

ASSISTIVE TECHNOLOGY

PROCESS

AND

PROCEDURES

ASSISTIVE TECHNOLOGY PROCESS AND PROCEDURES

Step 1. The need for Assistive Technology is considered by the Referral Committee for new students referred for special education evaluation. The Educational Diagnostician completes the AT Screener as part of the FIE. If the screener indicates a possible need for assistive technology, the diagnostician can request further evaluation by appropriate related service personnel such as occupational therapist, physical therapist, speech therapist, vision specialist, etc., as appropriate to the individual student needs.

Step 2. The need for Assistive Technology for every Special Education student is considered at each annual IEP meeting by completion of the AT Consideration Form. The completed form is placed in the student's eligibility file along with the ARD and IEP forms. Further action depending on the outcome of the consideration included:

- a. Committee indicates that assistive technology is not needed at this time;
- b. Committee indicates that current assistive technology is working and will be continued. Assistive technology is listed and included in the IEP modification page as a tool for the appropriate classes. The goals and objectives should indicate if the assistive technology will be used to reach that goal and/or objective. For example: The student will respond to questions about a story read by the class using a voice output communication device.
- c. Committee indicates that assistive technology available on campus or in the class is recommended on a trial basis. The assistive technology is listed on the considered form and the IEP modification page. The committee indicates the nature and timeline for the trial period.
- d. Committee indicates that assistive technology has been recommended by an evaluation (FIE, OT, PT, APE, Speech, Audiological, Functional Vision, etc.) The assistive technology equipment and/or services needed are documented in the IEP.
- e. Committee is unable to make a decision about assistive technology equipment or services and recommends a Level II Assistive Technology Assessment. The assistive Technology Evaluation Referral Form is completed with parent participation. The parent(s) complete the Parent Home Data Assistive Technology Communication Questionnaire for referrals for communication. The parent signs the permission form for assessment. A copy of these forms is sent to Special Services Department – Attention: Supervisor for AT – District AT Team Leader.

Step 3. The assessment is scheduled by an AT team leader after receiving the completed forms. The AT team member contacts the appropriate related service personnel to form an assessment team of at least two individuals. The assessment should be scheduled with the student's classroom teacher and campus speech therapist (for communication referrals) so that they may also participate.

Step 4. The assessment is completed with assistance of the classroom teacher and appropriate related services personnel or campus speech therapist.

- Step 5. The assessment report is written with input from all participating members, either during the assessment itself, by consultation sessions, or the drafting of the report. The report will list the names of all participating members and contributing members will have the opportunity to read and sign the final report.
- Step 6. The report is presented to the IEP team at an ARD meeting for determination of acceptance of the recommendations. At this time, recommendations for training and interim alternative strategies would be discussed.
- Step 7. The appropriate personnel will order the equipment if needed. Equipment will be loaned from the District AT Team Inventory of AT equipment until the ordered equipment is received. Equipment may also be borrowed from the Region One Educational Service Center Assistive Technology Department.
- Step 8. Training and follow-up will be provided as outlined in the IEP and AT action Plan. Documentation of training and follow-up will be maintained.
- Step 9. The Special Education ARD teacher for the student will monitor the maintenance of the equipment. Training will be provided to the teacher concerning operation and maintenance of the equipment.
- Step 10. If the IEP team determines that a particular assistive technology device is required for home use in order for the student to achieve the goals and objectives on the IEP, the equipment must be provided for use at home. The IEP should base its decision for home use on the educational and instructional activities that need to be completed outside of the school setting.
- Step 11. The IEP team will make a determination regarding the continued need of AT after graduation in the transition plan for students who have been provided AT as part of their school program. At the present time, equipment provided for a student enrolled in the District is returned to the District upon graduation. Provisions for interagency support for assistive technology devices and services should be specified as part of the transition plan when appropriate. Provisions for the transfer of assistive technology devices may be made according to the provision of TEC Code 89.1056.