

WAYNE COUNTY ASSISTIVE TECHNOLOGY GUIDELINES

September 2021

THE WAYNE COUNTY REGIONAL EDUCATIONAL SERVICE AGENCY

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Wayne Regional Educational Service Agency (RESA) services 32 school districts and over 100 Public School Academies (PSAs) across Wayne County. Wayne RESA's Special Education and Early Intervention Services (SEEIS) provides countywide support and technical assistance in the development, implementation, and assessment of mandated special education programs and services. Special education refers to educational accommodations, modifications, and supports that ensure student access to a free appropriate public education.

Special education services are available to eligible students from birth through high school graduation or age 26, as appropriate. Each school district and public school academy provides special education programs and services to students with disabilities. Fourteen school districts provide centers of educational service for students requiring highly specialized approaches adapted to the severity of student need.

SEEIS provides guidance and support to parents, teachers, and administrators in meeting the requirements of the Individuals with Disabilities Education Improvement Act (IDEIA, 2004) and Every Child Succeeds Act (ECSA) laws. SEEIS' guidelines and standardized forms are accessible on RESA's website to help schools and parents in putting these legal requirements into educational practice. [Wayne RESA Special Education Forms](#). The passkey is spaciaeducation (no space and no caps).

The Wayne Assistive Technology Team (WATT) is a part of SEEIS that helps to meet the Assistive Technology (AT) needs across the county. This document has been developed by WATT as a tool to help parents, teachers and administrators determine the appropriateness of assistive technology for special education students.

Content and resources for this document were derived from the Quality Indicators for Assistive Technology (QIAT) and the AT Handbook for Education Professionals, First Edition (May 2019).

Mission Statement

WATT strives to provide high quality assistive technology services and supports through consultation, assessment, training, resources and implementation support to students, teachers, and other support staff within Wayne County for students with moderate to severe disabilities based on needs identified through the IEP process.

What is Assistive Technology?

Assistive Technology's role is to provide access and increase opportunities for students to actively participate, engage, and learn within educational environments. Assistive Technology includes: products, services, equipment, and systems that enhance learning, functional skills, and daily living for students with disabilities.

Assistive Technology devices may range from simple supports such as pencil grips to dynamic communication devices that may be used with switches or eye gaze to access voice output. AT services may include training the student and staff to use voice to text recording, word prediction, etc., and support for students with complex communication needs for augmentative alternative communication.

Assistive Technology is an ongoing process of planning, problem solving, implementation and data review. It incorporates a team approach. AT efforts at all stages include collaborative work by IEP teams and include a shared vision and shared responsibility for planning, consideration, implementation and review. The Wayne Assistive Technology Team offers a wide range of assistive technology (AT) services to support students with moderate to severe disabilities. These services include a lending library of AT devices and software, two resource centers for creating customized AT materials, technical assistance on using AT devices, workshops and training to build AT capacity, and consultations on the AT consideration and the AT assessment process. The ultimate goal of AT is to ensure students receive a Free and Appropriate Public Education (FAPE) and use AT, as needed, to support IEP goals.

AT Legislation

Over time, federal legislation has been enacted to enable increased access to, and provision of, technology supports for individuals with disabilities. Assistive technology was formally defined in 1987 and written into the Technology-Related Assistance for Individuals with Disabilities Act (Tech Act, 1988).

School districts must be knowledgeable about the laws that regulate and form special education services, as well as the legal implications related to applications of AT. The most recent definition of AT and AT services may be found in the 2004 reauthorization of IDEA.

The Individuals with Disabilities Act (IDEA) instructs school district IEP teams to consider if a student requires “assistive technology devices and services” to achieve their goals as well as receive a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). The need, or lack thereof, must be thoroughly documented throughout a student's IEP.

- AT may support an individual to accomplish a task that is otherwise impossible to do without the support of AT.
- For individuals with disabilities, AT improves access to education, employment, independent living, recreating, and participation in the community.
- There are no exceptions for age, type of disability, severity of disability or any other factor.

Laws Affecting School District IEP Teams

The Individuals with Disabilities Education Act (IDEA 2004) (P.L. 105-107) requires that assistive technology be provided for all students with disabilities who require this support. The law specifies that:

34 C.F.R. § 300.5 Assistive technology device

Assistive technology device means 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 a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device. (Authority: 20 U.S.C. 1401(1))

IDEA also defines assistive technology services:

34 C.F.R. § 300.6 Assistive technology service:

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes—

- a) The assessment of the needs of a child with a disability, including a functional assessment of the child in the child’s customary environment;
- b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- e) Training or technical assistance for a child with a disability or, if appropriate, that child’s family; and
- f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child. (Authority: 20 U.S.C. 1401(2))

34 C.F.R. § 300.105 Assistive technology

- a) Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in §§300.5 and 300.6, respectively, are made available to a child with a disability if required as a part of the child’s—
 - 1) Special education under § 300.36;
 - 2) Related services under § 300.34; or
 - 3) Supplementary aids and services under §§ 300.38 and 300.114(a)(2)(ii).
- b) On a case-by-case basis, the use of school-purchased assistive technology devices in a child’s home or in other settings is required if the child’s IEP Team determines that the child needs access to those devices in order to receive a free and appropriate public education (FAPE). (Authority: 20 U.S.C. 1401(2))

AT is further addressed in the following legislation:

- Americans with Disabilities Act, 1990
- Assistive Technology Act, 1998; amended 2004
- Rehabilitation Act, 1973; amended 1992, 1998
- Individuals with Disabilities Education Act (IDEA), 2004
- Michigan Administrative Rules for Special Education (MARSE)

WATT Roles and Responsibilities

Wayne Assistive Technology Team (WATT) provides consultative services to IEP teams and assists in developing and implementing AT supports for students with **moderate to severe** disabilities across Wayne County.

WATT offers:

- Assistive technology consultation and support along with consideration for district purchase of specialized equipment
- Lending library with devices, digital resources, and reference materials for loan to educators for students with moderate to severe disabilities
- In-service training for educators, parents, and students
- Support in integrating assistive technology into the curriculum
- Information on the latest technology and digital resources along with technical assistance
- Adaptations including switches, environmental aids, and mounting systems for student use
- Information and assistance with the Universal Design for Learning (UDL) framework
- Make and Take space for material creation to support students with a moderate to severe disability

Requests for Services

Districts may request WATT consultative services, AT equipment trials for students with a moderate to severe disability, and professional development. The request(s) may be initiated through the following ways:

- Completing a request form on [Wayne RESA's AT webpage](#)
- Contacting WATT via phone - 734-334-1701
- Contacting WATT via email - wattsupport@resa.net

WATT services are available to Wayne County school districts and participating public school academies.

Note: Public School Academies must contact Wayne RESA for guidance prior to making a formal referral.

Consultation and Assessment

Assistive Technology decision-making is an ongoing process to be carried out by school districts as part of the IEP Process. If an IEP team recognizes the need for more information before making assistive technology decisions, the team may request WATT support through consultation.

A WATT consultation typically involves an informal meeting with members from the IEP team to walk through the SETT framework. Student observation may be completed if the IEP team feels it necessary as a result of the SETT meeting. WATT will provide the team with follow-up support as needed.

When to request an AT Consultation

- When the IEP team determines there are barriers to the student accessing the curriculum and known supports are not effective
- When the IEP team identifies that AT may benefit the student, but needs help determining what tool(s) may support their learning.
- To implement trial of AT devices or supports

To request a WATT AT Consultation please fill out the form on the [Wayne RESA AT webpage](#).

AT Assessment

WATT does not complete AT assessments, but WATT is available to provide the IEP team with guidance through consultation. The AT assessment should be completed by the IEP team through a collaborative and consistent process. Your district AT coach could support this process. Possible situations that could call for an AT assessment may include:

- Parent requests
- When the IEP team is unable to identify appropriate AT for the student to support IEP goals.
- When the AT consideration process concludes that more information is needed.

If the IEP team needs assistance with completing an AT assessment, WATT is available to provide guidance. For more information about how to complete an AT Assessment, please reference "[A Guide to Assistive Technology Assessment.](#)"

Areas that are most commonly considered for AT Assessment (however, not an exhaustive list):

- handwriting
- spelling
- reading
- math
- written expression
- communication
- mobility
- recreation
- seating/positioning
- listening
- seeing
- self-care

WATT Lending Library

The WATT lending library was established to provide trials of assistive technology tools to students with moderate to severe disabilities. The best way to determine if a tool effectively supports a student's access to the curriculum is to trial the technology in the educational setting.

WATT provides short term loans, for trial purposes, of 120 days. The following supports and materials are available for loan:

- Adapted Toys
- Books and Reference Guides
- Communication Devices
- Learning Aids
- Digital Resources
- Tablets (e.g., iPad)
- Computers

All tools and devices are considered the property of WATT lending library. Tools/equipment are not to be transferred from one student to another. The person checking out the device is responsible for the return.

If the equipment trial is determined to support the student's IEP, the IEP team can work with WATT to secure a long term AT loan. Contact WATT to obtain an AT Long Term Loan Agreement form. WATT recommends additionally having a [SETT](#) (or other AT consideration documentation) and an [AT Implementation Plan](#) on file for the student.

Lending Library Terms of Agreement:

1. Equipment is the sole property of Wayne RESA - WATT
 2. Wayne RESA - WATT may install device management software that can track the physical location of the device. This software will only be used to assist in tracking the device if it is lost or stolen.
 3. I have signed and will adhere to my local school district's Internet Authorized User Policy Agreement.
 4. This agreement is in addition to my local school district's Internet Authorized User Policy Agreement.
 5. I will use equipment/devices/software/apps for intended educational purposes only.
 6. I will not modify the device in any manner. This includes repair, maintenance, installing and/or deleting software/apps.
 7. I will immediately notify authorized school staff of any known damage, Wayne RESA - WATT is responsible for repair and replacement of equipment.
 8. I will prevent loss or abuse of equipment and return items(s) in working order and good condition.
 9. The student will have access to the equipment while enrolled as a student in Wayne County
 10. The equipment will be the responsibility of the classroom teacher and staff.
 11. I will obey all Copyright Laws.
 12. Data tracking use for communication devices for the sole purpose of goals and implementation plans
 13. Short term loans, 120 day trial period, will be used to evaluate the effectiveness of AT.
 14. The borrowed equipment will be used exclusively with students with an IEP.
 15. If the equipment is determined to support the student's IEP, the IEP team will complete a long-term loan equipment agreement.
 16. The equipment will be returned to WATT at the end of the loan period.
 17. The equipment will be returned clean and in good repair, in the boxes in which it was originally loaned.
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WATT Make and Take Space

WATT offers a make and take lab available to district staff who work with students with a moderate to severe disability. To use the make and take space, please register for a time at the link on the [Wayne RESA AT webpage](#) or contact a WATT consultant to schedule a time.

The make and take space includes the use of the following:

- color printer
- laminator
- poster printer
- digital resources (Boardmaker, Lesson Pix, etc.)
- binding machine
- and additional consumable materials (velcro, paper, etc.)

*When coming to a Make and Take, please come prepared with an idea of what you plan to make and have an idea of how to complete the task. WATT staff is available for basic assistance with the equipment available.

Building District Capacity/Professional Development

The integration of technology across the core curriculum provides opportunities for all students to experience greater levels of independence, access, and success. To this end, WATT can assist local school districts in their efforts to build staff capacity to implement a comprehensive AT and assessment process at the district level. Districts/schools throughout Wayne County may request professional development from WATT to support their programs and services related to AT.

WATT Consultants can provide staff training on:

- The development of an in-district AT team
- Providing general AT overview
- How an IEP team can use the SETT Framework as an AT decision making tool.
- Completing the AT assessment process.
- Analyzing the data collected through the AT trials
- Making student specific AT determinations based on the data collected

- Universal Design for Learning (UDL) curriculum accommodations and modifications
- AT and the IEP
- AT tools that support executive functioning, communication, reading, written expression and mathematics.
- Augmentative and Alternative Communication (AAC) systems and implementation.
- Information about digital resources
- Accessible Educational Materials/Open Educational Resources
- Supporting students with complex needs
- Individual training on AT devices and software

Additional AT Guidance:

The following sections, of this document, provide additional information about specific aspects of Assistive Technology (AT), as outlined by QIAT.

- [AT Consideration](#)
- [AT Assessment](#)
- [SETT Framework](#)
- [AT Implementation](#)
- [AT Data Collection](#)
- [AT in the IEP](#)
- [Administrative Support of AT](#)

AT Consideration

The Individuals with Disabilities Education Act (IDEA) requires consideration of assistive technology (AT) for students who receive special education services. The Individualized Education Program (IEP) team considers a student's AT needs during IEP development. AT devices and services that enable students to meet identified goals and objectives must be considered during the annual IEP meeting.

The Quality Indicators for Assistive Technology (QIAT) Consortium has developed a list of indicators that define effective AT consideration. These indicators include:

1. Assistive technology (AT) devices and services are considered for all students with disabilities regardless of the type or severity
2. During the development of the individualized educational program (IEP), the IEP team consistently uses a collaborative decision-making process that supports systematic consideration of each student's possible need for AT devices and services
3. IEP team members have the collective knowledge and skills needed to make informed AT decisions and seek assistance when needed.
4. Decisions regarding the need for AT devices and services are based on the student's IEP goals and objectives, access to curricular and extracurricular activities, and progress in the general education curriculum. See above the specific ways that WATT may support IEP teams.
5. The IEP team gathers and analyzes data about the student, customary environments, educational goals, and tasks when considering a student's need for AT devices and services.
6. When AT is needed, the IEP team explores a range of AT devices, services, and other supports that address identified need
7. The AT consideration process and results are documented in the IEP and include a rationale for the decision and supporting evidence

WATT Supports AT Consideration:

- WATT can support these above Quality Indicators for Assistive Technology (QIAT) - AT consideration indicators by:
 - o Supporting AT implementation efforts

- o WATT uses the SETT Framework, created by Joy Zabala, and can provide district teams training or module access
 - SETT aids in decision-making through all phases of AT service and delivery, from consideration through implementation and evaluation of the AT's effectiveness.
 - [How to fill out the SETT](#)
 - [WATT's SETT template](#)
- o Maintain and update AT tools and resources (AT Lending Library and web resources)
 - WATT AT Lending Library offers:
 - Short term loans for a 120 day trial
 - Long term loans based on student's IEP date
 - An equipment request can be submitted on [Wayne RESA's AT webpage](#).
- o Available to consult with district or PSA staff regarding individual AT needs.
 - An AT consult request can be submitted on [Wayne RESA's AT webpage](#).
- o Support IEP teams in the implementation of AT.
- o Build capacity within IEP teams on AT implementation and strategies.
- o Coordinate and provide AT professional development for staff and administration
- o Provide IEP teams various data collection strategies to evaluate the effectiveness of AT implementation and services.
- For assistance with AT Consideration, Wayne RESA provides an [AT Consideration Checklist](#) in the MiStar IEP to help teams think through the consideration process.
 - o As a reminder, AT should be considered at least annually.
 - o For assistance with this Checklist please refer to "[A Guide for the AT Consideration Checklist](#)".

AT Assessment

When AT has been considered, but more information is needed an AT assessment should be completed by the IEP team. Assessment of AT Needs is a process conducted by the IEP team, used to identify tools and strategies to address a student's specific need(s). The issues that lead to an AT assessment may be very simple and quickly answered or more complex and challenging.

Note: *There is not a formal standardized test that directly addresses an AT assessment. An AT assessment is a process that gathers information from multiple areas to determine the student's needs.*

The Quality Indicators for Assistive Technology (QIAT) Consortium has developed the following list of indicators that define effective AT assessment. These indicators include:

1. Procedures for all aspects of assistive technology assessment are clearly defined and consistently applied.
2. Assistive technology assessments are conducted by members of the IEP team with the collective knowledge and skills needed to determine possible assistive technology solutions that address the needs and abilities of the student, demands of the customary environments, educational goals, and related activities.
3. All assistive technology assessments include a functional assessment in the student's customary environments, such as the classroom, lunchroom, playground, home, community setting, or work place.
4. Assistive technology assessments, including needed trials, are completed within reasonable time lines.
5. Recommendations from assistive technology assessments are based on data about the student, environments and tasks.
6. The assessment provides the IEP team with clearly documented recommendations that guide decisions about the selection, acquisition, and use of assistive technology devices and services.
7. Assistive technology needs are reassessed any time changes (with the student, environment and/or tasks) result in the student's needs not being met with current devices and/or services.

WATT Supports AT Assessment:

- WATT does not complete individual AT assessments. However, WATT is available to provide support to the IEP team through consultation and guidance around the above indicators.
- For more information about AT assessment, please reference "[A Guide for AT Assessment](#)."
- If a parent or guardian requests an AT assessment, a REED does not need to be completed.
- If the IEP team is doing a REED, and the parent/guardian requests an AT assessment - check the box "information and evaluations provided by parent" on the first page and write the request on the line and include the time frame.
 - An AT assessment/evaluation does not determine the student's eligibility and therefore would not go under the assessment area.
 - Instead, select the areas that would be assessed during the AT assessment.

SECTION IV: REVIEW OF EXISTING DATA (check all that apply)

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Educational history | <input type="checkbox"/> Attendance | <input type="checkbox"/> Discipline record | <input type="checkbox"/> Progress toward general curriculum |
| <input type="checkbox"/> Report cards | <input type="checkbox"/> Classroom accommodations | <input type="checkbox"/> Support services provided | <input type="checkbox"/> Last MET/ Current IEP, if applicable |
| <input type="checkbox"/> Health/ Medical information | <input type="checkbox"/> Behavior plans/interventions | <input type="checkbox"/> Other: | |
| <input type="checkbox"/> Observations by teachers and related service providers (required) | | | |
| <input type="checkbox"/> Current classroom-based, local, or State assessments and classroom-based observations (required) | | | |
| <input checked="" type="checkbox"/> Information and evaluations provided by parent: (required): | | | |

Additional general education interventions needed: Yes No

Revised August 2020

The SETT Framework

The SETT Framework was developed by Dr. Joy Zabala as an organizational tool to ensure that the IEP team focuses on the student and their actual needs. SETT aids in the decision-making through all phases of AT service and delivery, from consideration through implementation and assessment of the AT's effectiveness.

The SETT Framework is not an assessment. It provides a general structure for exploring the four major areas of concern regarding providing assistive technology - **Sudent, Environments, Tasks, and Tools.**

SETT is a tool that assists IEP teams in the AT consideration process. Using the SETT scaffold, teams follow a process that helps them identify appropriate support for a student. The SETT Framework intentionally puts **tools** (AT) last, emphasizing the importance of keeping the focus on the student, where the student functions, and the tasks that need to be accomplished. (www.joyzabala.com)

The process begins by providing information specifically related to the **sudent.**

- What is the functional area(s) of concern (What does the student need to be able to do that is difficult or impossible at this time?)
- What are the student's special needs that contribute to these concerns?
- What are the student's current abilities related to these concerns?
- What are the student's interests?

The process continues by providing information about the **environment(s)** where the technology is to be used. The questions about environment should be as detailed as possible and may consider the following:

- What is the physical layout of the room?
- How much support does other staff provide?
- What support and tools are presently available to staff?
- Are there physical access issues?
- What services are being provided?
- What are the other school environments in which the

student may need access to the technology (cafeteria, gym, playground)?

- What other places in addition to school may the student need to use technology (home, community environments)?

The next step in the process is to identify the **tasks**. This includes what actually happens in the environment and describes what the student is expected to do.

Finally, consideration is given to what kinds of **tools** might be useful in helping the student achieve his or her IEP goals. All information gathered up until now is used by the team to make decisions about appropriate tools to put in place for trial.

WATT Supports the SETT framework:

- WATT uses the SETT framework as a guide during AT consultations.
- WATT encourages IEP teams to use the SETT during their AT decision making process.
- [How to fill out the SETT](#)
- [WATT's SETT template](#)

AT Implementation

AT Implementation relates to the various ways that AT devices and services, as determined by the IEP (goals/objectives, related services, supplementary aids and services and accommodations or modifications) are integrated into the student's educational program. AT implementation involves the IEP team working together to support the student using AT to accomplish their necessary tasks and create a plan for implementation. The IEP team should collaboratively develop a detailed implementation plan.

The implementation plan should include the following:

- Who is the contact person for coordinating efforts
- Who is on the Implementation Team and what are their roles
- Assessment data and strategies to be tried
- What AT devices and services will be used
- How AT will be used across home, school, and community environments and included in the IEP.
- How the student, teachers, and parents will be trained on AT
- How AT will be monitored and evaluated

For additional information about an AT Implementation plan, refer to "[Assistive Technology Implementation Plan, A Tool for Improving Outcomes.](#)"

The Quality Indicators for Assistive Technology (QIAT) Consortium has developed the following list of indicators that define effective AT implementation. These indicators include:

1. Assistive technology implementation proceeds according to a collaboratively developed plan.
2. Assistive technology is integrated into the curriculum and daily activities of the student across environments.
3. Persons supporting the student across all environments in which the assistive technology is expected to be used share responsibility for implementation of the plan.
4. Persons supporting the student provide opportunities for the student to use a variety of strategies—including assistive technology— and to learn which strategies are most effective for particular circumstances and tasks.

5. Learning opportunities for the student, family and staff are an integral part of implementation.
6. Assistive technology implementation is initially based on assessment data and is adjusted based on performance data.
7. Assistive technology implementation includes management and maintenance of equipment and materials.

WATT Supports AT Implementation:

- WATT works closely with district AT coaches to develop professional development, AT implementation plans, and data tracking forms.
- WATT can work with the IEP team to develop a detailed AT implementation plan for individual students.
- WATT offers a lending library of various AT tools that could be used for trial with individual students.

AT Data Collection

Data collection plays a critical role in AT consideration, student assessment (including a selection of assessment tools and strategies), implementation, and determination of the effectiveness of selected AT in meeting identified student needs. Without data, AT may be assigned inappropriately and ineffectively. Staff may need support in developing effective data collection systems that are both pragmatic and efficient.

[*How Do You Know It? How Can You Show It?*](#) (Reed, Bowser, & Korsten, 2002, 2004) provides a complete guide to AT and data collection. This resource offers a data collection guide that should be considered by all IEP teams during all phases of the AT process.

What question(s) needs to be answered through data collection?

- How can the data best be collected?
- What can be measured and/or how can it be measured that will show not only whether criteria is achieved, but if not, why not?
- This will look different from student to student
- Depending on the difficulties , the data may be collected from various service providers

There are a variety of wonderful free data collection tools available for your use on the [WATI website](#) and on [Joy Zabala's website](#). Other forms of data to consider include:

- IEP Goals and Objectives
- Progress Reports
- Grades
- Standardized Test Scores
- Medical History
- Writing Samples
- Behavior logs
- Attendance Records

Conduct functional tool trials and collect data on effectiveness. This data will include how the tools are impacting learning such as use of charts for:

- Frequency
- Speed
- Accuracy
- Spontaneity

- Duration
- Latency
 - For Example: improved test scores, more output in written expression, improved reading scores
 - Data could also include:
 - Observation notes
 - Interview
 - Interactions

WATT Supports AT Data Collection:

- WATT provides strategies and tools to help with the data collection process.

AT in the IEP

The Individuals with Disabilities Act (IDEA), 2004, mandates that every IEP team consider if a student requires “assistive technology devices and services” to achieve their goals as well as receive a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). The need, or lack thereof, must be thoroughly documented throughout a student's IEP.

The need for assistive technology may be indicated when a student is having difficulty achieving his or her IEP goals and objectives, struggling to participate in classroom activities, or not making progress in the general education curriculum. During an IEP, consideration of assistive technology should occur throughout every section based on the student’s needs.

Someone on the IEP team should be knowledgeable about AT and be present at the IEP meeting when AT decisions are being made. The IEP team should share and discuss information about the student’s performance in their goals and objectives in relation to the environment and tasks. This information helps determine if the student requires AT tools and/or services to participate actively, work on expected tasks, and make progress toward mastery of their IEP goals.

The following list represents examples of what could be entered in various sections of the IEP, in MiStar, to document the consideration of AT. Other information could be included in these areas, depending on the unique abilities and needs of the students.

Special Factors: Consideration of AT is part of every IEP. By checking the box, “the need for AT devices and services...” demonstrates consideration.

AT Consideration Checklist: This [checklist](#) was taken from the [Assistive Technology \(AT\) Handbook for Education Professionals \(Michigan\)](#). This checklist asks yes/no questions, with the intent at getting the IEP team to think more about the AT needs of the student.

- For more information about how to complete the AT consideration checklist, please reference “[A Guide for AT](#)”

[Consideration Checklist](#)".

Present Level of Academic Achievement and Functional Performance: If a student needs AT to access the curriculum or to make progress toward their goals, this is the place to indicate which educational area and how AT will help. This is also the place where IEP teams can document what current AT is used, (e.g., "When using text-to-speech software on a tablet or computer, James reads and comprehends at a 5.0-grade level.")

Supplementary Aids and Services: Modifications, Accommodations, Supports, AT consultation and assessment requests may be listed here. For example, if a student needs writing support you could indicate that "adapted tools for writing (e.g., pencil grips, weighted pencil)" under Modification/Accommodation/Support. Then list the appropriate frequency and location.

Transition: AT should be listed where it applies to the following Transition areas: Instruction, Related Services, Community Experiences, Development of Employment, Other Post-School Adult Living Objectives, and/or Acquisition of Daily Living Skills.

Assessment: AT accommodations for State and district-wide assessments should be listed here (and should be parallel to what is recorded for classroom assessment in Supplementary Aids and Services).

Goals/Objectives: AT may be required as a method to complete a curricular or IEP goal. This is also the place where a goal could be added to support the development of proficiency in the use of AT.

Notice For Provision of Programs and Services: This notice is included with every IEP. If AT is considered but not needed, it may be documented on this notice as an Option Considered but Not Needed. This notice is generally appended to the IEP.

- *Wayne RESA suggests the following statement: "AT has been considered but is not needed because the student is able to access the curriculum with the support of classroom technology, is making progress towards their goals and objectives and is communicating effectively without it."*

WATT Supports AT in the IEP:

- For additional information regarding AT in the IEP, please reference "[A Guide for Writing Assistive Technology into an IEP.](#)"
- WATT provides professional development for building capacity and for including AT in the IEP.
- WATT supports AT Coaches that have been identified by district leadership. An AT Coach's role is to support district staff with IEP discussions and decisions, AT assessments, as well as, functioning as a liaison with WATT for their district.

Administrative Support of AT

School leaders' role in accepting, supporting, and encouraging the use of AT has a big impact on how successfully AT is used in the school environment. School leaders who are knowledgeable about the legal requirements regarding AT devices and services, and are familiar with the need for AT among students with disabilities, are in a better position to support AT implementation.

The Quality Indicators for Assistive Technology (QIAT) Consortium has developed the following list of indicators that define Administrative Support of AT. These indicators include:

1. The education agency has written procedural guidelines that ensure equitable access to assistive technology devices and services for students with disabilities, if required for a free, appropriate, public education (FAPE).
2. The education agency broadly disseminates clearly defined procedures for accessing and providing assistive technology services and supports the implementation of those guidelines.
3. The education agency includes appropriate assistive technology responsibilities in written descriptions of job requirements for each position in which activities impact assistive technology services.
4. The education agency employs personnel with the competencies needed to support quality assistive technology services within their primary areas of responsibility at all levels of the organization.

5. The education agency includes assistive technology in the technology planning and budgeting process.
6. The education agency provides access to on-going learning opportunities about assistive technology for staff, family, and students.
7. The education agency uses a systematic process to evaluate all components of the agency-wide assistive technology program.

WATT Provides Administrators Support of AT:

- WATT provides professional development around Assistive Technology.
- WATT has provided various guidance documents for AT.
- WATT helps to build capacity in districts through the AT coaches and AAC/Core Vocabulary coaches.

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