive weeks using single word utterances and a voice output communication device.*

Student Supports

Assistive technology may also be addressed in the student supports section of the IEP.

- Instructional Accommodations
- Classroom Testing Accommodations
- Accommodations for State-wide and District-wide Assessments
- Instructional Modifications or Supports for School Personnel
- Transition Services Plan

The following are examples of how assistive technology may be addressed in the supplemental aids and services section:

Shaunda will have access to a portable word processor for all note taking in her general education classes.

Kendra will have access to a calculator for all math activities in her general education classes.

Instructional Accommodations

When addressing assistive technology, IEP teams should document the instructional modifications that the student needs in order to participate in and benefit from his or educational programs. Additionally, the IEP team should address the supports that the school staff requires for them to effectively provide assistive technology devices and services to the student. The following are examples of how assistive technology should be addressed in this section of the IEP:

Paul's teachers will receive training in the use and programming of his augmentative communication device.

Kelly's special education and general education teachers will be provided with follow-up training and technical assistance as needed to aid them in integrating the use of her assistive technology devices (spell checker, word processor) into her school curriculum.
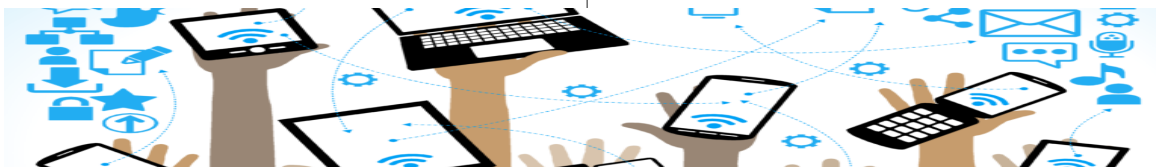
Documenting AT in the IEP

Classroom Testing Accommodations

Students may also need accommodations when participating in classroom testing that are used during instruction. Students should not use accommodations in classroom testing, including assistive technology, that are not used during instruction. In addition, some classroom accommodations may not be required for testing. It is important to review testing accommodations on an on-going basis.

Accommodations for State-wide and District-wide Assessments

The IEP team must address the accommodations and modifications that the student requires in order to participate in state-wide and district-wide assessments. For some students with disabilities, assistive technology may be a required accommodation or modification.

Instructional Modifications or Supports for School Personnel

When addressing assistive technology, IEP teams should document the instructional modifications that the student needs in order to participate in and benefit from his or educational programs. Additionally, the IEP team should address the supports that the school staff requires for them to effectively provide assistive technology devices and services to the student.

Transition Services Plan

When addressing transition services required by the student, it is important to address assistive technology devices and services needed by the student and, when appropriate, to address assistive technology that may be required in post-secondary environments.

Division for Special Education Services and Supports

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Assistive Technology

Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.

The term does not include a medical device that is surgically implanted, or the replacement of such device.

Summary - AT in the IEP

The IEP is a powerful document for ensuring that students with disabilities have access to the assistive technology devices and services that they need to participate in and benefit from their educational programs. Assistive technology devices and services required by a student with a disability should be clearly documented in the student's IEP. The type of technology that the student requires and the manner in which it will be used should be specified so that all parties to the IEP, including parents, have a clear understanding of the technology and how it will be used. Once assistive technology has been documented in the IEP, it should be provided in the way it was specified.