

Oakland Schools AT Consideration Checklist Guidance

The Assistive Technology (AT) Consideration Checklist is not a legal or compliance requirement. It has been created to guide an IEP team through the consideration process, and as a means to document that the team considered AT for specific students.

The AT Consideration Checklist presents yes/no questions to prompt the IEP team to think intentionally about the AT needs of students. While consideration of AT takes place at the IEP team meeting, team members should prepare for consideration by collecting the present level of performance data that addresses the following questions in the AT Consideration Checklist:

1. Is the student demonstrating sufficient progress in the curriculum with current special education, related services, supplementary aids and services, program modifications, and supports?	Y	N
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- If **YES**, consider the following:
 - Is the student currently using AT to demonstrate progress?
 - If AT is being used, the continuation of its use should be documented in the IEP.
- If **NO**, consider the following:
 - If the student is not demonstrating sufficient progress, begin thinking about the AT needs of that student.
 - The IEP team should consider the following questions:
 - Does the student need AT?
 - Is the current AT not meeting their needs?
 - Is AT needed in another subject area?

2. Can this student adequately access the curriculum with the instructional materials currently available to the student?	Y	N
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- If **YES**, consider the following:
 - Is the student currently using AT to access instructional materials?
 - If AT is being used, proper documentation should be found in the IEP.
- If **NO**, consider the following:
 - What are the barriers that hinder the student from accessing the instructional materials and/or the curriculum?
 - Has AT been tried to help with access?

3. Is the student communicating effectively without AT?	Y	N
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- If **YES**, consider the following:
 - The PLAAFP would be a good area to document that the student is communicating effectively without the need for AT/AAC.
 - Keep in mind, communication includes speaking, listening, hearing, and writing.

Oakland Schools AT Consideration Checklist Guidance

- If **NO**, consider the following:
 - Has the student received an evaluation and/or services from a speech-language pathologist?
 - Has this student had a hearing screening?
 - Oakland Schools provides consultation and AT Consideration support in the area of Augmentative Alternative Communication (AAC). See the [Oakland Schools AAC Consideration Process](#) or request AAC Consideration support through the Oakland Schools District Service Request process. Contact your Oakland Schools AAC consultant if you have questions.

4. Is at least one member of the IEP team knowledgeable about current AT devices and services that have been shown to be helpful to address needs similar to those of this student?	Y	N
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- If **YES**, consider the following:
 - Someone on the IEP team should be knowledgeable about the student’s needs and AT devices and services available.
 - Best practice suggests the team has, on a collective basis, AT knowledge sufficient to make an informed decision
- If **NO**, consider the following:
 - It is recommended that the team identify a school/district representative knowledgeable in AT to participate in the IEP discussion.

AT Consideration Outcome

After reviewing the previous questions, the AT consideration outcome should be one of the following:

- We've considered AT and it's not necessary at this time
- We've considered AT and find the student has not had access and may benefit from AT
- We've considered AT and the AT currently in place is working; student needs are being met
- We've considered AT, and while the student is using AT, he/she has additional needs
- We've considered AT and we, as a team, do not have enough information.

Ensure that AT is properly documented throughout the IEP regardless of consideration outcome.

If AT is not necessary, ensure that documentation is included in more than one section of the IEP. For example, in the Speech & Language portion of the PLAAFP, it could be indicated “The student is functionally communicating without the need of assistive technology/AAC at this time.” Additionally, indicate on the FAPE/Notice Page why AT has been considered but was not selected.

If AT is necessary, documentation of the need for AT must be identified in the PLAAFP. Assistive technology may be reflected in other sections as appropriate, such as goals, supplementary aids and services, transition plan, testing accommodations, etc.

If the team determines that additional information is needed, use the SETT Framework by Dr. Joy Zabala, or another decision-making AT Process, as a guide for your AT decision making.

Oakland Schools AT Consideration Checklist Guidance

Oakland Schools AT Support Opportunities

The IEP team is responsible for determining the need for assistive technology and the local district is ultimately responsible for the provision of the necessary tools and services. Oakland Schools assists with the selection and provision of assistive technology for those students in the low incidence areas of Hearing Impaired, Visually Impaired, Traumatic Brain Injury, Augmentative/Alternative Communication, and Assistive Technology Access for students with an Orthopedic Impairment. These services can be accessed through an [Oakland Schools District Service Request \(DSR\)](#).

In addition, Oakland Schools provides training and support on assistive technology, SETT framework, etc. through a capacity-building model which is available through an [Oakland Schools Department of Special Populations Onsite Professional Learning Request](#).

The MISTAR AT Checklist was taken from the [Assistive Technology Handbook for Education Professionals \(Michigan\)](#).

For more information contact the Oakland Schools Assistive Technology team OSAT@oakland.k12.mi.us.