New April, 2021

OPEN ACCESS
Learning & Participation for ALL

TABLE OF CONTENTS

Background	Pages 3-4
Quickguide for the Assistive Technology Consideration Process	Page 5
Resources to Support the Assistive Technology Consideration Process	Page 6
AT Consideration Module	Pages 6-9
AT Consideration Notetaking Sheet	Pages 10-14
AT Resource FlipKit	Pages 15
Implementation Resources	Pages 16-22
Documenting AT in the IEP	Pages 23-27

Assistive Technology Consideration

Background

In a Universal Design Framework, teachers provide classroom instruction that incorporates options for:

- supporting student motivation and engagement,
- providing multiple ways for information to be presented so that all learners can access and understand the content, and
- providing multiple ways for students to express what they know and understand.

In order to build a learning environment based on providing the range of options that will reach all learners, teachers need access to a variety of strategies and tools that support learner variability.

By having access to these supports as part of a universally-designed learning environment, most student's learning needs can be met. For students with disabilities, as the team discovers tools that support that student's specific needs, these can be incorporated into that student's individual education plan.

STUDENT ACCESS *Planning Continuum*

Providing students with supports they can benefit from can be considered across a continuum. We refer to this as a **Student Access Planning Continuum**. First, we focus on how having a UDL mindset allows us to make flexible options available for all students, from the start.

For our students with IEPs, we are required to review, annually, their assistive technology needs. This process is referred to as "AT consideration". If AT consideration is a robust, systematic process, applied by site-based IEP teams with collective knowledge of a range of tools available to meet a majority of their student's needs, then this can result in good AT decisions for the majority of students with disabilities.

We also recognize that for some students additional data and a more in-depth, team-based, problem-solving process may be needed to identify and document what a student may need. This is when we turn to a **Student Access Planning (SAP)** process in order to complete this type of AT assessment. This process is described in our **Student Access Planning Guide**, and is supported by the Regional Assistive Technology Leads in our *Accessible Curriculum for All* projects, who are trained to facilitate the process and to collect and analyze additional data for the team to consider. As participants in this project, you will become familiar with the **SAP** process so that you can effectively participate and contribute to the development of a **Student Access Plan**.

UDL ASSISTIVE *Consideration* TECHNOLOGY SAP STUDENT ACCESS *Plan*

In this guide, we are going to describe and provide resources for a systematic, step-by-step approach that can be used consistently across site-based teams in order to make sure that good AT decisions are made for students as IEP teams engage in this AT consideration process. This approach is based on the Quality Indicators for AT and the S.E.T.T. process (Student, Environment, Task and Technology) developed by Joy Zabala.

As AT Implementers (the certification that participants in the Accessibile Curriculum for All project achieve), our primary goal is for you to be competent and confident in supporting your site in implementing this AT consideration process.

As a participant in this project (which include 27 hours of training supported by coaching from Regional AT Leads), AT Implementers develop their skills in utilizing these practices. In addition to being trained to use the process, participants receive training on a range of digital tools and assistive technologies available to meet the needs of our high incidence students using platforms readily available in our current educational settings. The Open Access project focuses on meeting the needs of students with high incidence disabilities which are often not addressed because of a lack of enough training for our site-based educational teams.

On the following page is a Quickguide summarizing the AT consideration process. These are the phases and steps our teams take as they consider the needs our students.

S.E.T.T. model, developed by Dr. Joy Zabala. For more information, go to http://joyzabala.com

QIAT Indicators for AT, developed but they QIAT Consortium. For more information, go to http://qiat.org

Quickguide *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**). 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:

Phase 1 *Consider your student*

First	*Next*	*Then*
What are the areas of concern 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 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
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]

Resources to Support the Assistive Technology Consideration Process

In order to support site-based teams and certified AT Implementers in developing their practices around AT consideration, the following resources are available:

AT Consideration Module

Following initial introduction during our UDL/AT Immersion training, you will have an opportunity to work on your own time to explore the AT consideration process using the following module. This module is designed to be supported by working alongside your coach assigned during the training.

Before getting started, review the background information from the training (the final page of the module handout). If possible, meet or check in with your coach to talk about your essential questions heading into your practice with this AT consideration process. *What are some things you have questions about? What are you hoping to learn? How does this apply to your work at your site? What are some things you are already doing well?*

On page two, you'll find the link to a recorded overview of the "Big Ideas Around AT Consideration". Plan for about 30-45 minutes to review this recording and stop and engage in some of the practice activities. In this walkthrough, you will be introduced to the **AT Consideration Notetaking Sheet**, a scaffold to support your practice moving forward.

This module is designed to take you up to the point in the process where the team considers potential strategies or tools to explore. It is introduced prior to your participation in the "Digital Tools and Assistive Technologies" trainings, and at this stage we want you to get familiar and comfortable with the steps leading up to this point. Following the "Digital Tools and Assistive Technologies" trainings, you will have an opportunity to engage in a complete AT consideration process, and will complete an AT Consideration Notetaking Sheet to review with your coach in order to complete your certification.

After you have completed the walkthrough, there are some additional resources linked to the handout if you want to dive deeper or look into AT consideration from some other perspectives. There is also a space to set up a personal goal for your practice and to let your coach know what you need from them in order to be successful.

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?

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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"

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.

*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!

AT Consideration Notetaking Sheet

The **AT Consideration Notetaking Sheet** is designed to walk you through the process in the steps that are outlined in the "Quickguide for Assistive Technology Consideration Process". It is also a place to take notes, and if needed, to document the process the site-based team has engaged in.

Phase 1: Consider Your Student

Identify the areas of concern for the student. Choose one or more of the following areas of need:

Educational Productivity
Areas where the student's disability impacts their ability to acquire skills, demonstrate knowledge or make progress towards grade level standards.

- Math
- Reading/Foundations
- Reading for Content
- Writing/Mechanics
- Writing/Composing & Use of Language Conventions
- Speaking/Listening
- Executive Functioning

Functional
Areas where the student's disability results in the need for accommodations or assistive technology in order to have access to the educational program or setting.

- Seating/Positioning & Mobility
- Augmentative/Alternative Communication
- Physical Access to Materials/Technology
- Activities for Daily Living/Recreation
- Digital Skills
- Hearing/Vision

For each area listed, identify the primary challenges that need addressing and possible access barriers.

Examples:
Reading/Foundations: *Challenges with decoding and fluency result in the student reading far below grade level and struggling to access content when presented only in print.*
Executive Functioning: *Attentional difficulties result in challenges in planning and organizing across all activities including school. Student is provided with one on one support in these areas across the school day, but challenges in completing and bringing in homework continue to be significant.*
Verbal Communication: *Student primarily communicates with nonverbal communication (e.g. gestures, proxemics) and with the support of PECS (Picture Exchange Communication System) to make basic requests. Increasing frustration with expressing needs is resulting in increased behaviors.*

At this point, you will make a decision:

Are we comfortable that we have identified all potential areas of need and understand the barriers and challenges that exist?
YES – Continue to identifying strategies and/or tools
NO – Consider planning for a deeper dive data collection and Student Access Plan (SAP) team meeting

Phase 2: Problem-Solve

1. The first step is to establish some **PRIORITIES**. What are the critical needs and challenges the team feels are important to tackle 1st, 2nd, or 3rd? You want to walk away with a plan that is implementable. Once you have made progress, you can revisit and revise. Some needs/challenges can be consolidated. For example, if legibility based on fine motor challenges comes up in both math and writing/mechanics, one priority could be established to explore strategies and tools across both areas.
2. Once you have a working list of priorities for the team to problem-solve, go back and facilitate discussion for each one around:
    - **Environment:** In which classes or settings or activities are supports needed? Consider learning continuity between in-person school and virtual learning if needed.
    - **Strategies or Tool Features Needed:** What essential strategies or features are critical (e.g. text-to-speech)? List only those things that are "must haves" for solutions you will explore.
    - **Using/Available Now:** Is the student using anything currently, or are there tools available within the learning environment? If you have anything listed, determine whether these are working, sometimes working or not working for the student.
    - **Potential Strategies/Tools to Explore**: If your answer was sometimes or not working, this is the time for the team to talk about a possible range of options. This is the juncture where the ACA trained team members can use the Resource FlipKits on the Open Access website to guide and explore this discussion.

Phase 3: Next Steps

1. Are there current strategies and tools successfully addressing the student's needs?
   YES - move ahead and document these in the IEP
2. If there are no current tools, or the tools we have in place are not working or working sometimes but not always, were we able to successfully identify potential strategies or tools to explore?
   YES - use the trial planning and documentation form to gather information on whether this will address the student's needs
3. Is the team still unsure about which strategies or tools to explore? Is assistance needed to set up or evaluate a trial
   YES - reach out to your AT Team/Specialist or AT Lead for assistance.

AT Consideration Notetaking Sheet

Consideration of the need for assistive technology devices and services must be reviewed as part of every student's Individualized Education Plan. This notetaking sheet can be used alongside the "AT Consideration Process Walkthrough" at www.openaccess-ca.org. Use this process to support the critical elements needed for the team to come to meaningful decisions regarding a student's potential need for assistive technology. Update and document in the student's IEP as needed.

Student/Current Grade:	School Site:	Date:

Participants

Areas of Need – Educational Productivity: *Check the box IF the student's disability presents barriers that impact their ability to acquire skills, demonstrate knowledge or make progress towards grade level standards. For each area checked, identify the primary challenges that need addressing and possible barriers to accessing the curriculum.*

❑ **Math**	
❑ **Reading/Foundations**	
❑ **Reading for Content**	
❑ **Writing/Mechanics**	
❑ **Writing/Composing & Use of Language Conventions**	
❑ **Speaking/Listening**	
❑ **Executive Functioning**	

Modified from the SETT (Student, Environment, Task and Technology) framework developed by Joy Zabala, Ed.D., ATP. The SETT framework was developed to aid in gathering and organizing information needed to complete the consideration process and make appropriate assistive technology decisions.

Areas of Need – Functional Needs: *Check the box **IF** the student's disability results in the need for accommodations or assistive technology in order to have access to the educational program or setting in one or more of these functional need areas. For each area checked, identify the primary challenges that need addressing and possible access barriers.*

❑ **Seating/Positioning Mobility**	
❑ **Augmentative/Alternative Communication**	
❑ **Physical Access to Materials/Technology**	
❑ **Activities for Daily Living/Recreation**	
❑ **Digital Skills**	
❑ **Hearing/Vision**	

Are we comfortable that we have identified all potential areas of need and understand the barriers and challenges that exist?

YES – Continue to identifying strategies and/or tools

NO – Consider planning for a deeper dive data collection and Student Access Plan (SAP) team meeting

Notes:

Priorities for Student- Specific Strategies or AT Tools:

Consider the tasks or activities other students are doing that this student needs to be able to do. What is challenging for the student to do independently at this time? If thinking about new strategies or tools to explore, use the UDL and/or AT Resource FlipKits as a resource for this section.

#1		**Environment: *Which classes, or settings, or activities are they needed? Consider learning continuity with distance learning.***
Strategies or Tool Features Needed:	**Using/Available Now**: ***Is this working*** *(yes, sometimes, no). If sometimes or no* ➪	**Potential Strategies/Tools to Explore**:

#2		**Environment**: ***Which classes, or settings, or activities are they needed? Consider learning continuity with distance learning.***
Strategies or Tool Features Needed:	**Using/Available Now**: ***Is this working*** *(yes, sometimes, no). If sometimes or no* ➪	**Potential Strategies/Tools to Explore**:

#3		**Environment**: ***Which classes, or settings, or activities are they needed? Consider learning continuity with distance learning.***
Strategies or Tool Features Needed:	**Using/Available Now**: ***Is this working*** *(yes, sometimes, no). If sometimes or no* ➪	**Potential Strategies/Tools to Explore**:

NEXT STEPS:

- *Are there current strategies and tools successfully addressing the student's needs?* **YES** – Move ahead and document these in the IEP.
- *If there are no current tools, or the tools in place are not working (or working sometimes but not always), were possible tools or strategies successfully identified to explore?* **YES** – Use the trial planning and documentation form to gather information on whether this will address the student's needs.
- *Is the team still unsure about which strategies or tools to explore? Is assistance needed to set up or evaluate a trial?* ***YES*** – Reach out to your AT Team or Specialist for assistance.

Notes:

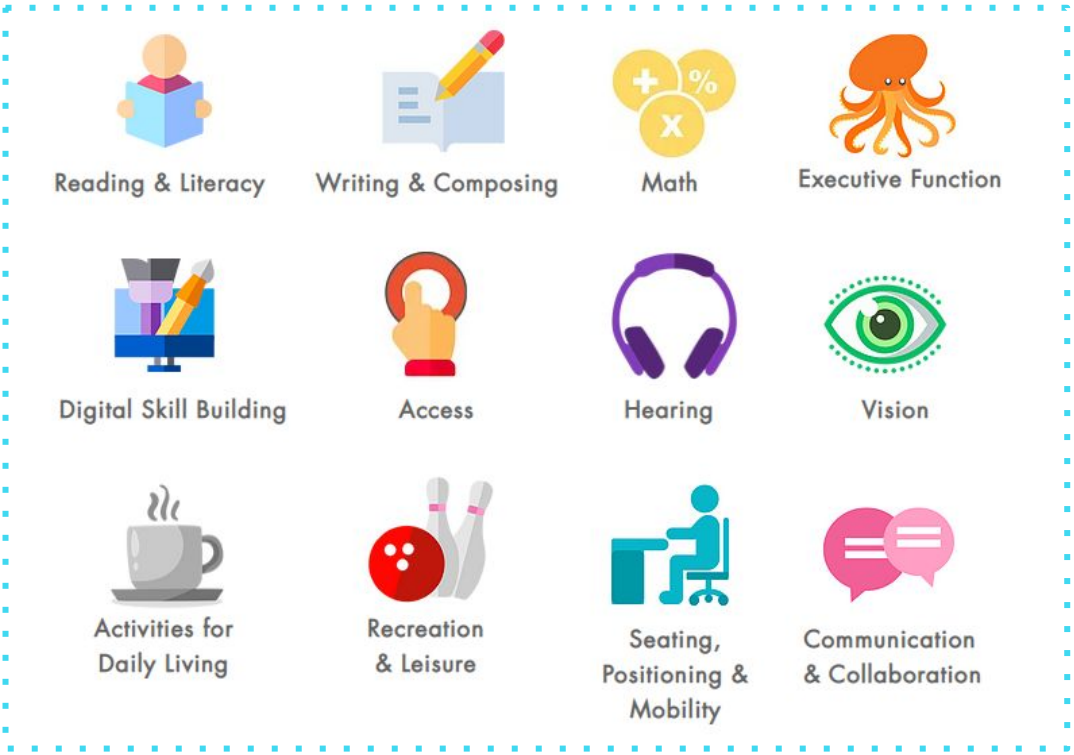
AT Resource FlipKit

UDL Resource FlipKit

AT Resource FlipKit

AAC Resource FlipKit

The AT Resource FlipKit is one of three FlipKits available on the Open Access website (www.openaccess-ca.org). In "Digital Tools and Assistive Technologies" trainings, we will introduce this tool and provide opportunities to explore the resources that were selected to represent a range of strategies or tools to meet the needs of our students across their areas of need.



Implementation Resources

Trials

According the to Quality Indicators for Assistive Technology (QIAT) the following steps are recommended for conducting, analyzing and documenting trials:

- Review information gathered across customary environments.
- Identify the features need for any AT that should be tried with the student.
- Decide upon levels of support to be provided during the trial.
- Arrange for the AT devices to be available.
- Set timelines for trials and detail how and when they will take place.
- Assign staff responsibilities.
- Conduct the trials.
- Collect the results of trials.
- Analyze the information.

The Quickguide on the following page gives some guidance of the steps to take and the questions to ask before, during and after the trial. A **Trial Planning and Summary Form** is included in resources to support these outcomes.

Implementation

QIAT also informs us about quality implementation practices. Implementation should proceed according to a collaboratively developed plan. This plan should ensure that technology is integrated into the curriculum and daily activities of the student across environments. AT is a shared responsibility amongst all team members. Learning opportunities for the student, family and staff are an integral part of implementation. The plan is adjusted based on information about how the student is performing in using AT to meet their needs. And implementation planning should also include management and maintenance of the equipment and materials.

The Quickguide also gives some guidance of the steps to take and the questions to ask before implementing, during implementation and following implementation.

An **Implementation Snapshot** and **My AT Backpack** are included in resources to support these outcomes. The **My AT Backpack** is used to support students with understanding and advocating for their own AT needs.

Teams should also plan for assistive technology as students transition between classrooms, school sites and potentially districts. An **End of the Year** checklist provides guidance on how teams can ensure that a student's needs are identified and resources transition effectively across settings.

Trials & IMPLEMENTATION

Best Practices & Guiding Questions

SAP STUDENT ACCESS Plan

The team has identified the features & tool(s) needed for an AT trial by the student. What's next and what happens after a successful trial?

This document shows many of the steps and key questions to be thinking about as you go about setting up trials and implementation plans for your students. Please use the Trial and Implementation forms for planning and documenting.

BEFORE THE TRIAL

Decide on a timeline and make sure team members & staff understand their role & responsibilities.

Will you need to contact your IT department? Who will get the tool set up?

Do you need to talk with staff that may not be on the team and make them aware of the trial?

It's best to try across ALL environments where the tool would normally be utilized.

Identify a point of contact for any technical issues that may happen during the trial.

DURING THE TRIAL

- **Ensure the student understands the purpose of the tool and has multiple opportunities to use it**
- **Provide any necessary training**
- **Collect data**

Provide plenty of opportunities across appropriate settings and tasks to practice using the tool.

The student, staff, and parent may need training.

Along with data collection, get opinions from staff, student, and parent.

AFTER THE TRIAL

- **Provide data to team members**
- **Analyze the data and determine the outcome as a team**
- **Decide on next steps**
- **Document the results in the IEP**

Who will ensure the final set up of the tool?

Who will follow through with implementation?

Implementation Snapshot

BEFORE IMPLEMENTING

Using the Implementation Snapshot, develop a plan with the team

Think about how the student will access the tool across ALL environments.

DURING IMPLEMENTATION

- **Provide regular opportunities for the student to use the AT**

Build a repertoire of strategies, talk about *plan B* when their tool doesn't work.

Help develop expert learners who know what tool to use for a task and when to use it.

AFTER IMPLEMENTATION

- **Student performance continues to be monitored**
- **Address maintenance & any repairs needed**
- **Notify team of any significant changes in need**

Continue to monitor the effectiveness of tool. Let the team know of adjustments.

Arrange for any repairs or maintenance in a timely manner.

Encourage the student to notify staff if the tool isn't working as intended.

Trial Planning & Summary Form

AT Trial Planning and Summary Worksheet

STUDENT ACCESS Planning

Student:	**School Site:**
Start date of trial:	**Upcoming date to review trials:**
Most recent SAP or team meeting date:	**AT Coach/Specialist:**
Upcoming IEP date:	**Phone/email:**

What were the area(s) of challenge that the student was experiencing?
What other AT supports or strategies had been tried?
During the SAP or team meeting, what was considered to further explore? ❑ Strategy: ❑ Software/iPadApp/Chrome App/Extension: ❑ Equipment:
What is the purpose, or the expected outcome, for using this support during the trial? ***(e.g. will complete an essay assignment using the tool to compare to completing without).***
How often and for how much time will the student have access to the tool during the trial:

Team members participating in the implementation/review of this trial:

Name	Role

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Individual Match	N/A	Not effective	Somewhat effective	Very effective	Comments
Reliability/dependability of the tool/strategy during trial use	❑	❑	❑	❑	
Extent to which the AT accomplished its purpose	❑	❑	❑	❑	
Features of the the tool (e.g. auditory output, screen/visual display, access)	❑	❑	❑	❑	
Ease of student use	❑	❑	❑	❑	
Enhanced speed and/or accuracy of completed desired task	❑	❑	❑	❑	
Was the student able to learn to use the tool effectively during the trial period?	❑	❑	❑	❑	

How much staff support did the student require?

- ❑ Quickly became independent
- ❑ Needed occasional cueing
- ❑ Required continuous support throughout trial

List 2 perceived benefits of continuing to use this tool/strategy (e.g. increase independence, produce more work, complete work in a more timely manner, less fatigue, quality of output):

1.

2.

List 2 potential drawbacks of continuing to use this technology (e.g. impact on the setting, time, resources, reliability, student's perception of being different):

1.

2.

Based on the information above, what does the team feel is the overall "match" between the individual and the tool/strategy?	Team Recommendation:
☐ Poor ☐ Somewhat helpful ☐ Very helpful **Comments:**	

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Implementation SNAPSHOT for Assistive Technology

STUDENT ACCESS *Planning*

Student Information

Name:	**Grade:**	**Age:**
School:	**Date developed:**	**Date reviewed/updated:**
Point of Contact (person(s) responsible for updating this plan):		

Assistive Technology Tools Being Used (if more than one, copy/paste this table for more items)

Name of Too(s):			
Describe:			
Source:	❑ **Classroom Resource**	❑ **Procured for Student**	❑ **Student-owned**
Located or stored when not in use:		**Home use:**	
Implementation			
❑ Tool supports an IEP goal ❑ Supports accessing curriculum	**Person(s) trained to support and/or implement:** **Describe setting(s) and types of tasks which require use of the tool/strategy:**		
Student's current proficiency:	❑ **Independent**	❑ **Needs monitoring/ facilitation**	❑ **Needs training**

Person(s) Responsible for (if applicable):

Repair/Maintenance/Updates:	
Training & consultation:	
Customizing/set-up:	
Monitoring impact of use:	
Monitoring integration & use:	

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Name:	Date:
My Current Teacher or Case Manager:	School:

My Strengths:
What are some challenges that assistive technology helps me with?

MY TOOLS & STRATEGIES

Tool or Strategy:	What sort of tasks do I use it for?	Where & when do I usually use it?	Can I use it independently?

Where do I get help or training if I need it?
What I'd like my next teacher to know about my assistive technology:

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End of the Year AT CHECKLIST

STUDENT ACCESS Planning

Student:	Date:
Current Teacher/School:	New Teacher/School:

Student strengths regarding the use of AT:
What challenges does the AT support?

AT TOOLS & STRATEGIES

Tool or Strategy:	What sort of tasks is it used for?	Is the tool still a successful match for the student?
		❑ Yes ❑ No ❑ Sometimes
		❑ Yes ❑ No ❑ Sometimes
		❑ Yes ❑ No ❑ Sometimes
		❑ Yes ❑ No ❑ Sometimes

❑	Pass along tools or equipment to the next teacher.	❑	Relay current usage of AT, the benefits, and challenges	❑	Determine any needed training needs for new staff, and make plans for this to happen
❑	Complete any maintenance or updates needed	❑	Provide training manuals or known resources	❑	Pass along any artifacts (work samples, videos) that demonstrate how technology is used
❑	Ensure parents and staff understand any plans for the AT during the summer	❑	Document ideas for improved use and share out to the team	❑	Work with student to complete “My AT Backpack”

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STEP 5 DOCUMENTING ON THE IEP

Documenting outcomes of the AT consideration process as well as outcomes of trials are both important. In general, QIAT tells us that it is important for districts to have guidelines for staff to follow. The team should consider any services needed to support the selection, acquisition and use of AT. The IEP should clearly illustrate how AT supports the achievement of goals, access to curricular or extracurricular activities or progress in the general education curriculum . And it should be clear how the team should proceed with providing and using any AT to address the student's needs and expected results.

On the following page is a **Quickguide for Documenting AT on the IEP** that provides some additional things for the team to consider.

A **Documenting AT on the IEP Worksheet** is included as a resource to support making these considerations.

QuickGUIDE

Documenting ASSISTIVE TECHNOLOGY *on the* IEP

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

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…

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 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.

ACCESSIBLE CURRICULUM *for* ALL

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Student:	School Site:	Date Trials Completed:

AT Tool(s) Identified
What are the tasks each tool will support?

Who will support the student?	When (settings, classes, activities) will it be used?	Where will it be located/stored?

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How should the AT be documented in the student's IEP? Use the following questions to guide your decisions:

GOALS

Is a goal needed to address building foundational skills in learning or using the AT tool?

- ❑ **No**
- ❑ **Yes**

Goal(s):

Should the tool be (or is the tool) embedded in a goal (does it enable the student to make progress on an already identified goal)? [e.g. "Given word prediction, Sam will write a one paragraph essay with fewer than 2 errors in conventions"]

- ❑ **No**
- ❑ **Yes**

SERVICES

Will ongoing AT services be required in order for the student to utilize the tool effectively? (typically documented under services)

- ❑ **No**
- ❑ **Yes**

Direct or consult?		**How much time?**		**How often needed?**	

SUPPLEMENTARY AIDS AND SERVICES & OTHER SUPPORTS

Does the tool specifically and directly support the student's access to the general curriculum or the general education setting? (typically documented under "accommodations"; include location).
Does it support modification in resources or setting? (typically documented under "modifications"; include location, frequency and duration)

- ❑ **No**
- ❑ **Yes**

Is training needed to support implementation with the tool? (typically documented under "other supports for school personnel, or for student, or on behalf of student"; include location, frequency and duration)

- ❑ **No**
- ❑ **Yes, describe below:**

For Staff?		**For Student?**	
Who will train?		**Who will train?**	
How much time?		**How much time?**	
How often needed?		**How often needed?**	

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TRANSITION PLANNING

Is the student aged 16 or above?

☐ **No**

☐ **Yes,** *consider how AT needs to be considered and 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.*

If the answers to any of the above (goals, services, supplementary aids and services, transition planning) are YES,

- ❑ **Indicate "yes" AT is required as a Special Factor (specify, or indicate where additional information is located - e.g. Sam requires access to text-to-speech, see writing goal and supplementary aids and services for more information)**
- ❑ **Use the information on page 1 (tasks, settings, classes, activities) to specify location, frequency and duration under supplementary aids and services**

If there are NO recommended AT strategies or tools for the student,

- ❑ **Indicate "no", and provide a brief rationale for the team's decision.**

Additional Questions to Consider (typically documented in the notes)

Is the tool needed in the home environment (e.g. to support access to homework)?

- ❑ **No**
- ❑ **Yes**

Is training needed with the parent prior to the tool going home?

- ❑ **No**
- ❑ **Yes**

Is a home use agreement needed?

- ❑ **No**
- ❑ **Yes**

Will the student be making a transition in setting or location over the course of the next year?

- ❑ **No**
- ❑ **Yes,** *consider how this information will be relayed, how the equipment will be moved and set up, and training needs for new staff.*

Additional notes:

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