

# Assistive Technology (AT) Consideration Talking Points

The intent of the document is to be used as an informal tool to guide discussion. It was created for IEP teams to carefully look at consideration, documentation, and next steps surrounding assistive technology to support individual student goals.

Assistive Technology helps level the playing field and allows the greatest access, participation, and progress within the general education curriculum standards. IDEA (Individuals with Disabilities Education Act) defines Assistive Technology in two categories: Devices and Services. A *device* is any item or piece of equipment that is used to increase, maintain, or improve the functional capabilities of a student with a disability and ranges from no/low tech to high tech devices. The *service* indicates any direct assistance the student and IEP team need with the selection, acquisition, or use of an assistive technology device. Consider this the coordination and implementation of the device.

## Directions for Intended Use:

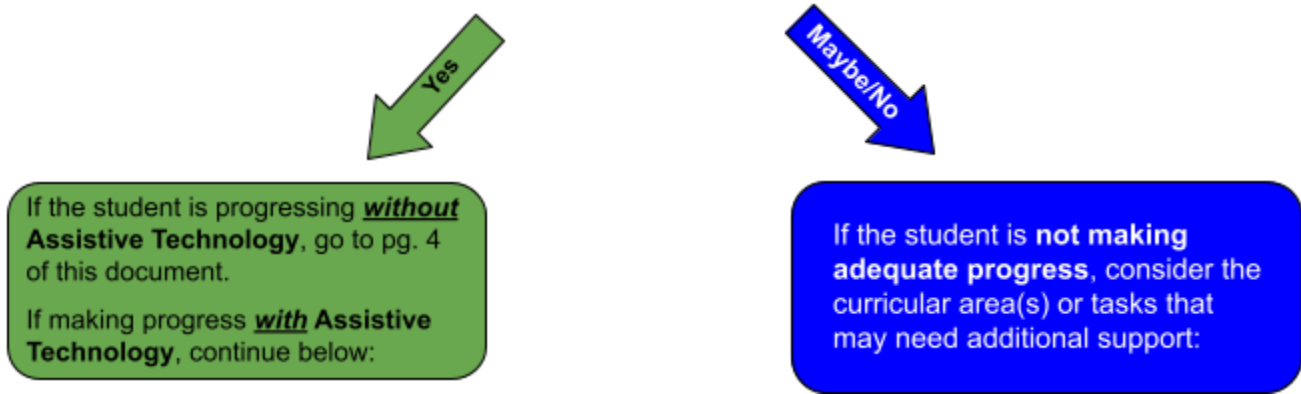
What	Where/When	Why
Page 2 <b>Consideration Flowchart</b>	At the IEP team meeting <i>(Assistive technology may be considered at any time, with a minimum requirement of annually at the time of the IEP)</i>	Balance compliance <i>and</i> best practice with a short conversation when Assistive Technology comes up under ‘Special Factors.’
Page 3 <b>Consideration Outcome and Next Steps</b>	After the IEP team meeting if further exploration is needed	To ensure sound decision making and allow time for further discussion, collaboration, and/or trials. Being mindful to include parents in the discussion and collaboration.
Page 4 <b>IEP Documentation</b>	At the IEP team meeting and/or as an amendment	Sound documentation of assistive technology will serve the student and providers well in current and future environments



Creation of this document was by a group of Michigan AT leaders after careful review and synthesizing of the following resources: [QIAT AT Consideration Checklist](#), [QIAT AT IEP Planner](#), [Michigan Handbook Checklist](#), [Georgia Project for Assistive Technology](#), and [Joy Zabala's SETT Framework](#). Permission to photocopy is granted for noncommercial purposes if this credit is retained. Contact the AT Consideration Work Group, [kblain@oaisd.org](mailto:kblain@oaisd.org), for additional information. Revised 03/2022.

# Consideration Flowchart

Is the student making adequate progress on IEP goals and in the general curriculum with the current supports?



## Document Assistive Technology the student currently uses.

*Include technology available to everyone, if necessary to students' success. If the student moved or changed classes, is what they need documented?*

## Documentation of the above Assistive Technology could be in the following areas of the IEP:

- Special Factors
- Summary of Evaluation Results
- PLAAFP
- Supplementary Aids & Services
- Assessments
- Goals
- Transition
- Notice of FAPE (if AT is not needed)

- Writing/Written Composition
- Spelling
- Reading
- Math
- Study Organizational Skills
- Hearing/Listening
- Oral Communication/Language
- Activities of Daily Living
- Recreation and Leisure
- Pre-vocational and Vocational
- Seating, Positioning, and Mobility
- Behavior
- District/State Assessments
- Access to accessible materials

## Does the student currently need accessible content/materials?

**Are they a student with a qualifiable print Disability? Has the team discussed how to get accessible materials?**

**Is the Assistive Technology sufficient, or is the team thinking changes?**

*If considering changes, go to the next column.*

[Resource for potential solutions for many areas listed above](#)

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<input checked="" type="checkbox"/> <b>Based on the above, the team’s Assistive Technology Consideration Outcome could be one of the following:</b>		
<b>No assistive technology is needed at this time.</b>	<b>Assistive technology is needed.</b>	<b>Assistive Technology may be needed.</b>
<p>We’ve considered AT and it’s not necessary at this time.</p>	<p>We’ve considered AT and the AT currently in place is working; student needs are being met.</p>	<p>We’ve considered AT and find the student has not had access and may benefit from AT.</p> <p>We’ve considered AT, and while the student is using AT, he/she has additional needs.</p> <p>We’ve considered AT and we, as a team, do not have enough information. Additional information or assistance is needed.</p>
<b>▶▶ Next Steps Given the Outcome:</b>		
<b>No assistive technology is needed at this time.</b>	<b>Assistive technology is needed.</b>	<b>Assistive Technology may be needed.</b>
<p>Adequately document in the IEP, including documentation of an option considered and reason not chosen on the notice page.</p>	<p>Outside the IEP team meeting, a decision making process, such as the SETT framework should be used to discuss possible Assistive Technology tools for trial.</p> <ul style="list-style-type: none"> <li>• <a href="#">SETT framework introductory video</a> (1:53)</li> <li>• <a href="#">SETT framework template available for use, courtesy of Wayne RESA</a></li> </ul> <p>Once an assistive technology tool(s) has been decided, trialed, and found successful, amend the IEP to add to appropriate areas, including supplementary aids and services.</p> <ul style="list-style-type: none"> <li>• <a href="#">Possible Assistive Technology tools/solutions based on the area of need</a></li> </ul>	



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# IEP Documentation

Best practice indicates that the need for assistive technology/no assistive technology should be documented in more than one location throughout a student's IEP. If assistive technology is not found necessary for a student, documentation supporting why assistive technology has been considered, but is not needed, should be found on the Notice of FAPE page.

Below are the IEP sections to include when documenting Assistive Technology.

- PLAAFP
- Special Factors - checking yes or no
- Supplementary Aids & Services
- Assessments (to mirror Supplementary Aids & Services)

Other Possible Areas to Include Assistive Technology Documentation:

- Summary of Evaluation
- Goals (if applicable to reach goal and/or learn new tool)
- Transition (if applicable)
- Notice of FAPE

**⚠ When documenting assistive technology, describe the features as opposed to specific brand/software names (i.e., touchscreen, voice output, word prediction, speech recognition, text-to-speech, etc.).**

**?** If your team needs support with IEP documentation and wording, please contact your local Assistive Technology Consultant or IEP compliance specialist.

[Michigan AT Contact List](#)

**To Access All Resources Electronically:**

 <https://bit.ly/considerATion>



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