

Use this handout to...

Set yourself up for learning by setting expectations and activating background knowledge to make connections.
Support your learning with options for how to engage with materials and resources.
Self-reflect, review and “go deeper” as you start practicing.

About These Modules: Considering a student’s need for assistive technology is required for every student with an IEP and is documented as part of the Individualized Education Plan. For the majority of students, this can be done through a clearly defined discussion and problem-solving process, that we will review in these modules. In this module we will take you through the first two steps: CONSIDERING YOUR STUDENT and IDENTIFYING PRIORITIES TO PROBLEM-SOLVE. In the next module, after we have completed the “Digital Tools and Assistive Technologies” trainings, we will focus on IDENTIFYING STRATEGY OR TOOL SOLUTIONS. [Click here](#) for a review of some background information provided during our “UDL/AT Immersion” training.

When you complete this module, you will be ready to start working on planning for and completing an assistive technology consideration process. This includes feeling competent and confident in:

- Understanding the important steps to take in an AT Consideration process.
- Leveraging resources and tools to help implement a consistent and compliant process.
- Identifying areas of need, related to a student’s disability, and clarifying challenges and possible barriers to access that may need addressing.
- Prioritizing what we want the student to be able to do; considering environments and strategies or tool features needed; and whether what’s in place is working.

My Essential Questions (review with your coach before starting the recorded walkthrough “Big Ideas Around AT Consideration - Part 1”):

What are some questions you have or what to focus on before you get started? What do you want answered by the end of this module?



Big Ideas: We've developed a short recording to walk you through the parts of the assistive technology consideration process that we will be focusing on before we learn more about Digital Tools & Assistive Technologies. Below is some space to take notes or to practice with some elements we will cover.

[Click here to play](#) - "Big Ideas Around AT Consideration - Part 1" [22:38 minutes]

Resources to print and use during this module:

- [Click here](#) for Quickguide for the Assistive Technology Consideration Process
- [Click here](#) for AT Consideration Notetaking Sheet (google doc; make a copy and move to your drive to use)
- [Click here](#) for AT Consideration Notetaking Sheet (PDF)

Practice for Phase 1: Considering Your Student

Practice for Phase 2: Problem-Solving

Reflection:

- How does this process compare to what you have been doing?
- Which steps or areas were easy for you to practice with?
- Which ones were challenging?

Practice:

- Continue to use the AT Consideration Notetaking Sheet to think about and plan for upcoming IEPs you will be involved in. You will be reviewing a completed one, along with an IEP, after we finish our sessions on "Digital Tools & Assistive Technologies" and "Quality AT Practices".

Going Deeper: All of this information is included in a [AT Consideration Walkthrough](#) on our Open Access website, something you can come back and visit anytime you need a refresher. In addition, the following are some additional resources to explore:

[Assistive Technology Internet Modules](#) (sign up for a free account) - search for "AT Consideration in the IEP Process"

[Iris Center Module - Assistive Technology: An Overview](#)

[Quality Indicators for Assistive Technology Services](#) - look for "Consideration of AT Needs"



My personal goal to focus on following this module:

What do I need from my coach?

Feedback: [Click here](#) and take a few minutes to give us some feedback so we can refine and improve these resources.

Background

In our UDL/AT Immersion, we determined that AT Consideration is a team-based, collaborative decision making process that must be completed, as part of the IEP development process, for every student in special education. In order to be effective, it should be a consistent and systematic process that teams use to “get the conditions right” by considering whether a student needs these supports to more fully participate in and to receive a free, appropriate public education (FAPE).

In this module, we are going to lay out a step by step approach that teams can use to ask and answer the questions that are needed to come to appropriate decisions for students. This includes:

Considering areas of need that impact the student in being successful in achieving educational outcomes.*	Identifying the barriers or challenges that are impacting those need areas.	Clearly defining and prioritizing what we want the student to be able to do (tasks or activities).	Identifying the environments in which strategies or tools are needed.	Identifying strategies or features needed, if anything is in place that is working, and if not identifying potential strategies and tools to explore.
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*We are not obligated to consider thousands of potential AT solutions for our students. Appropriate considerations should correspond to the educational or instructional and/or developmental and functional areas of need identified in a student’s present levels.

Assistive technology may be needed to assist a student in making progress towards their IEP goals, but can also be considered to access curricular and extracurricular activities and to progress in the general education curriculum. In the IEP meeting itself, the team may engage in a relatively brief conversation (based on this information collected) to determine if:

- YES, the student needs AT, and then to make sure that what is needed is documented in the IEP (more on this later!).
- NO, AT is not needed at this time and the rationale for that determination.
- More information is needed in order to make a decision, and steps for further action are developed. Further action might be a trial based on something the team is considering; additional data collection regarding a student’s skills and abilities that would impact an AT decision; or a request for support from someone with more expertise around specific tools that may be needed.

Each member of a student’s IEP team provides important information from their perspective to answer these questions, which is why it is so important to regard this as decision making based on the **collective knowledge and skills** of the team. Understanding this process, and having familiarity with a range of tools that will meet most student’s needs, is the purpose of the Accessible Curriculum for All training!