



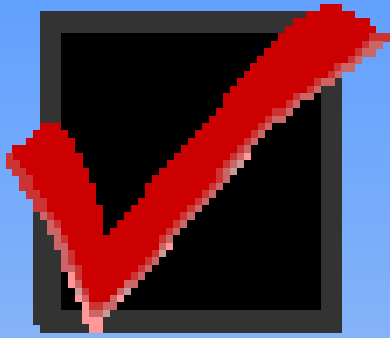
Considering Assistive Technology in the IEP Process

A Professional Development Module available at www.texasat.net

Collaboratively developed by

- Texas Assistive Technology Network
- Texas Technology Access Project
- The University of Texas, Department of Special Education, College of Education

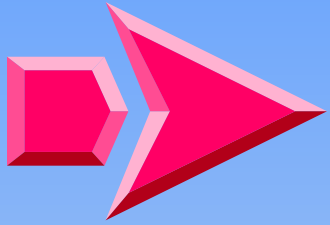




Objectives

Participants in “Considering AT in the IEP Process” will learn about:

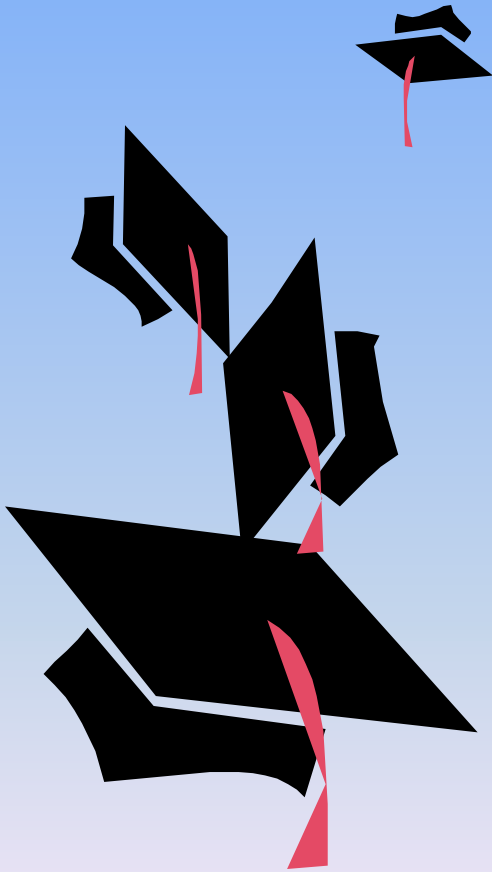
- **Federal and state legal contexts**
- **Basic definitions and examples**
- **The Texas 4-Step Model**
- **Resources**



The Legal Evolution of Access

- EHA, 1975 *Access to schools*
- IDEA, 1990 *Access to classrooms*
- IDEA '97 *Access to general
education curriculum*

Congressional Intent of IDEA '97



- Improved student performance
- Increased accountability
- Strong parental participation
- High expectations for student achievement
- Linked to the general education curriculum

Congressional Intent of IDEA '97



Increased Emphasis on Assistive Technology

- Requires consideration of AT in the IEP process
- Places responsibility for decision-making with ARD Committees



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“As ARD Committee members, there are questions we have about AT.....

First, what does the law say about AT?”



IDEA '97

Definitions

Sec 300.5 - AT Devices

Sec 300.6 - AT Services





IDEA '97

Section 300.308

- Assistive Technology





IDEA '97

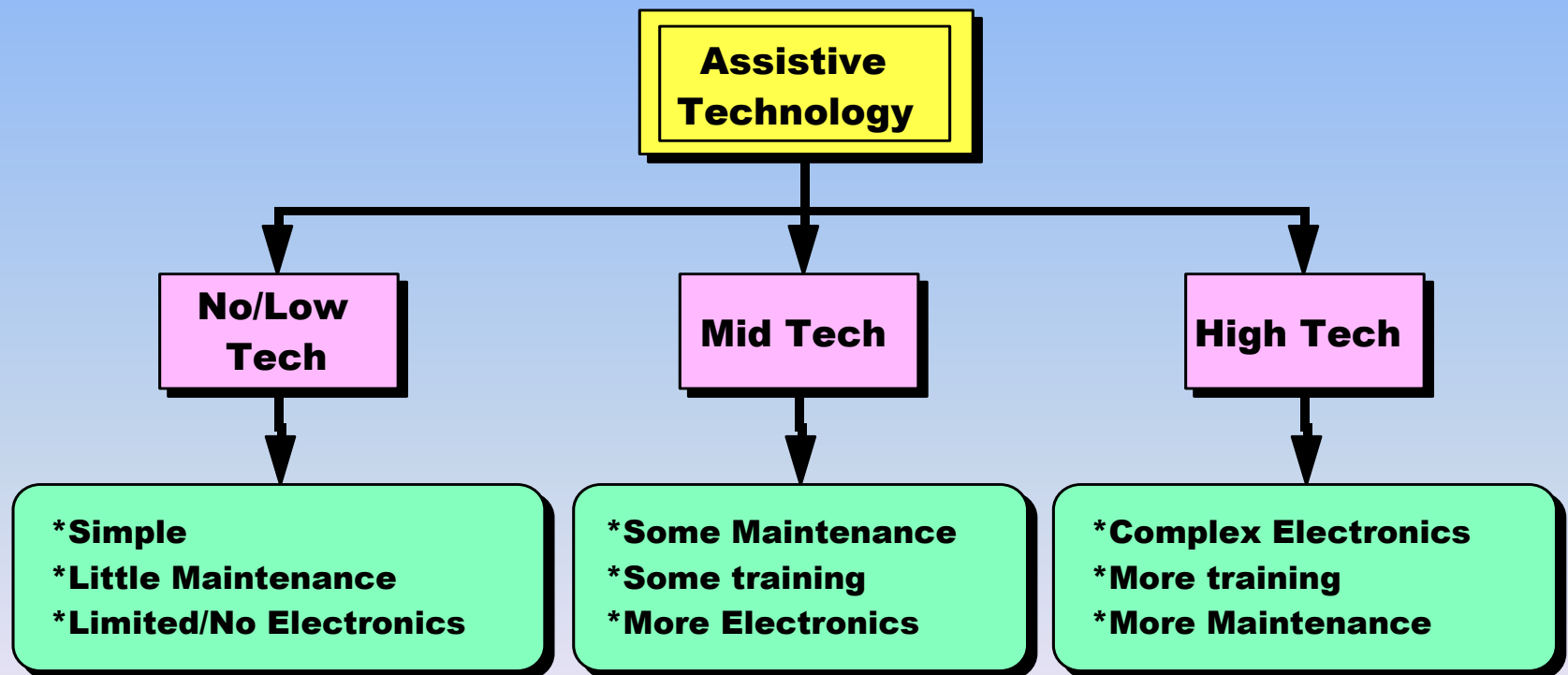
Section 300.346(a)(2)(v)
- Special Factors





**“We get the IDEA
about AT, but can you
tell us more about
what AT is?”**

Continuum from No/Low Tech to High Tech

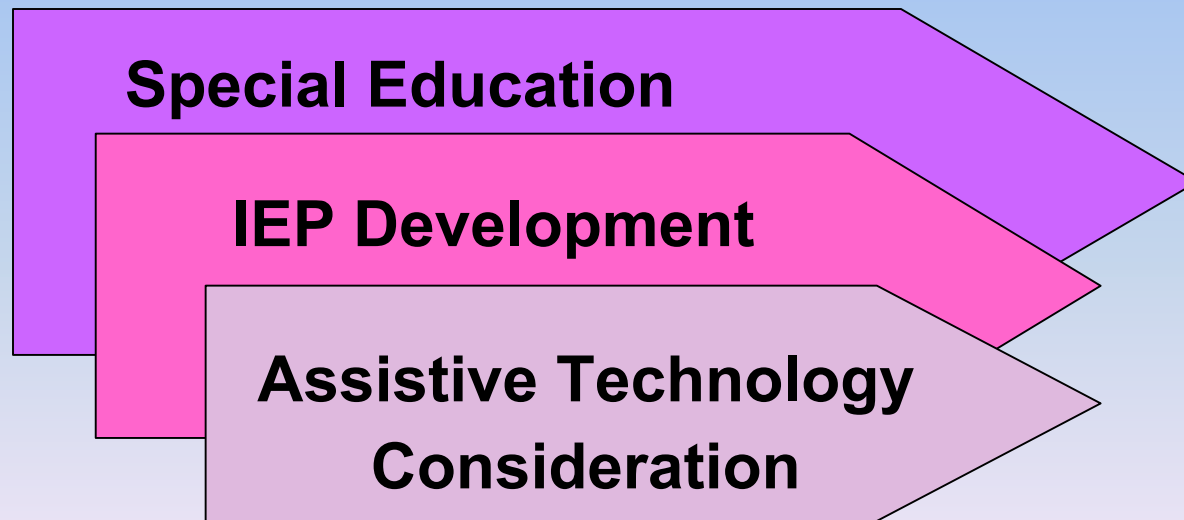




“We know more about AT now, but how do we consider AT as we develop the IEP?”

Assistive Technology Consideration

**Embedded within the
Special Education Process and the
IEP Development Process**





Texas 4-Step Model

STEP 1

Review present levels of performance and evaluation data.

STEP 2

Develop goals and objectives.

STEP 3

Determine if any tasks are difficult or impossible for the student.

STEP 4

Decide whether or not AT devices and services are required and document decisions.



STEP 1

**Review student's
present levels of
performance and
evaluation data.**



STEP 2

Develop goals and objectives that address the student's needs and are aligned to the general curriculum.



STEP 3

Determine if any tasks are difficult or impossible for the student.

Instructional/Functional Skills

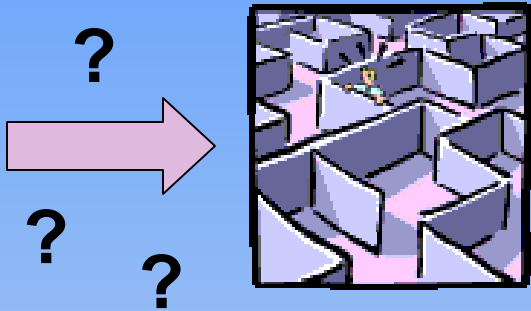


- Reading
- Written Expression
- Math
- Communication
- Recreation
- Daily organization
- Seating/Positioning
- Hearing
- Seeing
- Self-care
- Mobility
- Other areas



STEP 4

Decide whether or not AT devices and services are needed and document decisions.

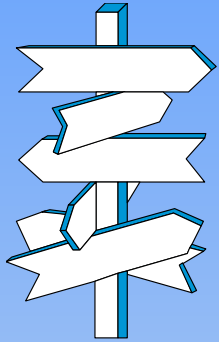


Questions to Consider

- If the student is currently using AT, is the AT adequate to address the new goals and objectives?
- Does the student need AT to access the curriculum?
- Does the student need AT to access the technology used by other students?
- Could AT help the student work more independently?



Results of AT Consideration



Assistive Technology is not Required at this time

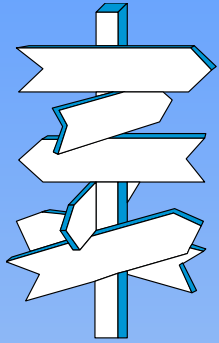
**Best practices indicate that the
basis of the decision is
documented.**



Documentation in the IEP

The ARD Committee anticipates that the student will be able to:

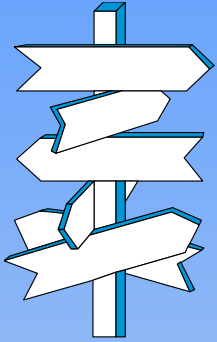
- participate in the educational program,**
- accomplish expected tasks, and**
- make reasonable progress toward mastery of IEP goals and objectives with typically available supports and services.**



Assistive Technology is Required

AT is required and the ARD Committee knows the nature and extent of the AT devices and services needed.

AT devices and services to be provided, are documented in the IEP.



Some Examples of When AT is Required

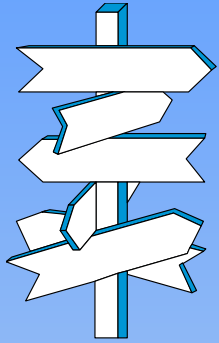
- **AT has been used to obtain present levels of performance and can adequately address the new goals and objectives.**
- **AT has been used to obtain present levels of performance, but different AT is needed to adequately address the new goals and objectives.**
- **AT has NOT been used previously but is needed to adequately address the new goals and objectives.**



Documentation in the IEP

The ARD Committee anticipates that the student will NOT be able to participate in the educational program or make reasonable progress toward mastery of IEP goals and objectives WITHOUT assistive technology devices and services.

The specifics of the devices and services must be included in the IEP.



More Information is Needed

The ARD Committee determines that additional information is needed to:

- a) Decide whether or not the student requires AT devices and services to participate in the educational program and make adequate progress toward mastery of IEP goals, or**
- b) Determine the nature and extent of AT devices and services needed.**

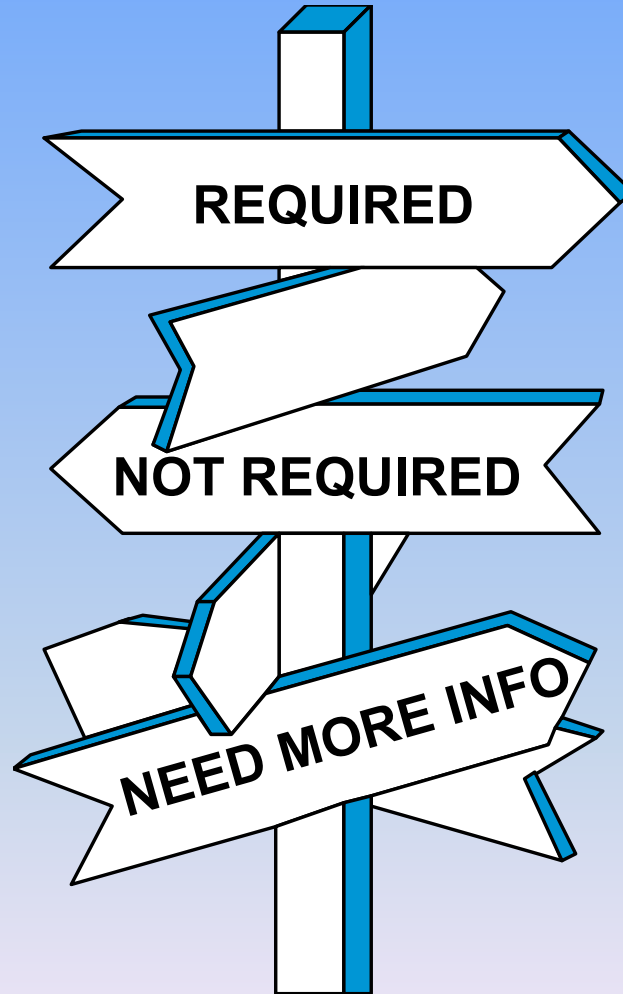


Documentation in the IEP

Additional information is needed and the type of assistance needed for gaining the information is requested.

The specific assistance requested is written into the IEP as an AT service.

Ongoing Process



In Summary ...





A Quick Review...

***Why must ARD Committees consider
assistive technology?***

**ARD Committees consider AT
because it is required by federal
statute to do so during the
development of the IEP**



A Quick Review...

How do ARD Committees consider assistive technology?

ARD Committees follow the 4-Step consideration process that is embedded in IEP Development and Special Education processes

STEP 1

- **Review evaluation data and present levels of performance.**

STEP 2

- **Establish goals and objectives.**

STEP 3

- **Determine difficult or impossible tasks.**

STEP 4

- **Decide if AT devices and services are required and document.**

A Quick Review...



What decisions do ARD Committees make as a result of AT consideration?

- **AT is not needed at this time and the basis of this decision is documented in the IEP.**
- **AT is needed and is included in the IEP.**
- **More information is needed before a decision can be made.**

Consideration in Action

Guided Practice Vignettes

William

Consideration in Action

Guided Practice Vignettes

Trinity

Consideration in Action

Guided Practice Vignettes

Jesus and Joseph



“Now we know how to start, but how can we get help when we need it?”



Resources

- **District Resources**
- **Regional Resources**
- **Web-based Resources**

***“Where there was once an observer,
let there now be a participant.”***



- Eliot Eisner