LOUISIANA DEPARTMENT
OF EDUCATION

THE LOUISIANA ASSISTIVE TECHNOLOGY GUIDEBOOK

Louisiana
AEM
Accessible Educational Materials

PREFACE

Assistive technology plays a crucial role in ensuring that individuals with disabilities have equitable access to education and are empowered to reach their full potential. It enables individuals with disabilities to participate actively in academic activities, engage with their peers, and demonstrate their knowledge and abilities. As technology continues to advance at a rapid pace, it is essential for our education system to stay informed and up-to-date on the best practices and legal requirements surrounding assistive technology.

This guide is designed to serve as a practical and user-friendly tool for educators, administrators, and stakeholders across our state. It offers guidance on identifying, implementing, and evaluating assistive technology supports to address the unique needs of students with disabilities. The information provided in this guide is based on evidence-based practices, extensive research, and the experiences of professionals in the field.

We hope that this guide serves as a valuable resource in your efforts to implement effective assistive technology practices in our state's educational settings. By embracing the principles outlined in this guide, we can collectively work towards creating an inclusive and empowering learning environment that ensures equal opportunities for all students.

LOUISIANA ASSISTIVE TECHNOLOGY GUIDEBOOK WORKGROUP MEMBERS

Assistive Technology Workgroup Members

Name	Role	Agency Represented
Elizabeth Ardorin	AT Coordinator	St. Tammany Parish
Dr. Lauren Wells	Education Program Consultant	Louisiana Department of Education
Carolyn Bass	AT Specialist	Ouachita Parish
Christa Foolkes	Coordinator for Direct and Related Services	Calcasieu Parish
Jenene Bignar	Special Education Director	Lasalle Parish
Dr. Jennifer Qian	Professor of Education	Louisiana State University
Dr. Paul Mooney	Professor of Education	Louisiana State University
Sheri Bergeron	AT Specialist	Iberville Parish
Michelle Fontenot	AT Specialist	St. Martin Parish
Josh Miller	Director of Technology	LA Special School District
Terri Belknap	AT Specialist	Lincoln Parish

LA-AEM Assistive Technology Workgroup Members

Name	Role
Justin Sims	State AT Specialist, Workgroup Leader, Editor-in-Chief
Nabiha Mujahid	State AT Specialist
Catherine Prescott	State AT Specialist
Robin King	Director

Input and trial use of this assistive technology document extends beyond workgroup members including teachers, related service staff, supervisors, and families from educational agencies in Lincoln Parish, St. Martin Parish, Iberville, Lasalle Parish, Calcasieu Parish, Ouachita Parish, and St. Tammany Parish. Additionally, special thanks to Meredith Jordan, Executive Director of Diverse Leaners, for supporting the establishment of this workgroup.

TABLE OF CONTENTS

Chapters

Appendicies

CHAPTER 1: ASSISTIVE TECHNOLOGY DEFINITIONS AND LEGAL REQUIREMENTS

Assistive technology has the potential to make a profound difference in learning, independence, self-esteem, and overall quality of life. In the case of students with disabilities, technology additionally serves as a vital tool offering them effective means to access the educational curriculum, enabling active engagement with their peers, and increasing progress towards their educational objectives. The scope of assistive technology includes all academic areas, self-help, general health, executive functioning, sensory needs, fine motor skills, gross motor skills, leisure activities, vocational requirements, communication, and mobility.

Louisiana Educational Agencies (LEAs) have a crucial responsibility to ensure that the process of considering and implementing assistive technology is diligently carried out during the development of each individualized education plan (IEP). Each IEP determines the appropriate special education services for each student to ensure a free and appropriate public education. If the team determines that the student requires assistive technology (AT), it is the responsibility of the LEA to provide the required devices and services accordingly.

IDEA defines assistive technology devices as follows:

> 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.
>
> (IDEA 34 CFR 300.5)

IDEA defines assistive technology services as follows:

> 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.
>
> (IDEA 34 CFR 300.6)

IDEA dictates that Educational Agencies are responsible for developing policies and procedures to facilitate the following services:

- Evaluating of Needs
  - Evaluating the needs of a child with a disability, including a functional evaluation in the student's customary environment.
- Obtaining/acquiring the device
  - Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for students with disabilities.
- Providing necessary modifications and customization
  - Selecting, Designing, fitting, customizing, adapting, and applying use of assistive technology equipment.

- Training the student to use the device
  - Training or technical assistance for the student with a disability or, if appropriate, that student's family.
- Training for professionals
  - 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 student.
- Coordinating therapies, interventions or services with assistive technology
  - Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.
- Maintenance, repair, and replacement as needed
  - Maintaining, repairing, or replacing assistive technology

(IDEA 34 CFR 300.6)

It is important to acknowledge the law places equal importance on both the provision of assistive technology (AT) services and the acquisition of devices required by the student. It is essential to provide a comprehensive range of services as described and elaborated throughout this framework to ensure students effectively access and benefit from necessary AT devices.

Additional Federal Mandates

The 2005 amendments to IDEA clarified that schools are required to provide assistive technology to students with disabilities if the technology is necessary for the student to receive a free and appropriate public education (FAPE). This means that schools cannot deny a student access to assistive technology simply because the technology is expensive or difficult to obtain. The presence of AT may also be required in additional environments such as the home setting to achieve FAPE.

(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—

(i) Special education under § 300.36;
(ii) Related services under § 300.34; or
(iii) 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 FAPE.

(Authority: 20 U.S.C. 1412(a)(1), 1412(a)(12)(B)(i))
[71 FR 46753, Aug. 14, 2006, as amended at 82 FR 29759, June 30, 2017]

IDEA specifically addressed the requirement for the provision of assistive technology in the consideration of special factors:

2) Consideration of special factors. The IEP Team must—

(i) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

(ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;

(iii) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;

(iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and

(v) Consider whether the child needs assistive technology devices and services.

(IDEA 20 U.S.C § 1414 (d)(3)(B)(iii-v))

Accordingly, if a student requires assistive technology to actively participate in district-wide or statewide testing, it is mandatory to document the need for such technology within the Individualized Education Program (IEP). This requirement is established under the authority of 20 U.S.C. 1414(d)(a).

Additional State Mandates

Bulletin 1706 addressed the IDEA mandates for consideration of special factors in sections 444 (b) and (c) titled "IEP Content and Format" in which AT devices and services are commonly required.

B. The IEP team shall also consider the following special factors and include, if needed, a statement addressing these issues on the IEP

1. In the case of a student whose behaviors impede his or her learning or that of others, if appropriate, strategies including positive behavioral intervention strategies and supports to address that behavior;

2. In the case of a student with limited English proficiency, the language needs of the student as those needs relate to the student's IEP;

3. In the case of a student who is blind or visually impaired, instruction in braille and the use of braille unless the IEP team determines – after an evaluation of the student's reading and writing skills, needs and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in braille or the use of braille) – that instruction in braille or the use of braille is not appropriate for the student;

4. The communication needs of the student; and in the case of a student who is deaf or hard-of-hearing, not only the student's language and communication needs, but also the opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; the LEA shall ensure that hearing aids worn in school by student with hearing impairments, including deafness, are functioning properly;

5. Whether the student requires assistive technology devices and services based on assessment/evaluation results; if it is determined that the student requires assistive technology devices or assistive technology services, or both, they shall be made available to the student with a disability as a part of the student's special education services, as a related service, or as supplementary aids and services; on a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or in other settings is required if the student's IEP team determines that the student needs access to those devices in order to receive a FAPE; and

6. In the case of a student who has health problems, needs to be met during the school day; such medical conditions as asthma; diabetes; seizures; or other diseases/disorders that may require lifting and positioning, diapering, assistance with meals, special diets, or other health needs;

C. If in considering the special factors described in B.1-6. above, the IEP team determines that a student needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the student to receive a FAPE, the IEP team shall include a statement to that effect in the student's IEP.

Bulletin 1706 also addressed assistive technology and accessibility of environments in section 464 titled "Program Accessibility"

A. Program accessibility shall be ensured within existing facilities and accomplished through one of the following

1. Alteration of existing facilities; or

2. Nonstructural changes; redesign of equipment; procurement of accessible educational technology; utilization of assistive technology; reassignment of classes or other services to accessible buildings;...

Bulletin 1508 reinforced the mandate to consider assistive technology for all students eligible for an IEP at the state level:

Each LEA shall ensure that assistive technology devices and/or assistive technology services are made available to a student with a disability, if required, as a part of the student's special education, related services, or supplementary aids and services. Consideration should be given for every student with a disability who is eligible for an individualized education program as to whether the student requires assistive technology devices and/or services to receive an appropriate education.

Bulletin 1508 additionally provides detailed guidelines for the AT screening and assessment process during IEP evaluations:

The assistive technology evaluation shall be conducted by qualified professional(s) with the level of expertise necessary to address the specific areas of concern. These professionals may include, but are not limited to audiologists, occupational therapists, physical therapists, speech/language pathologists, teachers of the visually impaired, adapted physical education teachers, and assistive technology personnel:

A. an observation of the student interacting with parents, teachers or peers in the educational environment during daily activities. The utilization of observational tools such as interaction checklists, criterion-based instruments, task analysis, and needs assessment, etc., is recommended;
B. an interview with the primary care providers and classroom teacher(s) to determine what intervention strategies for assistive technology devices and services, if any, have already been attempted or provided and what the results were;
C. an assessment of the student's current mobility, seating, positioning, and neuromotor ability, if applicable, to determine selection techniques and the method(s) of access for assistive technology as well as to address further seating, positioning, and mobility needs;
D. the results of an assessment with a variety of assistive technology devices that would be appropriate for the student. Trials with assistive technology devices could include options for both low technology and high technology solutions. The student and family should be involved in this process to ensure the likelihood that the technology that is selected will be used.

Recommendations should also include personnel who will need training and technical assistance to work with the student.

Bulletin 1530 reinforces that in order to achieve FAPE IEP teams must consider assistive technology.

The IEP Team has the responsibility for determining the student's special educational and related services needs and placement.
(Louisiana Department of Education [LDE], 2023, § 303)

Examples of support and related services may include speech/language pathology services, assistive technology....
(Louisiana Department of Education [LDE], 2023, § 309).

U.S Department of Education Clarification of IDEA Law and Requirements

The United States department of education released "Myths and Facts Surrounding Assistive Technology Devices and Services" in January 2024. The purpose of this document is to "increase understanding of the Individuals with Disabilities Education Act's (IDEA's) assistive technology (AT) requirements, dispel common misconceptions regarding AT, and provide examples of the use of AT devices and services for children with disabilities and to highlight the different requirements under Part C and Part B of IDEA." The following contains excerpts from this document regarding proper interpretation of AT law, devices, and services.

Assistive Technology Consideration

- **MYTH:** Providing AT devices and services is optional under IDEA and an LEA does not have to provide AT devices and services if there are no funds available for the AT device and service.
- **FACT:** IEP Teams must consider AT devices and services for all children with IEPs and must provide and fully fund the AT devices and services if the IEP Team determines they are necessary to provide FAPE for the child.

(USDOE, 2024, p. 1)

- **MYTH:** AT does not need to be considered when a toddler transitions from early intervention services to special education services at the preschool level.
- **FACT:** AT must be considered when a toddler is transitioning from early intervention services to preschool, regardless of whether the child currently receives AT services through an IFSP.

(USDOE, 2024, p. 4)

- **MYTH:** AT does not need to be considered as part of the secondary transition process (i.e., transitioning out of high school to post-secondary education, employment opportunities or adult services).
- **FACT:** AT should be considered for inclusion in a child's transition plan, as AT devices and services create more opportunities for that child to be successful in their post-secondary plans. The AT needs of a child with a disability do not necessarily stop when they transition out of high school. If a child requires an AT device and service in their IEP, then it should be discussed and included in their transition plan. IDEA requires that the first IEP after a child turns 16 (or sooner if determined appropriate by the IEP Team or if required by State law) includes transition services. Transition services are a coordinated set of services designed to assist a child with a disability in reaching their envisioned post-secondary goals. If the IEP Team determines that the transition services will consist of special education and related services, then the IEP Team must also consider the child's need for existing or new AT devices and services as part of the transition services.

(USDOE, 2024, p. 4)

- **MYTH:** AT devices and services should only be considered for children with certain disabilities.
- **FACT:** AT must be considered for all children with IEPs and can play an important role in the provision of FAPE, regardless of the type of disability. AT has been proven to be effective for children with a variety of disabilities.

(USDOE, 2024, p. 6-7)

- **MYTH:** AT devices and services are only needed for the academic classroom and only for use at school.
- **FACT:** A learner's AT device should be used across all environments to both improve the child's use of the AT as well as to ensure the child is provided their required support throughout the day. IDEA's definition of an AT 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."[31] The term "functional capabilities" is not exclusive to academic classroom time. As a supplementary aid and service, AT devices and services could be utilized during nonacademic and extracurricular activities such as counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the LEA.[32] Additionally, IDEA states that LEA-purchased AT may be used at home or other ocations if the IEP Team determines their use is necessary to provide FAPE to the child.[33] The use of AT devices and services can increase a child's independence while engaging with others at school, home, their community, and eventually, post-school.[34] For example: If a child requires a communication device, they will need this device with them at all times of the day to communicate. A child who requires text-to-speech software should have access to that software in all environments, not just their academic class. This is to ensure they have access to written information in their home, in non-academic classes or settings, socializing with friends, and in their community.

(USDOE, 2024, p. 7)

Assistive Technology Implementation

- **MYTH:** Providing an AT device to a child with a disability satisfies the IDEA's AT requirements.
- **FACT:** While providing a needed AT device is a critical component of meeting the IDEA's AT requirement, AT services are important and must be considered by a child's IEP Team because they directly assist a child with a disability in the selection, acquisition, or use of an AT device.[12] AT services also ensure that parents and families, teachers and related service providers receive training on how to use and implement the device as well as ensure coordination so that the AT device provided to the child can be used correctly and consistently both in school and at home. For example, if an IEP Team determines that a child needs a pencil grip as an AT device to improve the child's grasp of a pencil, the AT service could include testing out multiple pencil grips, selecting the appropriate pencil grip, training the child's parents and teachers on the correct way to use the pencil grip and developing strategies to support the child in using the pencil grip throughout the day.

(USDOE, 2024, p. 2)

- **MYTH:** Children can learn to use an AT device on their own; educators have no obligation to provide training to a child or to their family.
- **FACT:** It is the responsibility of the LEA to ensure that the child with a disability, parents, and educators know how the AT device works through the provision of AT services. Should an IEP Team determine that a child requires an AT device, the IEP Team also needs to consider whether the child requires training or technical assistance on using the AT devices and ensure that the training and technical assistance is provided if required.[16] For example, the IEP Team determines that a four-year-old child who is nonverbal needs an augmentative and alternative communication (AAC) device[17] to support the child's communication with teachers, related service providers and other children in a preschool classroom. To ensure that the child can successfully use the AAC device, the IEP Team needs to consider and potentially provide AT services, including but not limited to:
  - Selecting, designing, fitting, customizing, and adapting the AAC device;
  - Coordinating and using other therapies, interventions, or services with the AAC device, such as those associated with existing education plans and programs;
  - Training or technical assistance for a child with a disability or, if appropriate, that child's family;
  - Training or technical assistance for educational professionals or other individuals who are otherwise substantially involved in the major life functions of the child; and
  - If determined by the IEP Team, identifying additional individuals who will assist the child in accessing the AAC device and addressing any other communication needs of the child.

(USDOE, 2024, p. 3)

- **MYTH:** If a child doesn't want to use AT, a teacher doesn't need to follow up to model and encourage the child to use the AT.
- **FACT:** if a child does not want to use an AT device, it is critical that the IEP Team works with the child to understand and address the root cause of the child's refusal. There could be a variety of reasons a learner does not want to use a specific AT, such as disliking a certain device, feeling stigmatized, or not understanding how to use the AT device correctly. Examples of ways a teacher can support a child's use of an AT device include training the child on how to use the device, using the device themselves, if appropriate, connecting the use of the device to real life (non-school) functions, if appropriate, and generally supporting the various uses of technology in their classroom. The IEP Team should meet to develop a plan to further understand the root cause of the learner's refusal and to determine possible recommendations to be carried out by the Team — potentially through an AT evaluation. If the AT evaluation determines that the child either does not like the particular AT device and/or refuses to use it, then the IEP Team should incorporate strategies into the IEP that will create greater comfort using the AT device or alternatively choose a different AT device and revise the IEP accordingly.

(USDOE, 2024, p. 11)

Assistive Technology Assessment

- **MYTH:** An AT [assessment] must be conducted prior to providing an AT device and service to a child with a disability.
- **FACT:** The specific AT devices and services needed by a child with a disability are determined appropriate by the IEP Team based on the child's needs. Many AT devices and services can be provided without an AT evaluation. For example, a graphic organizer that assists a child to categorize ideas into topics, subtopics, and supporting facts generally would not require an evaluation prior to its use. An AT evaluation may be needed for a child when it comes to determining an appropriate AT device that the child would need to use throughout the school day, such as read-aloud software, or the use of peer readers during different academic periods. IDEA calls this a functional evaluation of the child in the child's customary environment.

(USDOE, 2024, p. 2)

Assistive Technology Documentation

- **MYTH:** Specific AT decisions do not need to be included in the written IEP document.
- **FACT:** IDEA requires the IEP to include a statement about a child's special education, related services, and supplementary aids and services. If AT devices and services are being made available as part of the special education, related services, or supplementary aids or services for a child with a disability, they must be included in the IEP.[20] This ensures that the teachers and providers who are responsible for implementing the IEP are aware of the specific AT devices and services that must be provided to the child in accordance with the IEP.

(USDOE, 2024, p. 4)

CITATIONS

Individuals With Disabilities Education Act, 20 U.S.C. § 1400 (2004).

Louisiana Department of Education [LDE]. (2023, January). Bulletin 1530: Louisiana's IEP Handbook for Students with Exceptionalities. Retrieved from https://www.doa.la.gov/media/g0jbnrxn/28v101.pdf

Louisiana Department of Education. Division of Special Populations. (2003). Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941 et seq.), Title 28 Part XLIII, Bulletin 1706, Subpart A - Regulations for Students with Disabilities.

Louisiana Department of Education [LDE]. (2009). Bulletin 1508: Pupil Appraisal Handbook. Retrieved from https://www.doa.la.gov/media/g0jbnrxn/28v101.pdf

Louisiana Department of Education [LDE]. (2022, January). Bulletin 1706: Regulations for Implementation of the Children with Exceptionalities Act . Retrieved from https://www.doa.la.gov/media/lqflyxb4/28v43.pdf

United States Department of Education. (2024, January 29). *Myths and facts surrounding assistive technology devices and services. Individuals with Disabilities Education Act.* Retrieved from https://sites.ed.gov/idea/idea-files/myths-and-facts-surrounding-assistive-technology-devices-and-services/

CHAPTER 2: GUIDING PRINCIPLES OF ASSISTIVE TECHNOLOGY

Quality Indicators of Assistive Technology

Since IDEA 2004, educational agencies throughout the United States have worked diligently to meet federal and state mandates regarding assistive technology to ensure a free and appropriate education for their students. Many educational agencies have faced challenges in implementing assistive technology services due to the ever-evolving nature of these services and their integration within IEP's, curriculum, and classrooms. In recognition of these challenges, a team of experts in the field of AT developed the Quality Indicators of Assistive Technology (QIAT). The QIAT are a set of guidelines that outline the key components of high-quality AT services. They are designed to be used by educational agencies to construct and evaluate their AT policies.

Eight Quality Indicators of Assistive Technology

- Consideration of AT Needs
  - Indicator emphasizes the importance of early and ongoing consideration of AT for students with disabilities. It encourages educational teams to proactively identify students who may benefit from AT and to involve various stakeholders in the decision-making process.
- Assessment of AT Needs
  - Indicator focuses on conducting comprehensive assessments to determine the most appropriate AT solutions for individual students. It highlights the significance of gathering data from multiple sources, including the student's abilities, preferences, and goals, as well as input from relevant professionals and family members.
- AT in the IEP
  - Indicator addresses the integration of AT goals, accommodations, and supports within the student's Individualized Education Program (IEP). It emphasizes the need for clear, measurable goals that align with the student's educational objectives and that are regularly reviewed and revised as needed.
- AT Implementation
  - Indicator underscores the importance of effective implementation strategies and supports for successful integration of AT in the classroom. This includes providing training and support to educators, ensuring appropriate setup and maintenance of AT devices, and promoting collaboration among all members of the educational team.
- Evaluation of Effectiveness of AT
  - Indicator describes the key components of high-quality AT services. The indicators are not intended to be a checklist, but rather a framework for thinking about the different aspects of AT service delivery. These categories contain a matrix rating scale of 1-5 to judge how effectively an educational agency delivers an aspect of assistive technology service.
- AT in Transition
  - Indicator highlights the need for thoughtful planning and support when students transition between educational settings or phases of life. It emphasizes the importance of continuity in AT services and collaboration between sending and receiving agencies during transitions.

- Administrative Support for AT
  - Indicator addresses the critical role of administrative leadership in creating policies, allocating resources, and fostering a culture that supports the effective use of AT. This includes providing professional development opportunities, promoting awareness of AT, and establishing mechanisms for ongoing evaluation and improvement.
- AT Professional Development
  - Indicator examines the importance of continuous learning and skill development for educators and other professionals involved in AT service delivery. It encourages access to training, resources, and opportunities for collaboration with AT specialists and other professionals.

Bowser et al., 2015. (pp. 31-33).

By utilizing the QIAT framework, educational agencies can assess their current AT services, identify areas for improvement, and develop targeted action plans to enhance the quality and effectiveness of their assistive technology programs. Their matrix rating scale allows for a systematic evaluation of each aspect of AT service delivery, providing a structured approach to measure progress and guide future enhancements (See Appendix D). Ultimately, the QIAT supports educational agencies in their commitment to providing high-quality assistive technology services and ensuring equitable access to education for students with disabilities.

Other State Frameworks for Assistive Technology

The Wisconsin Assistive Technology Initiative Assistive Technology Package 2009 (WATI)

The WATI Assessment Package is a comprehensive tool that can be used to assess the needs of students with disabilities for assistive technology. The package includes a variety of assessment tools, such as interviews, observations, checklists, and a step-by-step guide to the assistive technology decision-making process. It has been widely used by educators, service providers, and families of children with disabilities. It has helped to raise awareness of assistive technology and its potential benefits for students with disabilities. It has also helped to improve the quality of assistive technology decision-making.

One of the most significant impacts of the WATI Assessment Package has been the increased awareness of assistive technology among educators, service providers, and families. The package has helped to educate these professionals about the different types of assistive technology available, as well as the benefits of using assistive technology. As a result, more students with disabilities are now being identified as needing assistive technology, and more of these students are receiving the assistive technology they need to succeed.

The Louisiana AEM AT Guide incorporates a similar organization and approach to providing educational agencies with templates and related guidelines that cover the same assistive technology consideration and assessment processes.

The Georgia Project for Assistive Technology's AT Resource Guide 2014 (GPAT)

The GPAT AT Guide and the WATI Package both improved the quality of AT decision-making by providing frameworks and templates. However, the GPAT AT Guide takes a more granular approach by requesting specific information from teams, rather than providing a checklist. This allows for a more comprehensive and in-depth assessment of AT needs. It requires IEP teams to define the specific accommodations, modifications, and classroom tools associated with student IEP goals while considering related assistive technology.

The Louisiana AEM AT Guide adopts the approach of requiring contextual information during the AT consideration and assessment processes such as a comparison between student IEP goals, accommodations, modifications, and strategies implemented by IEP team members.

The Ohio Center for Autism and Low Incidence AT Resource Guide 2013 (OCALI)

The OCALI AT Resource Guide is an invaluable resource for educators, families, and individuals involved in supporting students with disabilities. It offers comprehensive information on the legal considerations related to providing assistive technology to students, along with guidance on AT consideration and assessment processes.

The distinctive feature of this guide lies in its seamless incorporation of the quality indicators of assistive technology throughout its content. The guide's organization, template creation, and narrative structure are all carefully aligned with the quality indicators. This intentional approach ensures that the information provided in the guide follows best practices and standards established by the quality indicators.

In a similar vein, the Louisiana AEM AT Guide follows a structural approach in explaining AT strategies, adhering to the design principles of the Quality Indicators for Assistive Technology. This ensures consistency and adherence to established best practices in the field of AT.

Universal Design for Learning

Universal Design for Learning (UDL) is a lesson planning approach for regular education and special education teachers to systematically create assignments, procedures, and instruction that are innately accessible to all students regardless of learning style or disability. It encourages teachers to consider multiple pathways to learning, ensuring that each student can engage, comprehend, and demonstrate their understanding in ways that resonate with them. Through thoughtful application of UDL, teachers create a learning environment where barriers to learning are minimized, enabling students to access and engage with the curriculum effectively.

UDL encompasses three core principles: multiple means of engagement, multiple means of representation, and multiple means of action and expression. These principles provide a flexible framework that encourages teachers to offer various options and pathways for students to engage with, process, and demonstrate their learning. By providing multiple ways for students to access content, demonstrate understanding, and express themselves, UDL enhances the learning experience and encourages active participation among all students.

Universal Design for Learning (UDL) collaborates harmoniously with assistive technology (AT), creating a strong foundation for integrating diverse technologies into education. UDL empowers educators to incorporate various tools, software, and applications that cater to individual learning styles, ensuring fair access to course content and cultivating an inclusive technological learning environment. This partnership celebrates technological diversity and accommodates student preferences.

Educational Technology

Educational technology, commonly known as EdTech, encompasses a diverse array of tools, resources, and digital platforms meticulously crafted to elevate and streamline the learning experience. Ranging from interactive whiteboards and educational software to online learning platforms and virtual classrooms, EdTech stands as a dynamic force in modern education. Though frequently intertwined with Assistive Technology (AT) and Universal Design for Learning (UDL) supports, it is crucial to recognize that their foundational objectives diverge. The primary aim of educational technology is to harness digital resources effectively, enhancing pedagogy, fostering student engagement, and optimizing overall educational outcomes. In essence, while educational technology may incorporate elements of AT and UDL, its core purpose is distinct, centering on the comprehensive improvement of educational methodologies through innovative digital means.

CITATIONS

Bowser, G., Carl, D. F., Fonner, K., Foss, T. V., & [Author Names of 7 others] (2015). *Quality indicators for assistive technology: A comprehensive guide to assistive technology services*. CAST Professional Publishing.

Gorgia Project for Assistive Technology. (2023). [Website]. Retrieved from https://gpat.gadoe.org/Georgia-Project-for-Assistive-Technology/Pages/default.aspx

Ohio Center for Autism and Low Incidence (OCALI). (2013). *2013 Assistive Technology Resource Guide*. Unpublished document. Retrieved from https://www.ocali.org/up_doc/AT_Resource_Guide_2013.pdf

Wisconsin Assistive Technology Initiative. (2017). [Website]. Retrieved from http://www.wati.org

Zabala, J. (2006). The SETT Framework Revisited. SETTing the stage for success: *Building success through effective selection and use of assistive technology systems*. Retrieved July, 12, 2006.

CHAPTER 3: ASSISTIVE TECHNOLOGY CONSIDERATOIN

The assistive technology consideration process involves a systematic approach to identify students who may benefit from assistive technology (AT) and to determine appropriate AT interventions. IEP teams must consider AT as a potential support for students with disabilities, promoting inclusive education and providing equal access to learning opportunities in order to achieve FAPE. This involves a collaborative and student-centered approach, where the IEP team engages in meaningful discussions to determine how AT can best facilitate the student's participation and progress in the educational environment. The SETT framework has become an invaluable resource in this process, as it provides comprehensive and structured guidelines for assessing and implementing AT solutions.

The SETT framework emphasizes collaboration among the educational teams including educators, therapists, AT specialists, the student, and their family. By gathering information and perspectives from all stakeholders, the team can make informed decisions about the most appropriate AT interventions. The framework encourages ongoing communication, assessment, and evaluation to ensure that AT solutions remain effective and relevant over time. The SETT consists of four major components when considering AT.

The SETT Framework

- Student
  - The first component of this framework is the student. It involves gathering comprehensive information about the individual's unique characteristics, abilities, challenges, learning style, preferences, and goals. This information helps the educational team understand the specific needs and abilities of the student, which is crucial in determining appropriate AT solutions.
- Environment
  - The second component focuses on the physical, social, and cultural context in which the student operates. It involves assessing the characteristics of the learning environment, including the classroom, home, workplace, or community settings. Factors such as accessibility, available resources, support systems, and the attitudes and expectations of the individuals involved in the student's life are considered. Understanding the environment helps identify potential barriers and opportunities for AT implementation.
- Task
  - The third component of the SETT framework is tasks. It involves analyzing the specific activities, assignments, and goals that the student needs to accomplish. This includes considering the cognitive, communicative, physical, and organizational demands of these tasks. By examining the requirements of various tasks, professionals can determine how AT can support the student in performing them more effectively and independently.
- Tool
  - The fourth component is tools. It encompasses the range of AT options available to address the student's needs and support task performance. It involves exploring a variety of tools, devices, software, apps, and strategies that can enhance the student's capabilities. All other components may be consider in any order, but the tool is always last.

Zabala (2006, pp. 5-6)

The SETT framework approach additionally recognizes that AT decision-making and implementation are not one-time events but continuous processes. It promotes a cyclical and iterative approach, where the team regularly monitors the effectiveness of AT interventions, makes adjustments as needed, and ensures ongoing support and training for the student and those involved in their education. A SETT meeting can be completed during, before, or after an IEP where team members discuss AT consideration needs within the guidelines of the framework to solidify their thinking.

Quality Indicators of Assistive Technology Consideration

LEA's, AT teams, and IEP teams can consult the Quality Indicators of Assistive Technology for AT Consideration to examine best practices and national standards during this process. These national standards examine seven critical areas to ensure AT is considered for every student, connected with IEP goals, and contains insights from all IEP team members.

Quality Indicators of Assistive Technology Consideration

1. Assistive technology devices and services are considered for all students with disabilities regardless of type or severity of disability.

Intent: Consideration of assistive technology need(s) is required by IDEA and is based on the unique educational needs of the student. Students are not excluded from consideration of AT for any reason. (e.g., type of disability, age, administrative concerns)

2. During the development of an individualized educational program, every IEP team consistently uses a collaborative decision-making process that supports systematic consideration of each student's possible need for assistive technology devices and services.

Intent: A collaborative process that ensures that all IEP teams effectively consider the assistive technology of students is defined, communicated, and consistently used throughout the agency. Processes may vary from agency to agency to most effectively address student needs under local conditions.

3. IEP team members have the collective knowledge and skills needed to make informed assistive technology decisions and seek assistance when needed.

Intent: IEP team members combine their knowledge and skills to determine if assistive technology devices and services are needed to remove barriers to student performance. When the assistive technology needs are beyond the knowledge and scope of the IEP team, additional resources and support are sought.

4. Decisions regarding the need for assistive technology 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*.

Intent: As the IEP team determines the tasks the student needs to complete and develops the goals and objectives, the team considers whether assistive technology is required to accomplish those tasks.

5. The IEP team *gathers and analyzes data* about the student, customary environments, educational goals, and tasks when considering a student's need for assistive technology devices and services.

Intent: The IEP team shares and discusses information about the student's present levels of achievement in relationship to the environments, and tasks to determine if the student requires assistive technology devices and services to participate actively, work on expected tasks, and make progress toward mastery of educational goals

Common Errors

- AT is considered for students with severe disabilities only.
- No one on the IEP team is knowledgeable regarding AT.
- Team does not use a consistent process based on data about the student, environment and tasks to make decisions.
- Consideration of AT is limited to those items that are familiar to team members or are available in the district.
- Team members fail to consider access to the curriculum and IEP goals in determining if AT is required in order for the student to receive FAPE.
- If AT is not needed, team fails to document the basis of its decisions.

Bowser et al., 2015. (pp. 339-341).

These Quality Indicators for Assistive Technology (QIAT) serve as a valuable framework for educational agencies, educators, specialists, and families in ensuring effective AT consideration. By focusing on the Indicator for Consideration, stakeholders can adopt a student-centered approach that recognizes the unique needs, abilities, and preferences of students with disabilities. Educational agencies can promote inclusive practices, empower students, and enhance access to education through the effective use of assistive technology.

Preparing for the Three Types of AT Consideration

These Quality Indicators for Assistive Technology (QIAT) serve as a valuable framework for educational agencies, educators, specialists, and families in ensuring effective AT consideration. By focusing on the Indicator for Consideration, stakeholders can adopt a student-centered approach that recognizes the unique needs, abilities, and preferences of students with disabilities. Educational agencies can promote inclusive practices, empower students, and enhance access to education through the effective use of assistive technology.

IEP Evaluation

- IEP evaluations focus on assessing the student's progress in the curriculum, needs, and eligibility for special education. Pupil appraisal members gather information and data about the student during this process, and must participate in the consideration and screening of assistive technology for all eligible students. They must collaborate with AT teams to assess the need for AT and explore AT options that align with the student's needs.

Annual/Revised IEP

- The annual or revised IEP process involves updating the student's individualized education program to reflect their current educational goals and support needs. AT consideration policies and procedures in this scenario involve the IEP team reviewing the student's progress, evaluating the effectiveness of existing AT interventions, and determining if any adjustments or AT additions are necessary. AT consideration for annual IEPs may not include any involvement from members of pupil appraisal depending on composition of AT teams. In fact, IEP teams often solely ensure AT consideration is conducted, documented, and possible assessments are requested.

Transition Planning

- Transition planning prepares students with disabilities for post-secondary education, employment, and independent living. AT consideration policies and procedures in this scenario involve assessing the student's AT needs in relation to their future goals and environments. The process may include exploring AT solutions that support the student's transition to college, vocational training, or the workforce. Additionally, it may require coordinating with external agencies, service providers, and assistive technology specialists to ensure a smooth transition and continuity of AT services.

Louisiana AEM Assistive Technology Consideration Guide

The Louisiana AEM Assistive Technology Consideration Guide (LA-AEM AT Guide) is a tool to identify and consider assistive technology solutions for students with disabilities based on the SETT framework, WATI, and GPAT. The first part of the LA-AEM AT Guide includes a list of structured questions that help the IEP team assess the student's needs, support strategies, accommodations, and identify a range of assistive technology tools. The second part of the document functions as a companion resource that gives examples and context for answering aforementioned AT questions while considering specific AT tools. A detailed explanation of each section is listed below:

Section 1: Identify instructional areas and tasks concerning student IEP goals

- Does the IEP team determine that current accommodations, modifications, and strategies will lead to adequate success within instructional areas and tasks without the use of assistive technology?

Section 2: List accommodations, modifications, and strategies used to address designated instructional areas and tasks.

- The IEP team confers about the strategies and accommodations already in place to support the student achieve IEP goals. The resource guide provides several examples of support categorized by instructional areas and tasks. The team documents all related accommodations, modifications, and strategies.

Section 3: List all assistive technology discussed as potentially beneficial to instructional areas and tasks, or any AT currently used. (At least one potential device/service must be listed to demonstrate consideration)List accommodations, modifications, and strategies used to address designated instructional areas and tasks.

- The IEP team uses the resource guide and related knowledge to explore possible AT solutions to address instructional areas of concern. At least one AT solution must be formally discussed to demonstrate that AT consideration occurred. At least one assistive technology device or services must be documented to verify that AT was considered.

Section 4: Does the IEP team determine that current accommodations, modifications, and strategies will lead to adequate success within instructional areas and tasks without the use of assistive technology?

- If the team believes that the previously considered AT or any other potential AT is not required, then document the consideration process and conclusion in the GSI section for Assistive Technology.
- If the team believes AT is required, then continue to Section 5.

Section 5: If the IEP team has made it to Section 5, then assistive technology consideration has resulted in the need for AT devices and services. The team must choose two of the following options:

- AT is required. The IEP team knows the nature and extent of the AT devices/services needed and will address AT in the student's IEP, attain the device, and create an Implementation Plan.
- AT may be required. The IEP determines that additional information is needed and will follow their LEA's policies and procedures to request additional AT screening, assessment, and possible AT trials by a designated date.

CHAPTER 4: ASSISTIVE TECHNOLOGY ASSESSMENT

The AT assessment process begins when there is a recognized need for further AT screening and analysis to determine the necessary assistive technology for a student. This need is identified by the AT consideration process, parent, and/or IEP members. It is important to note that an AT assessment is not the same as an evaluation which typically determines if a child is eligible for special education. In fact, pupil appraisal may have limited involvement in the six step process for an AT assessment.

Step 1: Referral and Screening for Assistive Technology Assessment

Referral is the process for requesting an assessment by individuals with expertise in the area of assistive technology. These individuals are typically members of the LEA's district assistive technology team or consultants contacted by the agency. The LEA has the responsibility to facilitate the referral process promptly, which necessitates the establishment of clear policies and procedures for IEP teams to follow. As part of these policies, the LEA should determine the preferred format for referrals (digital or paper), identify the specific team member responsible for completing the referral, define who receives the referral request, and establish the means through which the request is submitted (e.g., email, designated portal, internal communication system). The LEA must also obtain parental consent before the assessment process can begin.

Initial evaluations for special education require screening for assistive technology according to Bulletin 1508. AT screening is not required for annual and revised IEPs even when AT assessment is requested. Bulletin 1508 states that a student's functional capabilities should be considered "at risk" if the screening results indicate concerns in the following areas:

- Physical functioning/motor abilities
- Fine motor skills
- Communication functioning
- Vision/Hearing
- Academic functioning
- Recreation and leisure
- Vocational functioning
- General health
- Self-help
- Sensory
- Executive Functioning
- Computer Access

The LA-AEM AT Screener for Initial IEPs serves as an organizer for identifying those skills and activities in which assistive technology might benefit a student's functioning in an academic setting. The statements are designed to be answered with a simple "yes" or "no" decision. Statements that receive a "no" response indicate an area of concern and possible area for intervention. The result of the screening should indicate one of the following:

- The student has been screened for assistive technology and a referral for a full assistive technology assessment is recommended.

- The student has been screened for assistive technology, and the initial IEP team understands the services and devices required. It will obtain the necessary AT device, document it in the IEP, and complete an implementation plan.
- The student has been screened for assistive technology. There are no concerns, and further action is not required at this time.

Step 2: Identification of the Assistive Technology Team

An assistive technology team of experts is recommended to ensure a comprehensive and well-rounded assessment process. Each team member brings specialized knowledge and skills in areas such as special education, related services, and assistive technology devices. Their collective expertise enables a thorough evaluation of the individual's needs, abilities, and goals. The composition of AT teams can be tailored to each student's unique needs and assessment requirements. A team should exclude paraprofessionals and include, but not limited to, a combination of the following professionals:

- **Assistive Technology Specialist**
  - The AT Specialist is knowledgeable about a wide range of AT devices and software, and they have experience in using these tools to help individuals with disabilities. They work with the AT team to assess the individual's needs and identify the most appropriate AT solutions. They also facilitate training and implementation of devices for the IEP team and family. Unfortunately, there are currently no collegiate programs offering certifications or degrees for assistive technology in Louisiana. Therefore, AT specialists frequently attend professional development on most aspects of assistive technology services and devices on both the state and national level.
- **Occupational Therapist**
  - Occupational Therapists are skilled in conducting comprehensive functional assessments to assess a student's abilities and challenges related to activities of daily living, vocational necessities, fine motor skills, visual perception, sensory processing, and motor coordination. There assessment of students for sensory related tools and strategies is imperative since many of these could be considered restraint and seclusion when not required or used incorrectly.
- **Speech Language Pathologist**
  - A SLP exhibits expertise in assessing and addressing communication disorders and challenges. They assess a student's receptive and expressive language skills, speech production, and pragmatic language abilities. SLPs are knowledgeable in augmentative and alternative communication (AAC) strategies and can recommend appropriate AAC systems, devices, and approaches to support communication needs.
- **Visual Impairment Teacher**
  - A teacher of blind and low vision brings specialized knowledge and skills to understand and meet the distinctive requirements of students with visual impairments. They assess visual functioning, including acuity, field of vision, and visual processing skills. They provide insights into appropriate assistive technology (AT) solutions that enhance access to information and educational materials for students with blindness and low vision.
- **Deaf Education Teacher**
  - A Deaf Education Teacher contributes to a school district's assessment team by leveraging specialized knowledge in deaf education, aiding in the assessment of communication skills and needs, advocating for necessary accommodations, and providing valuable insights into a student's social and educational history. Their expertise ensures that assessment processes are tailored to the unique requirements of deaf or hard of hearing students, fostering a comprehensive and inclusive evaluation approach within the team.

- **Audiologist**
  - An audiologist possesses extensive knowledge in assessing and addressing hearing differences and auditory challenges. Audiologists can conduct comprehensive hearing evaluations, identify hearing-related barriers to learning, and recommend appropriate AT solutions such as hearing aids, FM systems, or assistive listening devices.
- **Physical Therapist**
  - A PT contributes invaluable expertise to an assistive technology (AT) team in an educational agency. They possess specialized knowledge in assessing and addressing the physical abilities, mobility, and motor skills of students. PTs can evaluate a student's gross motor skills, balance, coordination, and functional mobility to determine how AT can support their physical needs.
- **Administrator**
  - A person who can commit the district's resources, not only for purchase of devices, but also to authorize staff training and guarantee implementation in various educational settings.
- **Special Education Teachers**
  - SPED teachers have extensive knowledge of diverse learning needs and instructional strategies for students with disabilities. Special education teachers can assess students' academic and functional abilities, identify areas of challenge, and recommend AT solutions that support their learning and participation.
- **School Psychologist**
  - A school psychologist understands the cognitive abilities, behavior, and social-emotional development of students with special needs. They can contribute insights into how AT can address specific learning challenges, emotional or behavioral needs, and support the overall well-being of students. They often represent pupil appraisal, and serve as a liaison between IEP evaluation teams and AT assessment teams.
- **IEP Team/Parents**
  - All IEP team members including parents play a crucial role in the assessment process. Their input during initial information gathering and final reporting is invaluable to the team since these individuals have the most experience with the student.

When an LEA constructs a dynamic, diverse, and professional assistive technology team, it may develop policies and procedures to ensure it performs effectively. The following are key topics that AT teams should include in their guidelines and protocols:

- **Team Meeting Dates and Times**
  - The AT team will need to meet in regular intervals either in person, virtual, or a combination of the two.
- **Professional and Additional Assistance**
  - Depending on the AT assessment needs, the AT team may require assistance from other professionals including but not limited to physicians, orientation and mobility, vocational counselors, and highly skilled assistive technology specialists. LEA should develop policies and procedures to determine how and when additional support is contacted outside of the agency.
- **Roles and Responsibilities**
  - Clearly define the roles and responsibilities of each team member to ensure effective collaboration. Outline the specific tasks and contributions expected from each team member during the AT process, including assessment, recommendation, implementation, training, trial use, and ongoing support.
- **Decision Making Process**
  - Establish a decision-making process within the team to ensure that AT recommendations and interventions are made collectively. Define how decisions will be reached, whether through consensus or another agreed-upon method. This ensures that diverse perspectives are considered and that decisions are based on a comprehensive evaluation of the student's needs.

- **Standard Operations**
  - This includes outlining referral processes, timelines for assessment and implementation, documentation requirements, communication protocols, and procedures for training and ongoing support.
- **Training and Professional Development**
  - Plan for ongoing training and professional development opportunities for AT team members. This ensures that they stay up-to-date with the latest assistive technologies, research, best practices, and relevant policies. Training should cover assessment techniques, AT tools and devices, implementation strategies, and monitoring of student progress.
- **Evaluation and Quality Assurance**
  - Implement mechanisms for evaluating the effectiveness of AT interventions and the overall performance of the AT team. Regularly review and assess the outcomes of AT recommendations, gather feedback from stakeholders, and make necessary adjustments to ensure continuous improvement and quality assurance. This should be done in reference to the QIAT.

Step 3: Gathering Information

An AT assessment team must gather relevant information and data concerning the student, environment, task, and related tools.

- **Reviewing Existing Documentation:** The team reviews existing documentation related to the student, such as educational evaluations, previous assessments, IEPs (Individualized Education Programs), progress reports, AT screeners, AT referrals and any other relevant records. This helps provide a comprehensive understanding of the student's history, strengths, challenges, and previous interventions.
- **Direct Observations:** The team conducts direct observations of the student in various educational settings, such as classrooms, therapy sessions, and other relevant environments. Observations allow the team to assess the student's performance, interactions, and behaviors in different contexts and gain insights into their specific needs and challenges.
- **Interviews and Questionnaires:** The team conducts interviews with teachers, parents, and other relevant individuals involved in the student's education. These interviews aim to gather information about the student's abilities, preferences, learning styles, areas of difficulty, and goals. Questionnaires or surveys may also be used to gather specific information from stakeholders
- **Student Self-Reports:** For older students or those with communication abilities, the team may directly involve the student in the assessment process. They may conduct interviews or use self-report tools to gather the student's perspectives, preferences, and insights into their own needs and challenges.
- **Collaboration with Professionals:** The team collaborates with professionals who work closely with the student, such as special education teachers, speech-language pathologists, occupational therapists, and other related service providers. These professionals share their insights, expertise, and assessment findings to contribute to the overall assessment process.
- **Data Collection:** The team collects data on the student's performance and progress related to specific educational tasks or activities. This may involve tracking the student's performance with and without AT supports, analyzing the effectiveness of current strategies, and identifying areas where AT interventions may be beneficial.
- **Assessments and Testing:** The team may administer specific assessments or tests to gather standardized data about the student's abilities, cognitive functioning, communication skills, motor skills, and other relevant areas. These assessments help provide objective information and establish baselines for comparison. The LA-AEM assessment guides are available resources developed for assessing students with disabilities for assistive technology. There are assessment guides for the following categories:

- Fine Motor Writing and Written Expression
- Reading
- Mathematics
- Computer Access
- Self-Help & General Health
- Executive Functioning
- Fine Motor Manipulation
- Physical Functioning & Mobility
- Vocational Functioning
- Recreation & Leisure
- Sensory (Intended to be used by Occupational Therapists)
- Communication
- Deaf and Hard of Hearing
- Vision

By gathering information through these methods, AT assessment teams can develop a comprehensive understanding of the student's needs, strengths, and challenges. This information forms the basis for making informed decisions regarding the selection, implementation, and ongoing support of appropriate AT interventions for the student within the educational agency. All information should be gathered with the purpose of the SETT framework in mind as follows:

Student

- What is (are) the functional area(s) of concern? What does the student need to be able to do independently that is difficult or impossible as a result of their disability?
- What are the student's special needs related to the area of concern?
- What are the student's current abilities related to the area of concern?
- What are the expectations for the student and the concerns related to those expectations?
- What are the student's interests and preferences?

Environment

- What is the arrangement (both physical and instructional) in the student's various environments?
- What supports are available (to both student and staff) in the various environments?
- What materials and equipment are commonly used by other students in the various environments?
- Are there access issues for the student (technological, physical, and instructional) in the various environments?
- What are the attitudes and expectations of staff, family, and others in each environment?

Task

- What specific tasks in the student's natural environments will enable progress toward mastery of IEP goals and objectives?
- What specific tasks are required for active, more independent involvement in the identified environments related to communication, instruction, participation, productivity, and environmental control?

Tool

- Is it expected that the student will not make reasonable progress toward their IEP goals and objectives without the use of AT devices and services?
  - If the answer is YES, describe what the useful system of supports, devices, and services would be like.
  - Brainstorm specific tools that may be included in a system to support a student's needs and move toward greater independence in the least restrictive environment.

- Decided if trial use is required to gather more information.
  - Select those tools for trial in the student's natural environments.
  - Plan the specifics of the trial (expected changes, when/how tools will be used, what cues may be used, etc.)
  - Provide training and support required to implement the trial use of AT in each environment.
  - Collect data on the effectiveness of the AT being tried.

The North Dakota Department of Public Instruction (2015, pp. 25-27)

Step 4: Discussion and Documentation of AT recommendations

The AT assessment process begins when there is a recognized need for further AT screening and analysis to determine the necessary assistive technology for a student. This need is identified by the AT consideration process, parent, and/or IEP members. It is important to note that an AT assessment is not the same as an evaluation which typically determines if a child is eligible for special education. In fact, pupil appraisal may have limited involvement in the six step process for an AT assessment.

Identification of AT Options

Based on the data analysis, the team identifies potential AT options that could address the student's specific needs. These options may include a range of assistive technologies such as software, hardware, devices, alternative and augmentative communication, adaptive equipment, or modifications to existing tools. The LA-AEM AT Consideration Companion Guide may be referenced for a list of possible assistive technology options according to student tasks. The team should also consider the following questions regarding device selection:

Data Analysis and Interpretation

The AT team thoroughly analyzes and interprets the gathered data to gain insights into the student's needs, abilities, challenges, and goals. They identify patterns, strengths, areas of difficulty, and specific factors that may impact the student's access to the curriculum and overall learning experience.

- Does the design effectively address the student's specific needs and abilities?
- Can the device withstand the demands of portability and maintain durability?
- What is the device's level of reliability and performance?
- Does the device offer options for expansion or upgrades?
- Will the device impose any limitations on the student's overall functioning in other areas?
- Is there available software support for the device?
- Is the device academically relevant and aligned with the student's educational goals?
- Are repair services easily accessible and readily available for the device?
- Is the operation and programming of the device user-friendly and intuitive?
- Does the device seamlessly integrate with other existing adaptive technologies in use?

Consideration of Student Preferences and Input

The AT team considers the student's preferences, input, and goals during the recommendation process. They take into account the student's individuality, personal preferences, and comfort level with different AT options. The team values the student's agency and ensures that the recommended AT aligns with their interests and promotes their engagement in the learning process.

Collaboration and Team Discussion

The AT team engages in collaborative discussions, bringing together the expertise and perspectives of team members from different disciplines. They discuss the potential benefits, limitations, and practical aspects of each AT option. Team members share their insights, concerns, and suggestions, working together to make informed decisions.

Individualized Recommendation

Based on the analysis, collaboration, and trial process, the AT team formulates an individualized AT recommendation for the student. This recommendation includes specific details about the recommended AT tools, their intended use, anticipated outcomes, and any necessary training or support required for implementation.

Documentation and Communication

The AT team documents the AT recommendations, capturing the rationale behind their choices, the anticipated impact on the student's learning, and any other pertinent information. They communicate the recommendations to the student's IEP team, including teachers, parents, and relevant stakeholders, ensuring transparency and collaboration in the decision-making process. See chapter 6 for best practices, IEP goal making, and GSI descriptions for documentation.

Trial and Assessment of AT Options

To further refine their recommendations, the AT team may conduct trials or demonstrations of the selected AT options with the student. This allows them to assess how well the AT tools meet the student's needs, compatibility with their skills and abilities, and overall effectiveness in enhancing their access and participation in educational activities. The LA-AEM Trial Use Guide walks AT and IEP teams through the following key discussion points:

- Criteria for success
  - The trial must have a clear and attainable goal aligned with the students individual needs and educational objectives to determine if AT devices and services were successful. The criteria creating this goal may be based on the level of independence of the student during the expected outcome of the related task.
- Trial Duration
  - The duration of an AT trial may vary based upon the tool and the desired outcomes. The IEP team and/or assessment team should make clear time frames that include: duration, start date, and end date of the trial.
- Roles and Responsibilities
  - In order to maintain integrity of the AT trial, clear roles and responsibilities need to be designated before the trial begins. This includes the following:
    - Who will obtain and return the devices including related accessories
    - Who will submit the trial results
    - Who is required to document student use and experiences related to the trial goal/criteria for success
    - How will the documentation be managed throughout the day
- Documentation
  - There must be clear and periodic documentation of the student's progress and the effectiveness of the AT devices and services during the trial period. This documentation should include observations, data, assessments, and any relevant feedback from the student, teachers, therapists, and other members of the educational team.

Step 5: Device Acquisition and Funding

IDEA School Funding

The Individuals with Disabilities Education Act (IDEA) is a federal law that provides funding to support the education of students with disabilities. IDEA includes provisions for funding assistive technology devices and services as part of a student's individualized education program (IEP). School districts can use IDEA funds to acquire or provide assistive technology that is necessary for students to receive a free and appropriate public education. The local educational agency (LEA) retains ownership of the assistive technology (AT) device and will retain possession of it in the event of the student graduating or transferring to another LEA.

Private Insurance/Medicaid

Some private health insurance plans may cover assistive technology devices and services, including those needed for educational purposes. Insurance coverage varies, and it is essential to review the policy to determine the specific provisions related to assistive technology, which may include deductibles that parents must pay. Schools and families need to work collaboratively to provide the necessary documentation and approvals for potential insurance coverage. Most insurance providers typically require an evaluation conducted by a qualified professional. This evaluation serves to assess the individual's specific needs, functional limitations, and the appropriateness of the AT device as a solution. The qualified professional may include occupational therapists, speech-language pathologists, or other specialists with expertise in AT. If the assistive technology device was purchased through their insurance, the parents and/or student retains ownership of the assistive technology (AT) device in the event of the student graduating or transferring to another LEA.

High Cost Services

The High Cost Services (HCS) grant is a state-funded program that provides funding for high-cost assistive technology for students with disabilities in Louisiana. The HCS grant is administered by the Louisiana Department of Education (LDOE). The amount of funding that a school district can receive through the HCS grant is limited. The amount of funding that a school district receives will depend on the number of students who are eligible for the grant and the total cost of the assistive technology that they need. The HCS grant can be used to purchase a variety of high-cost assistive technology devices and services, such as:

- Summary of Trial
    - An overview of the trail reveals key determinants that indicate the adequacy of assistive technology devices and services. This summary should include:
        - If the goal/criteria was met
        - Any additional changes that need to be made to extend the trial or start a new trial
        - The final recommendation regarding whether or not the AT should be fully adopted.
        - The determination of the next IEP meeting to document the results.
- Implementation
    - To ensure data validation and effective utilization of trial-use assistive technology, it is essential to develop a comprehensive implementation plan that outlines procedures and guidelines for all professionals and environments involved in its usage. See chapter 5 for strategies, guides, and discussion of best practice for implementation.

- Power wheelchairs
- Augmentative and alternative communication devices
- Computer-based assistive technology
- Braille devices and materials
- Vision and hearing assistive technology

To apply for the HCS grant, the school district must submit a completed application to the LDOE. The application must include the following information:

- The student's name, date of birth, and grade level
- The student's IEP
- The total cost of the assistive technology that the student needs
- A justification for why the assistive technology is necessary for the student to participate in school activities
- The LDOE will review the application and make a decision about whether or not to approve the grant. If the grant is approved, the school district will receive funding to purchase the assistive technology for the student.

The HCS grant is a valuable resource for school districts in Louisiana that need funding for high-cost assistive technology. The grant can help to ensure that students with disabilities have access to the assistive technology that they need to participate in school activities. The local educational agency (LEA) retains ownership of the high cost assistive technology (AT) device and will retain possession of it in the event of the student graduating or transferring to another LEA.

AT Loan Programs

Loan programs provide an alternative options for educational agencies and families to acquire assistive technology. These programs may offer free loans pending the eventual purchase of the device through a vendor of the LEAs choice or provide lease options that spread the cost over a specific period. The two major loan program for Louisiana are as follows:

- Louisiana Accessible Educational Materials
  - This IDEA funded program provides free professional development, consultation, job embedded coaching, and device loan for only LEAs. All loans are temporary until an LEA can provide a permanent AT device. For more information about the services of Louisiana AEM see the following link: www.ssdla-aem.org
- Louisiana Assistive Technology Network
  - LATAN is a nonprofit organization that provides AT consultations and devices for loan, purchase, and lease to LEAs, individuals, and organizations. For more information about LATAN, see the following link: https://www.latan.org/

Step 6: Self- Evaluation of AT Assessment Policy and Procedures

LEA AT teams and stakeholders should consistently monitor and evaluate their policies and procedures to ensure FAPE is effectively achieved. The QIAT provides seven indicators for AT assessment and common problems that LEAs may address.

Quality Indicators of Assessing Assistive Technology Needs

1. Procedures for all aspects of Assistive Technology assessment are clearly defined and consistently applied.

Intent: Throughout the educational agency, personnel are well-informed and trained about assessment procedures and how to initiate them. There is consistency throughout the agency in the conducting of Assistive Technology assessments. Procedures may include–but are not limited to–initiating an assessment, planning and conducting an assessment, conducting trials, reporting results, and resolving conflicts.

2. Assistive Technology assessments are conducted by a 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.

Intent: Team membership is flexible and varies according to the knowledge and skills needed to address student needs. The student and family are active team members. Various team members bring different information and strengths to the assessment process.

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.

Intent: The assessment process includes activities that occur in the student's current or anticipated environments because characteristics and demands in each may vary. Team members work together to gather specific data and relevant information in identified environments to contribute to assessment decisions.

4. Assistive Technology assessments, including needed trials, are completed within reasonable timelines.

Intent: Assessments are initiated in a timely fashion and proceed according to a timeline that the IEP team determines to be reasonable based on the complexity of student needs and assessment questions. Timelines comply with applicable state and agency requirements.

5. Recommendations from Assistive Technology assessments are based on data about the student, environments, and tasks.

Intent: The assessment includes information about the student's needs and abilities, demands of various environments, educational tasks, and objectives. Data may be gathered from sources such as student performance records, results of experimental trials, direct observation, interviews with students or significant others, and anecdotal records.

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.

Intent: A written rationale is provided for any recommendations that are made. Recommendations may include assessment activities and results, suggested devices and alternative ways of addressing needs, services required by the student and others, and suggested strategies for implementation and use.

7. Assistive Technology needs are reassessed any time changes in the student, the environments and/or the tasks result in the student's needs not being met with current devices and/or services.

Intent: An Assistive Technology assessment is available any time it is needed due to changes that have affected the student. The assessment can be requested by the parent or any other member of the IEP team.

Common Errors

1. Procedures for conducting AT assessment are not defined, or are not customized to meet the student's needs.
2. A team approach to assessment is not utilized.
3. Individuals participating in an assessment do not have the skills necessary to conduct the assessment, and do not seek additional help.
4. Team members do not have adequate time to conduct assessment processes, including necessary trials with AT.
5. Communication between team members is not clear.
6. The student is not involved in the assessment process.
7. When the assessment is conducted by any team other than the student's IEP team, the needs of the student or expectations for the assessment are not communicated.

Bowser et al., 2015. (pp. 342-346).

The Quality Indicator of Assessment of Assistive Technology Needs holds great significance in the process of providing effective assistive technology (AT) services. This indicator ensures that the individual needs of students with disabilities are properly identified and addressed. Through comprehensive assessments, professionals can gain insights into students' strengths, challenges, and specific requirements for AT devices and services. This information serves as the foundation for informed decision-making, personalized goal-setting, and the selection of appropriate AT solutions. By adhering to this quality indicator, educational agencies can foster equitable access, empower students, and facilitate meaningful participation in educational environments. (See Chapter 8 for administration support and strategies for LEAs, and Appendix D for QIAT Self-Evaluation Matrices for AT Assessment.)

CITATIONS

Bowser, G., Carl, D. F., Fonner, K., Foss, T. V., & [Author Names of 7 others] (2015). *Quality indicators for assistive technology: A comprehensive guide to assistive technology services*. CAST Professional Publishing.

North Dakota Department of Public Instruction. (2015). *Guidelines for the Provision of Assistive Technology to Students with Disabilities under IDEA Part B*. Unpublished document. Retrieved from https://www.nd.gov/dpi/sites/www/files/documents/SpeEd/Guidelines/AT%20Guidelines.pdf

Ohio Center for Autism and Low Incidence (OCALI). (2013). *2013 Assistive Technology Resource Guide*. Unpublished document. Retrieved from https://www.ocali.org/up_doc/AT_Resource_Guide_2013.pdf

Zabala, J. (2006). The SETT Framework Revisited. SETTing the stage for success: *Building success through effective selection and use of assistive technology systems*. Retrieved July, 12, 2006.

CHAPTER 5: IMPLEMENTATION AND EFFECTIVENESS OF ASSISTIVE TECHNOLOGY

Implementation of assistive technology is a critical and mandated component of IDEA. This legislation emphasizes the importance of providing the appropriate services that students with disabilities require to access the tools and support required to fully participate in educational environments. These services can include but are not limited to:

- Obtaining/acquiring the device
  - Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for students with disabilities.
- Providing necessary modifications and customization
  - Selecting, Designing, fitting, customizing, adapting, and applying use of assistive technology equipment.
- Training the student to use the device
  - Training or technical assistance for the student with a disability or, if appropriate, that student's family.
- Training for professionals
  - 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 student.
- Coordinating therapies, interventions or services with assistive technology
  - Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.
- Maintenance, repair, and replacement as needed
  - Maintaining, repairing, or replacing assistive technology

(IDEA 34 CFR 300.6)

According to the United States Department of Education, these implementation services still apply to simple AT devices such as pencil grips as described in the following:

While providing a needed AT device is a critical component of meeting the IDEA's AT requirement, AT services are important and must be considered by a child's IEP Team because they directly assist a child with a disability in the selection, acquisition, or use of an AT device. AT services also ensure that parents and families, teachers and related service providers receive training on how to use and implement the device as well as ensure coordination so that the AT device provided to the child can be used correctly and consistently both in school and at home. For example, if an IEP Team determines that a child needs a pencil grip as an AT device to improve the child's grasp of a pencil, the AT service could include testing out multiple pencil grips, selecting the appropriate pencil grip, training the child's parents and teachers on the correct way to use the pencil grip and developing strategies to support the child in using the pencil grip throughout the day.

(USDOE, 2024, p. 2)

The Quality Indicators of Assistive Technology provide more clarity toward the importance of creating a "well-thought-out implementation plans" to ensure "educators, students, and families understand what must happen for a student's successful AT Use (Bowser et al., 2015 p. 150)." It provides seven major indicators to examine when creating implementation plans:

Quality Indicators of Assistive Technology Implementation

1. Assistive technology implementation proceeds according to a collaboratively developed plan.

Intent: Following IEP development, all those involved in implementation work together to develop a written action plan that provides detailed information about how the AT will be used in specific educational settings, what will be done and who will do it.

2. Assistive technology is integrated into the curriculum and daily activities of the student across environments.

Intent: Assistive technology is used when and where it is needed to facilitate the student's access to, and mastery of, the curriculum. Assistive technology may facilitate active participation in educational activities, assessments, extracurricular activities, and typical routines.

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.

Intent: All persons who work with the student know their roles and responsibilities, are able to support the student using assistive technology, and are expected to do so.

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.

Intent: When and where appropriate, students are encouraged to consider and use alternative strategies to remove barriers to participation or performance. Strategies may include the student's natural abilities, use of assistive technology, other supports, or modifications to the curriculum, task or environment.

5. Learning opportunities for the student, family and staff are an integral part of implementation.

Intent: Learning opportunities needed by the student, staff, and family are based on how the assistive technology will be used in each unique environment. Training and technical assistance are planned and implemented as ongoing processes based on current and changing needs.

6. Assistive technology implementation is initially based on assessment data and is adjusted based on performance data.

Intent: Formal and informal assessment data guide initial decision-making and planning for AT implementation. As the plan is carried out, student performance is monitored and implementation is adjusted in a timely manner to support student progress.

7. Assistive technology implementation includes management and maintenance of equipment and materials.

I**ntent:** For technology to be useful it is important that equipment management responsibilities are clearly defined and assigned. Though specifics may differ based on the technology, some general areas may include organization of equipment and materials; responsibility for acquisition, set-up, repair, and replacement in a timely fashion; and assurance that equipment is operational.

COMMON ERRORS

1. Implementation is expected to be smooth and effective without addressing specific components in a plan. Team members assume that everyone understands what needs to happen and knows what to do.
2. Plans for implementation are created and carried out by one IEP team member.
3. The team focuses on device acquisition and does not discuss implementation.
4. An implementation plan is developed that is incompatible with the instructional environments.
5. No one takes responsibility for the care and maintenance of AT devices and so they are not available or in working order when needed.
6. Contingency plans for dealing with broken or lost devices are not made in advance.

Bowser et al., 2015. (pp. 347-349).

The Quality Indicator of AT Implementation fulfills a crucial role in ensuring the successful integration of assistive technology (AT) into educational settings. By following best practices outlined in these indicators, educational agencies can provide adequate training, ongoing support, and necessary accommodations to facilitate the effective use of AT by students with disabilities. Through comprehensive implementation plans, educators and support staff can seamlessly integrate AT into instructional practices, fostering student engagement, independence, and academic success. Educational agencies can create inclusive environments where AT becomes an integral part of the educational experience, enhancing student learning outcomes and promoting their overall educational journey. (See Appendix D for Self-Evaluation Matrices for AT Implementation.

Louisiana AEM Implementation Guide

The LA-AEM Implementation Guide was developed as a working model to ensure effective AT integration that includes legal requirements of IDEA and best practices provided by the QIAT. Any implementation plan should be completed by the IEP team with possible assistance from other stakeholders within the LEA which may include assistive technology specialists. The LA-AEM Implementation Guide is broken down into the recommended criteria for planning:

Initial Information Gathering

The IEP team begins by documenting basic information about the student and the team members involved. They also establish a tentative date to update the Implementation plan. This meeting may take place before the next annual IEP meeting if new IEP members will be working with the student and the device. If the AT device is part of an ongoing trial then the team attaches the LA-AEM Trial Use of AT Guide. Furthermore, specific device information is documented, including a method of device identification (such as a number or tag), the application name and version (if applicable), and the device's owner. This systematic approach ensures that all pertinent details are recorded for a successful AT implementation.

AT Service Information Part 1: Maintenance and Support

Maintenance and support are essential aspects of assistive technology (AT) implementation. This involves tasks like calibration, charging, repair, battery replacement, mounting, programming, and customization. To ensure these tasks are handled effectively, it's important to assign responsible individuals for each maintenance and support need. Additionally, establish clear contact methods for these responsible parties. In case immediate assistance isn't available, a contingency plan should be in place; for example, this may include low-tech alternatives for nonfunctioning high-tech tools. The team should consider how the device will be moved between different environments during the day which may include classrooms, gym, cafeteria, recess, hallways, and home. This ensures that the device remains accessible and functional in various settings. Lastly, designate individuals responsible for training both family members and staff on proper device use and support.

AT Service Information Part 2: AT training for family, staff, and student

Several key considerations are necessary to ensure the successful integration and use of the device. Firstly, the IEP team should align related IEP goals or trial use criteria with the AT device to ensure its effectiveness over time and that it is purposefully used. This alignment guarantees that the device's integration serves the student's educational and functional needs, promoting a more comprehensive and targeted approach to its implementation. Secondly, It is important to identify the necessary skills for staff and/or family members to effectively incorporate the device into the student's routine. Similarly, team members should also identify the essential skills the student requires to use the device effectively. Thirdly, the IEP team should assess whether the device or software will impact how the student submits and receives assignments in their classes; this may include print and/or digital mediums. If a potential barrier exists, the team can identify the skills, processes, and/or steps needed by both students and staff to overcome these challenges.

AT Training and Documentation Log

A documentation log serves as a structured record for keeping track of vital training information for individuals who require proficiency in using these devices and services. It encompasses essential details such as the individuals designated for training, the specific training requisites, the training location, the duration of the training, and the date of its completion. Training plays a pivotal role within the implementation plan as it ensures that those responsible for utilizing AT devices and services possess the requisite skills and knowledge to do so effectively. Consequently, this contributes to the successful integration and utilization of AT to achieve educational or functional goals.

AT Action Plan

An assistive technology action plan is a detailed framework that outlines the specific requirements and strategies needed to support individuals with disabilities in educational settings. This component provides support for complex devices, services, and educational environments.

Quality Indicators of Evaluation of AT Effectiveness

1. Team members share clearly defined responsibilities to ensure that data are collected, evaluated, and interpreted by capable and credible team members.

Intent: Each team member is accountable for ensuring that the data collection process determined by the team is implemented. Individual roles in the collection and review of the data are assigned by the team. Data collection, evaluation, and interpretation are led by persons with relevant training and knowledge. It can be appropriate for different individual team members to conduct these tasks.

2. Data are collected on specific student achievement that has been identified by the team and is related to one or more goals.

Intent: In order to evaluate the success of assistive technology use, data are collected on various aspects of student performance and achievement. Targets for data collection include the student's use of assistive technology to progress toward mastery of relevant IEP and curricular goals and to enhance participation in extracurricular activities at school and in other environments.

3**. Evaluation of effectiveness includes the quantitative and qualitative measurement of changes in the student's performance and achievement.**

I**ntent:** Changes targeted for data collection are observable and measurable, so that data are as objective as possible. Changes identified by the IEP team for evaluation may include accomplishment of relevant tasks, how assistive technology is used, student preferences, productivity, participation, and independence, quality of work, speed and accuracy of performance, and student satisfaction, among others.

4. Effectiveness is evaluated across environments during naturally occurring and structured activities.

Intent: Relevant tasks within each environment where the assistive technology is to be used are identified. Data needed and procedures for collecting those data in each environment are determined.

5. Recommendations from Assistive Technology assessments are based on data about the student, environments, and tasks.

I**ntent:** The assessment includes information about the student's needs and abilities, demands of various environments, educational tasks, and objectives. Data may be gathered from sources such as student performance records, results of experimental trials, direct observation, interviews with students or significant others, and anecdotal

records.

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.

Intent: A written rationale is provided for any recommendations that are made. Recommendations may include assessment activities and results, suggested devices and alternative ways of addressing needs, services required by the student and others, and suggested strategies for implementation and use.

7. Assistive Technology needs are reassessed any time changes in the student, the environments and/or the tasks result in the student's needs not being met with current devices and/or services.

Intent: An Assistive Technology assessment is available any time it is needed due to changes that have affected the student. The assessment can be requested by the parent or any other member of the IEP team.

Common Errors

- Procedures for conducting AT assessment are not defined, or are not customized to meet the student's needs.
- A team approach to assessment is not utilized.
- Individuals participating in an assessment do not have the skills necessary to conduct the assessment, and do not seek additional help.
- Team members do not have adequate time to conduct assessment processes, including necessary trials with AT.
- Communication between team members is not clear.
- The student is not involved in the assessment process.
- When the assessment is conducted by any team other than the student's IEP team, the needs of the student or expectations for the assessment are not communicated.

Bowser et al., 2015. (pp. 349-352).

The Quality Indicator of Evaluation of AT Effectiveness holds significant importance in the ongoing process of assessing the impact and outcomes of assistive technology (AT) interventions. By systematically evaluating the outcomes of AT implementation, educational agencies can make informed decisions about the continued use of specific AT devices or services. This process allows for adjustments and refinements to be made based on individual student needs and evolving requirements. By adhering to this quality indicator, educational agencies can continuously improve AT practices, optimize student outcomes, and ensure the provision of high-quality AT services for students with disabilities.

Updating the Implementation Plan

Updating an assistive technology (AT) implementation plan in a school system holds practical significance. The educational landscape is ever-changing, with new technology and evolving student needs. An outdated plan may not

effectively serve students with disabilities, nor any new personnel who did not receive initial training. Regular updates ensure that the plan incorporates the latest AT tools and services, providing students with access to the most relevant resources. Moreover, updates allow for input from educators, students, and families, making the plan more responsive to real-world challenges. This process also helps the school system remain compliant with legal requirements related to AT services, ensuring students' rights are protected.

AT and IEP Goals

A pivotal approach for conducting long-term evaluations of assistive technology (AT) effectiveness involves establishing a clear connection between the utilization of AT devices and IEP goals. By aligning the use of AT with the student's IEP objectives, educators can track progress, measure outcomes, and ascertain the impact of AT on the student's educational journey. There are three primary ways in which AT can be connected to IEP goals, enabling targeted support and effective implementation.

1. The AT device is explicitly incorporated into the annual goal serving as a tool to attain academic or functional objectives successfully.
2. In cases where significant learning curves are anticipated or as an objective within other annual goals, the successful operation of the AT device itself becomes the goal.
3. The presence of the AT device is solely referenced in the Present Level of Academic Achievement and Functional Performance (PLAAFP) when its mere existence within the student's environment is necessary for achieving academic success.

(See next chapter for more details regarding documentation and goal writing)

CITATIONS

Bowser, G., Carl, D. F., Fonner, K., Foss, T. V., & [Author Names of 7 others] (2015). *Quality indicators for assistive technology: A comprehensive guide to assistive technology services*. CAST Professional Publishing.

Individuals With Disabilities Education Act, 20 U.S.C. § 1400 (2004).

Ohio Center for Autism and Low Incidence (OCALI). (2013). *2013 Assistive Technology Resource Guide*. Unpublished document. Retrieved from https://www.ocali.org/up_doc/AT_Resource_Guide_2013.pdf

United States Department of Education. (2024, January 29). *Myths and facts surrounding assistive technology devices and services. Individuals with Disabilities Education Act.* Retrieved from https://sites.ed.gov/idea/idea-files/myths-and-facts-surrounding-assistive-technology-devices-and-services/

CHAPTER 6: IEP DOCUMENTATION

Although IDEA does not dictate any precise requirements for IEP documentation of assistive technology, it is one of the only measures of effective assistive technology integration and planning. By documenting AT within the IEP, the educational team communicates their commitment to addressing the student's needs comprehensively. It also enables effective collaboration among team members, including parents, educators, AT specialists, and related service providers. The documentation serves as a reference point for ongoing assessment, progress monitoring, and decision-making, ensuring that the AT supports remain aligned with the student's evolving needs and goals. The QIAT emphasizes the five indicators of assistive technology documentation as follows:

Quality Indicators of IEP Documentation

1. The education agency has guidelines for documenting assistive technology needs in the IEP and requires their consistent application.

Intent: The education agency provides guidance to IEP teams about how to effectively document assistive technology needs, devices, and services as a part of specially designed instruction. related services, or supplementary aids and services

2. All services that the IEP team determines are needed to support the selection, acquisition, and use of assistive technology devices are designated in the IEP.

Intent: The provision of assistive technology services is critical to the effective use of assistive technology devices. It is important that the IEP describes the assistive technology services that are needed for student success. Such services may include evaluation, customization or maintenance of devices, coordination of services, and training for the student and family and professionals, among others.

3. The IEP illustrates that assistive technology is a tool to support achievement of goals and progress in the general curriculum by establishing a clear relationship between student needs, assistive technology devices and services, and the student's goals and objectives.

I**ntent:** Most goals are developed before decisions about assistive technology are made. However, this does not preclude the development of additional goals, especially those related specifically to the appropriate use of assistive technology.

4. IEP content regarding assistive technology use is written in language that describes how assistive technology contributes to achievement of measurable and observable outcomes.

Intent: Content which describes measurable and observable outcomes for assistive technology use enables the IEP team to review the student's progress and determine whether the assistive technology has had the expected impact on student participation and achievement.

5. Assistive technology is included in the IEP in a manner that provides a clear and complete description of the devices and services to be provided and used to address student needs and achieve expected results.

Intent: IEPs are written so that participants in the IEP meeting and others who use the information to implement the student's program understand what technology is to be available, how it is to be used, and under what circumstances. "Jargon" should be avoided.

Common Errors

1. IEP teams do not know how to include AT in IEPs.
2. IEPs including AT use a "formula" approach to documentation. All IEPs are developed in similar fashion and the unique needs of the child are not addressed.
3. AT is included in the IEP, but the relationship to goals and objectives is unclear.
4. AT devices are included in the IEP, but no AT services support the use.
5. AT expected results are not measurable or observable.

Bowser et al., 2015. (pp. 345-346).

The Quality Indicator of IEP Documentation holds immense significance in the development of comprehensive and tailored Individualized Education Programs (IEPs) for students with disabilities. This indicator emphasizes the need for clear, detailed, and individualized documentation that accurately reflects the student's unique needs, goals, and necessary support. By following this indicator, educational agencies can ensure that IEPs are meaningful, measurable, and aligned with the student's specific educational objectives. Through transparent goal-setting, personalized accommodations and modifications, thoughtful transition planning, and active engagement of parents and students, the IEP documentation becomes a powerful tool for effective communication, collaboration, and accountability among all stakeholders involved.

It also serves as a comprehensive resource that conveys all assistive technology (AT) considerations and assessment details to future teams working with the student, even if those teams are entirely new to the student's case. This documentation not only provides an academic career perspective on the student's unique needs but also outlines the strategies and tools that have proven effective in the past. As a result, it facilitates a smooth transition between educators and support teams, enabling them to build upon the knowledge and insights gathered in previous IEPs and ensuring that the student receives consistent and tailored AT support throughout their educational journey. (See Appendix D for Self-Evaluation Matrices for IEP Documentation)

Documentation of AT Consideration

All of the following examples may be written in the assistive technology need section of the general student information page in the IEP.

1. IEP team determines that current AT no longer effective for the student

- Example indicating need to reassess AT supports for written communication:

Sophie, a high school student, has a documented reading disability that significantly impacts her comprehension and fluency.

Despite receiving support through assistive technology, her current AT tools primarily focus on text-to-speech functionality. While this has helped her access written content more effectively, Sophie continues to struggle with retaining and synthesizing information. She experiences difficulty in organizing her thoughts and expressing them in written form, hindering her ability to complete assignments and demonstrate her understanding.It is evident that Sophie would benefit from reassessing her AT supports for written expression.

- Example indicating need to reassess AT supports for reading difficulty:

Michael is a high school student with a significant reading disability that affects his ability to decode and recognize words accurately.

While he benefits from text-to-speech software, he still struggles to independently read printed materials, including textbooks and handouts. An AT reassessment could involve evaluating the suitability of a handheld reading device with OCR capabilities and/or expanding his access to digital versions of printed text more effectively.

- Example indicating the need to reassess the augmentative communication device:

Emma is a teenager with a progressive degenerative disorder that affects her motor skills and speech production.

She currently uses a low-tech communication board with symbols to communicate her basic needs and participate in social interactions. She becomes frustrated when a word she is looking for is not on her board, or when she is trying to ask advanced questions. She clearly desires a more efficient and versatile means of communication. An AT reassessment could explore high-tech AAC devices with dynamic displays, text-to-speech capabilities, and customizable vocabulary options to enable Emma to express herself more independently and effectively.

2. IEP team determines that student will require an AT assessment

- Example indicating need for an AT assessment:

Sarah is a high school student with a visual impairment.

She currently uses a screen magnifier software to access digital materials, but she struggles with lengthy reading assignments. Due to eye fatigue and decreased reading speed, Sarah requires additional time to complete her readings, impacting her overall productivity and ability to keep up with class assignments. An AT assessment is needed to explore options such as text-to-speech software, audio books, or refreshable braille displays to support Sarah in accessing and processing longer texts more efficiently.

- Example indicating need to explore assistive technologies for self-help skills:

Emily is a preschooler with a physical disability that affects her fine motor skills.

She currently requires assistance from an adult to dress and undress during self-care routines, such as putting on and taking off her shoes and socks. An assessment of assistive technologies may involve exploring adaptive clothing options, such as shoes with Velcro closures or clothing with easy-grip fasteners, to support Emily in independently managing her dressing routine.

- Example indicating need to explore augmentative communication needs:

Lily is a preschool child with autism spectrum disorder who has difficulty using spoken language to express her thoughts and needs.

She primarily uses single words and simple phrases to communicate, which limits her ability to engage in meaningful conversations. An assessment of augmentative communication is required to explore dedicated AAC devices to enhance Lily's expressive language skills and support her communication development.

3. Student's Current AT Is Effective

- Example indicating adequate consideration and inclusion of AT for reading difficulties:

John is a high school student with dyslexia.

He successfully uses text-to-speech software on his laptop to access digital textbooks and other written materials. This AT solution allows him to listen to the text while following along visually, improving his reading comprehension and enabling him to keep up with his peers academically.

- Example indicating adequate consideration and inclusion of AT for computer access:

Rachel is a high school student with a physical disability.

She utilizes a switch access system to control her computer and access educational software. By using switches that are adapted to her motor abilities, she can navigate through computer programs, interact with educational games, and complete assignments independently.

- Example indicating adequate consideration and inclusion of AT for visual difficulties:

Ava is a middle school student with a visual impairment.

She utilizes an electronic braille notetaker to take notes during lectures. The device allows her to type in braille, and the notes are displayed in both braille and digital text format. This AT solution enhances her note-taking. Her former assessment and results were filed with the IEP.

4. AT is not Required

- *Katie is a first grade student that receives speech therapy services for articulation.*

She has been making significant progress for her language goals, and there are no major barriers to communication. The IEP team considered AAC systems but it is not needed at this time.

- *John is a fifth grade student with attention deficit hyperactivity disorder (ADHD).*

He has been completing all assignments and managing his materials with the help of accommodations such as extra time, copy of notes, schedule/planner, and small group testing. The IEP considered note taking software, and electronic reminder AT; however, this is not required due to his success and growth.

- *Andrew is an eighth grade student with epilepsy.*

He has outstanding grades, and can access all classroom materials. His accommodations and health plan address his wellness effectively across the school day. AT is not required at this time.

IEP Goal Writing

As discussed in the previous chapter, AT can be written into IEP goals the following three ways:

1. Assistive Technology as a tool to achieve a academic or functional goal

Present Level of Academic Achievement and Functional Performance: John struggles to complete lengthy assignments in his 3rd grade ELA class. Writing results in both hand/muscle fatigue, and nearly illegible assignments due to his dysgraphia. He can convey clear arguments and points related to classwork when giving answers orally, but assessments still indicate he struggles with punctuation.

Annual Goal: Given classroom assignments, John will use a tablet with a speech to text application to construct two paragraphs with correct subject verb agreement, and punctuation with 100% accuracy 5/5 trials

More:

- Jimmy will use a calculator to solve grade appropriate math word problems requiring operations of multiplication and division within a necessary step with 90% accuracy
- With the support of a word prediction software, Sarah will independently compose a five-paragraph essay on a given topic, demonstrating proper organization and coherence, with no more than three spelling or grammar errors.
- Using a communication app with aide language stimulation, David will independently initiate and engage in conversations with peers, initiating at least two back-and-forth exchanges, and demonstrating the ability to ask and respond to questions with appropriate content and language.

2. Goals and objectives for learning complex AT tools

Present Level of Academic Achievement and Functional Performance: Kim has cerebral palsy and struggles to communicate beyond turning her head to reject objects/activities, and moving her right arm. She struggles to grasp objects, however, can easily press a switch with both her head and right elbow.

Annual Goal: Given modeling and motivating activities, Kim will use her mounted head switch to step scan on a AAC device, and her elbow switch to make a selection 9 out of 10 times for 5 consecutive days

More:

- The student will adjust the volume of their communication device to accommodate noise level of the environment in 3 different environments on 2 of 5 opportunities.
- The student will indicate the device needs to be charged or will independently charge the device on 2 of 5 opportunities a week.
- The Student will demonstrate the ability to effectively use the joystick control of a powered wheelchair, accurately maneuvering in tight spaces, making turns, and reversing without colliding with obstacles, achieving 80% accuracy in simulated and real-life situations.

- The student will independently calibrate eye gaze and demonstrate accurate selection of targets within the eye gaze software with 80% proficiency across various tasks and environments.

3. Assistive Technology that indirectly impact goals as part of the PLAAFP

Present Level of Academic Achievement and Functional Performance: Jason has a cochlear implant for two years now. In the classroom, he occasionally loses focus and struggles to follow 3 step directions or more. He is provided with a Wireless FM Amplifier that is available in all school environments.

Annual Goal: Given verbal direction involving more than 3 steps, Jason will correctly complete these requests in the correct sequence with 100% accuracy in 5/5 trials...

More AT Devices:

- Wheelchair Tray
- Adapted Chairs
- Adapted Paper
- Fluorescent Light Covering
- Teacher Voice Amplifier

CITATIONS

Bowser, G., Carl, D. F., Fonner, K., Foss, T. V., & [Author Names of 7 others] (2015). *Quality indicators for assistive technology: A comprehensive guide to assistive technology services*. CAST Professional Publishing.

Ohio Center for Autism and Low Incidence (OCALI). (2013). *2013 Assistive Technology Resource Guide*. Unpublished document. Retrieved from https://www.ocali.org/up_doc/AT_Resource_Guide_2013.pdf

CHAPTER 7: ADMINISTRATIVE SUPPORT FOR ASSISTIVE TECHNOLOGY

Administrative support for assistive technology (AT) is of paramount importance in ensuring successful implementation and utilization of AT across an entire educational agency. Administrators play an important role in creating an inclusive and supportive environment where AT can flourish. Their support is essential in establishing policies, allocating resources, and fostering a culture that values and embraces AT as an integral part of the educational process. Administrators can provide guidance, leadership, and advocacy for AT initiatives, ensuring that they are prioritized in budgeting, professional development, and strategic planning. The QIAT provides seven indicators for administrative support of assistive Technology. (See Appendix D for Self-Evaluation Matrices)

Quality Indicators of Administrative Support of Assistive Technology

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).

Intent: Clearly written procedural guidelines help ensure that students with disabilities have the assistive technology devices and services they require for educational participation and benefit. Access to assistive technology is ensured regardless of severity of disability, educational placement, geographic location, or economic status.

2. The education agency broadly disseminates clearly defined procedures for accessing and providing assistive technology services and supports the implementation of those guidelines.

Intent: Procedures are readily available in multiple formats to families and school personnel in special and general education. All are aware of how to locate the procedures and are expected to follow procedures whenever appropriate.

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.

Intent: Appropriate responsibilities and the knowledge, skills, and actions required to fulfill them are specified for positions from the classroom through the central office. These descriptions will vary depending upon the position and may be reflected in a position description, assignment of duty statement, or some other written description.

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.

Intent: Although different knowledge, skills, and levels of understanding are required for various jobs, all understand and are able to fulfill their parts in developing and maintaining a collaborative system of effective assistive technology services to students.

5. The education agency includes assistive technology in the technology planning and budgeting process.

Intent: A comprehensive, collaboratively developed technology plan provides for the technology needs of all students in general education and special education.

6. The education agency provides access to on-going learning opportunities about assistive technology for staff, family, and students.

Intent: Learning opportunities are based on the needs of the student, the family, and the staff and are readily available to all. Training and technical assistance include any topic pertinent to the selection, acquisition, or use of assistive technology or any other aspect of assistive technology service delivery.

7. The education agency uses a systematic process to evaluate all components of the agency-wide assistive technology program.

Intent: The components of the evaluation process include, but are not limited to, planning, budgeting, decision-making, delivering AT services to students, and evaluating the impact of AT services on student achievement. There are clear, systematic evaluation procedures that all administrators know about and use on a regular basis at central office and building levels.

Common Errors

1. If policies and guidelines are developed, they are not known widely enough to assure equitable application by all IEP teams.
2. It is not clearly understood that the primary purpose of AT in school settings is to support the implementation of the IEP for the provision of a free, appropriate, public education (FAPE).
3. Personnel have been appointed to head AT efforts, but resources to support those efforts have not been allocated. (Time, a budget for devices, professional development, etc.)
4. AT leadership personnel try to or are expected to do all of the AT work and fail to meet expectations.
5. AT services are established but their effectiveness is never evaluated.

Bowser et al., 2015. (pp. 354-357).

Written Policies and Procedures

Although there are no federal or state laws requiring LEAs to follow the above guidelines, it is considered best practice in the field of assistive technology to maintain up-to-date written policies and procedures. Enhancing local capacity hinges on establishing assistive technology guidelines, ensuring that IEP teams have ongoing access to a robust process model and best practices. Assistive technology teams may consider the following when creating their written policies and procedures:

- Create policies and procedure for every aspect of the Quality Indicators of Assistive Technology: Consideration of AT Needs, Assessment of AT Needs, AT in the Individualized Education Program (IEP, AT Implementation, Evaluation of Effectiveness of AT, AT in Transition, Administrative Support for AT, and AT Professional Development.
- Include specific personnel responsibilities and contact information to ensure transparency and clarity for IEP teams and stakeholders.
- Include a diagram or flowchart for how AT Consideration, AT assessment (AT Trials), AT implementation, and IEP Documentation is expected to proceed.

- Include sample documentation of AT in the IEP including the General Student Information Section, Accommodations, and Goals.
- Indicate how, when, and who will contact external agencies for expertise on specific Assistive Technologies.
- Establish guidelines for addressing privacy and confidentiality concerns related to AT documentation and student information.
- Develop protocols for periodic reviews and updates of AT policies and procedures to adapt to evolving technologies and educational practices
- Include guidelines and timeframes for storing and transferring AT equipment especially when the student is moving schools and/or settings.
- Include periodic review periods to evaluate and update LEA's AT policies and procedures.
- Include policy for assistive technology items that could become restrictive if used inappropriately without proper assessment and planning.

Dissemination of AT Policies and Procedures

The dissemination of clearly defined procedures for accessing and providing assistive technology (AT) services is a critical component of ensuring IEP teams, staff, and parents follow LEA expectations and their established processes. The following are suggested action steps when determining the most effective methods for disseminating policies and procedures across an education agency:

- Include a copy of the LEA's AT policies and procedures in every Student Building Level Committee room
- Have Officially Designated Representatives (ODR) sign for a copy of the LEA's AT policies and procedures annually.
- Maintain a copy of AT policies and procedures on the LEA's website. Also include individual links to each subsections of the document to make finding specific information easier than searching the bulk document.
- Include copies in annual special education training for staff.
- Ensure LEA's AT policies and procedures are accessible for those with disabilities.

Self Evaluation and Monitoring

Local educational agencies undertake self-evaluation and monitoring as vital mechanisms to ensure the adequacy and enforcement of Assistive Technology (AT) policies and procedures by each Individualized Education Program (IEP) team. Through self-evaluation, agencies systematically review their AT policies and procedures, examining their alignment with legal mandates, best practices, and the evolving needs of students with disabilities. This process involves assessing the clarity, accessibility, and comprehensiveness of AT guidelines to ensure they address diverse learning needs effectively. Furthermore, agencies analyze the consistency and fidelity of AT implementation across IEP teams, identifying areas of strength and areas for improvement to enhance the overall quality of AT services. LEA's may consider the following bullets when planning to monitor assistive technology to ensure FAPE, state law, and their policies and procedures are enforced.

- During traditional self-monitoring periods for IEP organization and documentation additionally ensure that selected IEP's have:
  - Documented and demonstrated AT consideration
  - Made clear connections between AT and IEP goals
  - Created implementation plans for AT devices and services
  - Described maintained AT devices and services stated in the IEP
  - Indicate all major changes to AT services

- The LEA's assistive technology team may additionally utilize the Quality Indicators of Assistive Technology Matrices to rate the agencies AT service delivery on a national level using its scaled scoring system. These are located in Appendix D for each quality indicator of assistive technology.

Professional Training and Development for Education Staff

Regular professional development on assistive technology ensures that all LEA staff comprehend their duties regarding AT consideration, assessment, documentation, and implementation. Moreover, it serves as a platform for the LEA to identify any areas of AT need or concern that may necessitate supplementary training beyond the agency, such as through online resources or specialized conferences. This ongoing training fosters a culture of inclusivity and proficiency within the LEA, equipping staff with the knowledge and skills to effectively address the diverse needs of students with disabilities. Additionally, it encourages collaboration and innovation, as educators explore new AT tools and strategies to enhance learning outcomes for all learners. The QIAT provides seven indicators of critical importance:

Quality Indicators of Professional Development and Training in Assistive Technology

1. Comprehensive assistive technology professional development and training supports the understanding that assistive technology devices and services enable students to accomplish IEP goals and objectives and make progress in the general curriculum.

Intent: The Individuals with Disabilities Education Act (IDEA) requires the provision of a free and appropriate public education (FAPE) for all children with disabilities. The Individualized Education Program (IEP) defines FAPE for each student. The use of AT enables students to participate in and benefit from FAPE. The focus of all AT Professional Development and training activities is to increase the student's ability to make progress in the general curriculum and accomplish IEP goals and objectives.

2. The education agency has an AT professional development and training plan that identifies the audiences, the purposes, the activities, the expected results, evaluation measures and funding for assistive technology professional development and training.

Intent: The opportunity to learn the appropriate techniques and strategies is provided for each person involved in the delivery of assistive technology services. Professional development and training are offered at a variety of levels of expertise and are pertinent to individual roles..

3. The content of comprehensive AT professional development and training addresses all aspects of the selection, acquisition and use of assistive technology.

Intent: AT professional development and training addresses the development of a wide range of assessment, collaboration and implementation skills that enable educators to provide effective AT interventions for students. The AT professional development and training plan includes, but is not limited to: collaborative processes; the continuum of tools, strategies and services; resources; legal issues; action planning; and data collection.

4. **AT professional development and training addresses and is aligned with other local, state and national professional development initiatives.**

Intent: For many students with disabilities, assistive technology is required for active participation in local, state and national educational initiatives. Content of the professional development and training includes information about how the use of assistive technology supports the participation of students with disabilities in these initiatives.

5. Assistive technology professional development and training includes ongoing learning opportunities that utilize local, regional, and/or national resources.

Intent: Professional development and training opportunities enable individuals to meet present needs and increase their knowledge of AT for use in the future. Training in AT occurs frequently enough to address new and emerging technologies and practices and is available on a repetitive and continuous schedule. A variety of AT professional development and training resources are used.

6. Professional Development and Training in assistive technology follows research-based models for adult learning that include multiple formats and are delivered at multiple skill levels.

Intent: The design of professional development and training for AT recognizes adults as diverse learners who bring various levels of prior knowledge and experience to the training and can benefit from differentiated instruction using a variety of formats and diverse timeframes (e.g., workshops, distance learning, follow-up assistance, ongoing technical support).

7. The effectiveness of assistive technology professional development and training is evaluated by measuring changes in practice that result in improved student performance.

I**ntent:** Evidence is collected regarding the results of AT professional development and training. The professional development and training plan is modified based on these data in order to ensure changes in educational practice that result in improved student performance.

Common Errors

1. The educational agency does not have a comprehensive plan for ongoing AT professional development and training.
2. The educational agency's plan for professional development and training is not based on AT needs assessment and goals.
3. Outcomes for professional development are not clearly defined and effectiveness is not measured in terms of practice and student performance.
4. A continuum of ongoing professional development and training is not available.
5. Professional development and training focuses on the tools and not the process related to determining student needs and integrating technology into the curriculum.
6. Professional development and training is provided for special educators but not for administrators, general educators and instructional technology staff.

Bowser et al., 2015. (pp. 357-360).

Following the above indicators for professional development and training in assistive technology, educational institutions can ensure that their staff are equipped with the necessary knowledge and skills to support students with diverse learning needs. By implementing targeted workshops, seminars, and hands-on training sessions, educators can deepen their understanding of assistive technology considerations, assessments, documentation, and implementation strategies. Incorporating collaborative learning opportunities and mentorship programs fosters a culture of continuous improvement and peer support within the institution. The following bullets provide additional support when planning for AT professional development:

- AT for new staff should be available at multiple points in the year. This ensures that personnel beginning their jobs in the middle of the school year can still support AT services, devices, and FAPE.
- Staff that are considered experts in specialized fields in assistive technology, such as Alternative and Augmentative Communication, profoundly benefit from workshops and conferences that focus on the latest practices and standards available for their students.
- Disseminating a LEA's AT plan is not a substitute for providing training on policies and procedures for AT support. Establishing a culture of training, self-monitoring, and encouragement is essential to enhance an agency's assistive technology capacity.

Special Considerations and Frequently Asked Questions

Is the student allowed to use the same assistive technology device on state wide testing?

Statewide testing facilitates the utilization of assistive technologies and accommodations across all standardized tests. A variety of tools, including masking and text-to-speech functions, are readily accessible for online assessments. Nonetheless, certain assistive technologies may necessitate secondary devices, underscoring the importance of adhering to the appropriate procedures and protocols for their implementation. It is imperative to maintain open communication with the Local Education Agency's (LEA) testing coordinator and refer to the annual state testing guides for comprehensive guidance on accommodations**.**

Must an LEA provide what an outside expert recommends regarding Assistive Technology?

The IEP team must consider all relevant data when making decisions regarding assistive technology devices and services. It is their responsibility to determine any required AT devices and services (IDEA 2004, Section 300.324). If the IEP team, including parents, cannot reach a consensus then the necessary due process procedures for disagreements stated in IDEA should be followed (IDEA 2004, Section 300.532).

Should assistive technology be sent to home environments for use?

"IDEA's definition of an AT 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 'functional capabilities" is not exclusive to academic classroom time. Additionally, IDEA states that LEA-purchased AT may be used at home or other locations if the IEP Team determines their use is necessary to provide FAPE to the child (USDOE, 2024, p. 7)."

Who is responsible for an AT device that is owned by the students parents, but sent to school?

"AT devices and services written into the IEP are the responsibility of the [LEA]. There may be flexibility if the parent and the LEA agree on using a child's device instead of using an LEA's AT device. If the LEA and the parent agree that a child's AT device (e.g., a smartphone) should be used instead of an AT device provided by the LEA, there are issues that should be addressed to ensure that both the parent and the LEA understand their responsibilities. These issues can be addressed in the child's IEP, or in another document that is available to the parent and relevant staff in the school and the LEA. Potential topics include:

- Acknowledging that the use of the child's own AT device is voluntary, and the parent may choose an LEA-supplied AT device at any time;
- Determining when an AT device may be used as part of the child's special education, related services and supplementary aids and services, and when the device should not be used;
- Providing professional development, training or technical assistance of LEA staff on how to support the child using the AT device;
- Factoring additional costs associated with the AT device including subscriptions, software/app costs, data usage, maintenance, repair and replacement costs;
- Installing and updating security software if the AT device connects to the LEA's network; and
- Ensuring that the LEA will not discipline the child for using their own device as an AT device.

Ultimately, if the LEA and the parent cannot come to agreement on the use of the child's own device as an AT device, the LEA must make an appropriate AT device available for the child. (USDOE, 2024, p. 11-12)."

Can a student who has a 504 plan receive assistive technology

A 504 plan is a legal document created under Section 504 of the Rehabilitation Act of 1973 (Rehabilitation Act of 1973, Section 504). This civil rights law prohibits discrimination against individuals with disabilities in programs receiving federal financial assistance, ensuring students with disabilities have access to educational accommodations and support for academic success (Rehabilitation Act of 1973, Section 504). While the Individuals with Disabilities Education Act (IDEA) provides specialized instruction for eligible students with disabilities (Individuals with Disabilities Education Act, 2004), Section 504 caters to students who don't qualify for special education under IDEA but still require accommodations and support to access education.

The use of assistive technology with a 504 plan isn't explicitly addressed in the Rehabilitation Act itself. However, Section 504 can encompass assistive technology as a reasonable accommodation to ensure equal access for students with disabilities (Rehabilitation Act of 1973, Section 504). Schools are legally obligated to provide reasonable accommodations outlined in a 504 plan.

The quality Indicators of assistive technology provide the following indicators for 504 and assistive technology:

Quality Indicators for Assistive Technology Within 504 plans

1. Awareness of Reasonable 504 Accommodations: The Awareness area describes the steps agencies take to make sure that 504 Teams are aware of the protections afforded to students with disabilities under Section 504, the AT services that are available to those students, and the agency processes to provide them.

- 504 teams reference approved guidance and resources to support the decision making process for making reasonable student accommodations within the agency.
- AT accommodations are identified as an option for all students eligible for 504 protection.
- Teams are aware of potential AT tools readily available within the agency and acquire additional AT when it is needed.
- Teams are aware and follow a process for acquiring recommended AT in a timely manner.

2. Determination of needs for AT devices and services as an Accommodation: The Determination area describes the steps an agency takes to identify and document the need for student AT devices and services as an accommodation to access FAPE.

- 504 decisions, regarding the need for AT devices and services are based on equal access to curricular and extracurricular activities, and progress in the general education curriculum.
- 504 accommodation decisions, including those related to AT, are made through a deliberate and collaborative decision making process that includes the use of information provided by educators, students, and family members such as:
  - formative assessments,
  - diagnostic assessments,
  - observation information,
  - annual assessments,
  - classroom work samples, and
  - previous use of AT or AT trials.
- 504 team members have the collective knowledge and skills needed to make informed AT decisions and seek assistance when needed.
- AT is clearly documented as an accommodation within the 504 plan.

3. Planning and Implementation: The Planning and Implementation area describes actions that a 504 team must take to make sure that students are able to use AT devices as accommodations in classrooms and other school settings.

- Everyone who works with the student knows how, when and where the AT accommodations will be used.
- AT implementation is documented in a collaboratively developed 504 plan.
- The 504 plan is widely disseminated to the student's teachers and others who are responsible for making sure the plan is implemented.
- The student, family and staff have the information and training they need to ensure the student can effectively use the AT identified in the 504 plan.
- AT accommodations are integrated into the curriculum and routinely used by the student in relevant daily activities across environments.
- The 504 team facilitates problem solving and coordination when the student experiences challenges using AT and/or current AT devices and services are not providing adequate access to FAPE.

4. Evaluation of Effectiveness: Evaluation of effectiveness addresses activities that 504 teams engage in to help ensure that AT is being effectively used by the student.

- The 504 team regularly reviews the effectiveness of the overall impact and effectiveness of accommodations, including AT.
- Data are collected to provide 504 teams with a means to analyze the extent to which AT provides student access to FAPE and to determine what changes, if any, are needed.
- Changes are made in the student's 504 accommodations when the 504 plan review and data indicate that changes are needed to improve student access to FAPE.
- The effectiveness and impact of the student's use of AT and any needed changes within the 504 plan are communicated to all stakeholders, including the student and family, relevant educators, and administration.

5. Administrative Support: This area defines the critical areas of administrative support and leadership for developing and delivering AT services. It involves the development of policies, procedures and other supports necessary to improve quality of services and sustain effective AT programs.

- The agency has written procedural guidelines for accessing and providing AT services that are consistent with federal, state and local laws to ensure FAPE for students with disabilities served under Section 504.
- The agency's written procedural guidelines about AT within the 504 process are broadly disseminated.
- The agency has a systematic process to handle grievances and complaints related to the use and support of AT or inaccessible instructional and information technology.
- The agency employs personnel with the competencies needed to support quality AT services within their primary areas of responsibility at all levels of the organization.
- The agency includes AT supports and services in the technology planning and budgeting process.

6. Professional Development and Training: Professional development and training describes critical features of AT training efforts for all staff and other key players in the AT program.

- The agency provides staff with opportunities for professional development on AT including ongoing learning opportunities that utilize local, regional, and, national resources.
- Professional development and training in AT follow research-based models for adult learning that include multiple formats, delivered at multiple skills levels and are driven by individual preferences and needs.
- AT professional development and training is aligned with other agency initiatives and/or services.
- The 504 Office leads by example and offers assistive and accessible technology professional development to all instructional staff.

7. Student Instruction About Section 504 AT Accommodations to Access FAPE: This area describes actions an agency takes to help students enhance participation, increase self awareness and problem solving related to the selection and use of AT for access to FAPE.

- The agency ensures that student is actively involved in the 504 planning, implementation and evaluation processes.
- The agency ensures that skills are explicitly taught so that the student can independently advocate for, use and problem solve when appropriate when AT is provided as a 504 accommodation in classrooms and other school settings.

- The agency identifies an individual who the student can go to for assistance when AT is provided as a 504 accommodation.

(Marsters & Bowser, n.d., pp. 1-4)

Can a student listed as a English Language Learner receive assistive technology?

The Every Student Succeeds Act (ESSA) emphasizes that states and school districts provide appropriate resources and support for ELLs to ensure their academic success (ESSA, 2015). While ESSA doesn't explicitly mention AT, it opens the door for schools to consider it as a potential support tool.

Furthermore, resources like the Louisiana English Learner Checklist include examples of accommodations that could be achieved through AT, such as audiobooks/novels, translation tools, and text-to-speech software for reading aloud (Louisiana Department of Education, n.d.). These resources demonstrate potential applications of AT for ELLs, even though there isn't a standardized approach for determining its appropriateness or specific legal cases directly supporting its use for ELLs outside special education or 504 plans.

Can weighted items/clothing be considered restrain and seclusion when implemented?

Weighted and pressure items can sometimes be considered a form of restraint or seclusion, depending on the context and how it is used. It is important to ensure that these technologies are implemented ethically and under professional guidance of an occupational therapist to support the individual's well-being and autonomy.

CITATIONS

Americans with Disabilities Act of 1990, Title II, Pub. L. No. 101-336, 104 Stat. 327 (1990).

Bowser, G., Carl, D. F., Fonner, K., Foss, T. V., & [Author Names of 7 others] (2015). *Quality indicators for assistive technology: A comprehensive guide to assistive technology services*. CAST Professional Publishing.

Every Student Succeeds Act (ESSA), Pub. L. No. 114-95, 129 Stat. 1801 (2015).

Individuals With Disabilities Education Act, 20 U.S.C. § 1400 (2004).

Louisiana Department of Education. (n.d.). Louisiana English Learner Accommodation Checklist. Retrieved from https://www.louisianabelieves.com/docs/default-source/english-learners/english-learner-program-handbook.pdf?sfvrsn=295891f_12

Marsters, A., & Bowser, G. (n.d.). *Quality Indicators for Assistive Technology Within 504 Plans*. Unpublished document. Retrieved from https://qiat.org/qiat-in-action/quality-indicators-for-assistive-technology-within-504-plans/

Rehabilitation Act of 1973, Section 504. Pub. L. No. 93-112, 87 Stat. 390 (1973).

United States Department of Education. (2024, January 29). Myths and facts surrounding assistive technology devices and services. Individuals with Disabilities Education Act. Retrieved from https://sites.ed.gov/idea/idea-files/myths-and-facts-surrounding-assistive-technology-devices-and-services/

Appendices
A-D

APPENDIX A

ASSISTIVE TECHNOLOGY CONSDIERATION GUIDE & RESOURCE COMPANION GUIDE

Louisiana AEM

Assistive Technology Consideration Form

Directions: This form is a tool to facilitate the assistive technology consideration process based on the SETT framework, WATI, and GPAT. Use the Assistive Technology Consideration Companion Guide as a reference for completing the following questions and prompts.		
Section 1. Use the AT Consideration Companion Guide to help Identify instructional areas and tasks concerning student IEP goals.	**Section 2.** Use the AT Consideration Companion Guide to help list accommodations, modifications, and strategies used to address designated instructional areas and tasks**.**	**Section 3.** Use the AT Consideration Companion Guide to explore possible assistive technology tools. List all assistive technology discussed as potentially beneficial to instructional areas and tasks, or any AT currently used. *(At least one potential device/service must be listed to demonstrate consideration)*
Section 4. Does the IEP team determine that current accommodations, modification, and strategies will lead to adequate success within instructional areas and tasks without the use of assistive technology? ☐ Yes , AT is not required. Document Results in the GSI ☐ No (Continue to section 5)	**Section 5.** ☐ AT is required. The IEP team knows the nature and extent of the AT devices/services needed and will address AT in the student's IEP, attain the device, and create an Implementation plan. ☐ AT may be required. The IEP determines that additional information is needed and will follow their LEA's policies and procedures to document results in the GSI, request additional AT screening, assessment, and possible AT trials by _____ Date.	

Assistive Technology Consideration Companion Guide

The following is a non exhaustive list of potential accommodations, modifications, strategies, and assistive technology according to instructional concerns. Use these examples as a reference when completing the assistive technology consideration form.

Section 1. Instructional Areas and Tasks	Section 2. Accommodations Modifications, and Strategies	Section 3. Assistive Technology
Writing/Written Composition • Fine Motor Writing • Spatial/Syntax • Composition	• Extended Time • Breaks • Student writes on test • Shorten Task • Copy of notes (teacher notes, class notes) • Alternative Assignment • Dictionary/Thesaurus/Spell Checker • Word Banks • Sentence Starters • Graphic Organizers • Answers Recorded • Transferred Answers	• Speech to Text • Slant Board • Word-Processor Software • Alternative Pencils • Pencil Grip • Adapted Paper • Touchscreen • Stylus • On Screen Keyboard • Adapted Keyboard • Equation Editor • Word Prediction • Spell/Grammar Check • Highlighting • Voice Recording • Tracking Aids and Masking (See Vision)

Reading
• Identify Letters
• Identify Letter Sounds
• Whole Word Recognition
• Decoding Words
• Comprehension
	• Extended Time
	• Read Aloud
	• Vocabulary List
	• Dictionary
	• Symbolized Text
	• Graphic Organizers
	• Lower Text Complexity
		• Text to Speech
		  ○ Optical Character Recognition
		  ○ Highlight Reading
		  ○ Page Reading
		• Audio Book
		• Digital Book
		• Tracking Aids and Masking (See Vision)

Math • Math Word Problems • Math Organization • Math Calculation • Math Expressions/ Writing	• Extended Time • Breaks • Shorten Task • Graphic Organizer • Scratch Paper • Answers Recorded • Answers Transferred	• Calculator • Adapted Paper • Manipulatives • Speech to Text • Equation Builder • Voice Recording • Talking Measuring Tools

Section 1. Instructional Areas and Tasks	Section 2. Accommodations Modifications, and Strategies	Section 3. Assistive Technology
Communication ● Receptive Language ● Expressive Language	● Communication Assistant/Task Description ● Prompting and Redirection ● Interpreter ● Preferential Seating ● Model Use of Communication Device ● Engineering Environment with Core Vocabulary ● Modify/Repeat/Model Directions	● Alternative & Augmentative Communication ○ Dynamic ■ Symbolized Motor Plan APP ■ Symbolized Grammatical APP ■ Text Only AAC APP ○ Static ■ Printed Core and Fringe Vocabularies ■ Mid-tech voice output device ■ Tactile symbols ● Speech Recognition Software
Computer Access ● Physical Interaction ○ Mouse/Cursor Movement ○ Keyboard Use	● Preferential Seating ● Shorten task ● Breaks ● Alter Physical Room Environment	● Eyegaze ● Switching Scanning ● Joystick ● Alternative Mouse ● Adapted Keyboard ● On Screen Keyboard ● Touch Screen ● Stylus ● Voice Recognition Software
Vision ● Media ○ Large Print ○ High Tech Screen ○ Braille ● Tactile ● Auditory	● Preferential Seating ○ appropriate lightening ○ Close proximity to the board or teacher ○ Unobstructed View ● Extended time ● Breaks ● Modify/repeat/model directions ● Shorten Task ● Large Print ● Digital Text and Books ● Reduce Visual Distractions	● Tracking Aids and Masking ○ Contrast and Color Saturation ○ Color Overlays ○ Color Tape ○ Masking Tools ● Aapated Paper ○ Bold line ○ Raised line ○ Different spacing ○ Colored ○ Graph ● Screen Magnification Software ● CCTV (closed circuit television) ● Low Vision Aids ○ Text Magnifier ● Text to Speech ○ Optical Character Recognition ○ Highlight Reading

		○ Page Reading ● Voice Recognition Software ● Voice Recording ● Positioning Aids ● Braille Notetaker
Section 1. Instructional Areas and Tasks	**Section 2. Accommodations Modifications, and Strategies**	**Section 3. Assistive Technology**
Hearing ● Aided ● Unaided	● Preferential Seating ● Copy of notes (teacher notes, class notes) ● Interpreter ● Modify/repeat/model directions ● Peer note-taker ● Provide a written/text outline of lecture ● Visual Supports	● Assistive Listening Devices ○ FM, UHF, Bluetooth, or Infrared Amplification ○ Classroom Wide Amplification ○ Induction Loop ○ Coupling Accessories ● Alerting Devices and Software ● Telecommunication Devices and Software ○ Closed Captioning ○ Relay Services ○ Webcam/Video Calling ● Note Taking Devices and Software ○ Smartpen ○ Speech Recognition Software ○ Real Time Captioning
Executive Functioning ● Self Management ● Time Management ● Materials Management ● Information Management	● Allow breaks during work periods, between tasks, during testing ● Extended Time ● Word bank, reduced answer choices on multiple choice test ● Provide assistance/cues for transition between classes, lockers, and home ● Shorten task ● Provide Word bank/Word assistance ● Modify/repeat/model directions ● Visual Schedule and Supports	● Note Taking Software ● Mind Mapping Software ● Calendars and Reminders ● Focus Apps ● Visual and Digital Timers

Section 1. Instructional Areas and Tasks	Section 2. Accommodations Modifications, and Strategies	Section 3. Assistive Technology
Sensory Regulation ● Regulation/Reactivity ○ Distress in or avoidance of stimulating environments ○ Decreased response to sensory stimuli ● Sensory-motor planning/organization ○ Difficulty organizing classroom materials ○ Difficulty planning movement ● Sensory Discrimination ○ Difficulty discriminating letters or words ○ Clumsiness and confuse spatial orientation	● Preferential seating ● Allow movement breaks during work periods, between tasks, during testing ● Access to sensory/calm area ● Provide assistance/cues for transition between classes, lockers, and home ● Shorten task ● Modify/repeat/model direction ● Alter physical room environment ● Modify student's schedule ● Visual Schedules	● Calming Sounds and Music Applications ● Alternative Seating ● Sensory Regulation Items ● Timers ○ Sound Output ○ Visual ● Sensory Toys/Materials ○ Lights and Colors ○ Noise Making ○ Texture interactive ○ Scented and Fragrant ○ Chewable
Physical Functioning and Mobility ● Moves about/ambulates around the classroom, school, and/or community ○ Including drills and emergency situations ● Manipulates educational materials as required in assigned activities ● Maintains appropriate seating/ position for	● Preferential Seating ● Alter physical room environment ● Modify student's schedule ● Provide ergonomic seating and positioning ● Provide multiple seating and positioning options throughout the day ● Wheelchair accessible classroom set-up	● Alternative Seating ● Positioning Aids (e.g., prone and supine standers, foot rests, side layers) ● Adapted Classroom Equipment (e.g., tables and desks ● Lifts for Transfers ● Mounting Systems ● Walkers ● Crutches/Canes ● Wheelchair Support Accessories

participation in relevant activities		
Section 1. Instructional Areas and Tasks	**Section 2. Accommodations Modifications, and Strategies**	**Section 3. Assistive Technology**
Fine Motor Manipulation ● Grasps and manipulates small objects. ● Maintains coordination during activity.	● Allow breaks during work periods, between tasks, during testing ● Shorten task ● Model appropriate skills	● Adapted Fasteners ● Adapted Eating Utensils ● Adapted Scissors ● Rubber Grippers ● Universal Cuffs ● Adapted Fasteners ● Key Turners
Recreation and Leisure ● Participate in games and play activities ● Participate in art activities ● Participate in sports and exercise activities ● Listen to music ● Read a book ● Watch TV/Movie ● Play with toys ● Participate in social media/online communities ● Use the computer/internet	● Change complexity of task ● Model appropriate skills ● Modify games and activities ● Visual Supports	● Adapted Toys ● Adapted Games ● Adapted Books ● Sensory Supports ● Environmental Controls ● Alternative Pencils ● Adapted Pencils/Colors
Self Help & General Health ● Self Care ○ Feeding self ○ Dressing self ○ Perform personal hygiene and grooming tasks ○ Toileting Self ● Safety Awareness ● Perform medically necessary procedures ● Maintains stamina to complete tasks	● Visual Schedule and Supports ● Shorten task ● Increased time ● Modeling appropriate skills ● Needed items within reach	● Engineering room with core vocabulary ● Visual and Digital Timers ● App Reminders ● Habit-Emotional Tracking Apps ● Adapted utensils (universal cuff, built up handles, weighted utensils ● Adapted equipment (adapted toilet seats, sliding boards, changing tables) ● Disposable materials (toileting wipes, changing table paper, gloves)

Section 1. Instructional Areas and Tasks	Section 2. Accommodations Modifications, and Strategies	Section 3. Assistive Technology
Vocational ● Completes assigned tasks within designated timelines ● Utilize tools and/or equipment to complete tasks ● Completes single and multiple step tasks ● Stays on task until work is complete ● Stays on task without supervision ● Self-advocates to get needs met ● Procurement of accessible educational materials (AEMs) ● Contacts post-secondary service providers to obtain assistance ● Manages finances ● Safely navigates community and local environments ● Completes steps to obtain a job	● Break tasks into smaller steps/segments ● Cooperative participation with peers and adults ● Daily planner book ● Determine and teach regularly traveled routes to students with visual impairments ● Follow a picture task analysis ● Individualized task and material modifications to meet student needs ● Location identifiers ● Modification of task length and complexity ● Orientation to unfamiliar environments ● Show a model of the end product ● Sighted guide for visually impaired ● Student self-monitoring ● Verbal and/or visual cues ● Modeling	● Sensory supports ● Watches, timers or alarms ● Device, Software or App ○ Auditory reminders ○ Speech prompting ○ Daily planners ○ Outlining/graphic organizers ○ Financial management software ○ Screen enlargement ○ Document scanner ○ OCR scanning software ○ Braille translation software ○ Braille note taker with refreshable display ○ Braille embosser ○ Digital recorder/player ○ white cane ○ GPS for students with visual impairments ○ Smartphone with appropriate apps ● Augmentative & Alternative Communication (AAC) solutions ● Alternate access/accessibility features ○ Alternative Mouse ○ Adapted keyboards ○ Switch access ○ Eyegaze ○ Screen readers ○ Magnifiers

Glossary of Important Terms

Section 1 Terminology

- Aided Hearing
    - This refers to the use of external devices or aids, such as hearing aids or cochlear implants, to enhance a person's ability to hear and understand sounds. These devices amplify sound for individuals with hearing impairments.Aided Hearing
- Auditory (Vision)
    - For vision, auditory refers to utilizing sound-based information as a supplementary means to convey information or facilitate understanding. Auditory methods include spoken descriptions, audio recordings, or assistive technology like screen readers to provide access to educational materials and help students with low vision grasp content through their sense of hearing.
- Composition
    - The process of creating a written piece of work that conveys a message, expresses thoughts, shares information, or tells a story. It involves using language, grammar, and structure to communicate effectively and engage the reader.
- Expressive Language
    - Expressive language refers to the ability to convey thoughts, emotions, and ideas through spoken or written communication. It involves using words, sentences, and gestures to express oneself effectively.
- Fine Motor Manipulation
    - The intricate and coordinated use of small muscles, particularly those in the hands and fingers, to manipulate objects in a coordinated manner.
- Fine Motor Writing
    - The ability to use the fingers and hand to physically write, draw, and/or color in a coordinated manner.
- Information Management
    - It involves the proficient handling, organization, and utilization of data and knowledge to support effective decision-making, problem-solving, and goal achievement. This skill entails planning how information is acquired, stored, retrieved, and shared, while also ensuring accuracy, relevance, and timely access for improved cognitive flexibility and strategic thinking.
- Materials Management
    - The skill of strategically organizing, acquiring, using, and distributing physical resources, tools, and assets to efficiently accomplish tasks and goals. It involves planning, attention to detail, time management, and adaptive decision-making to optimize resource utilization and enhance productivity.
- Math Expressions/Writing

    - The representation of mathematical concepts using symbols, numbers, and mathematical notation. It includes the ability to write equations and formulas to express mathematical relationships.
- Math Organization
    - Math organization refers to the structured arrangement of mathematical concepts, processes, and information. It involves categorizing, sequencing, and arranging mathematical content in a logical manner when solving problems.
- Media
    - Specialized formats and tools to facilitate written communication and expression for individuals with limited or no vision. This includes braille, large print, accessible electronic devices, screen readers that convert written content into auditory or tactile formats.
- Physical Interaction
    - The process of engaging with digital devices using various input methods. The goal is to facilitate effective communication between users and computers by translating physical actions into digital commands.
- Receptive Language
    - The ability to understand and interpret spoken or written language. It involves processing and comprehending the information conveyed by others.
- Regulation/Reactivity
    - The ability to manage and appropriately respond to sensory input from the environment to maintain an optimal level of arousal and attention.
- Self Management
    - The ability to regulate and control one's behavior, emotions, and actions in a purposeful and adaptive manner to achieve goals, make decisions, and navigate various situations.
- Spatial/Syntax
    - The arrangement and structure of written content on the page. It involves understanding how to organize words, sentences, paragraphs, and overall text in a coherent and visual way.
- Sensory Discrimination
    - This skill refers to sensory needs causing clumsiness, deficits in spatial orientation, and difficulties when identifying letters and numbers.
- Sensory-motor planning/organization
    - The ability to plan and perform the necessary movements to keep up with physical and organizational tasks.
- Sensory Regulation
    - The ability to select and process sensory information to plan and perform appropriate behaviors during functional tasks.
- Tactile
    - Sensory experiences and information that are accessible through the sense of touch. Tactile learning involves textured or raised lines, surface, or marking, tactile graphics, braille and other physical attributes to convey information and facilitate understanding of concepts, objects, or surroundings.
- Time Management

    - The skill of effectively planning, organizing, and allocating time to tasks and activities in order to achieve goals and priorities while balancing various responsibilities.
- Unaided Hearing
    - An individual's natural ability to hear and perceive sounds without the use of external hearing aids, cochlear implants, or other amplification devices. It pertains to the auditory sense functioning without any additional technological assistance to enhance or restore hearing ability.

Section 2 Terminology

- Alternative Assignment
    - A different task or project provided to a student as an accommodation, tailored to their needs and abilities.
- Answers Recorded
    - Allowing a student to provide responses orally while an aide writes them down on their behalf.
- Alter Physical Room Environment
    - Making changes to the classroom environment to accommodate physical needs, such as providing ergonomic furniture or wheelchair accessibility.
- Breaks
    - Scheduled pauses during tasks or activities to provide students with rest and sensory regulation opportunities.
- Communication Assistant/Task Description
    - A support tool or clear instructions provided to help students understand and complete tasks.
- Engineering Environment with Core Vocabulary
    - Creating a learning space enriched with essential vocabulary and communication aids to support language development.
- Extended Time
    - Granting additional time for completing assignments, assessments, or tasks to account for processing speed or other needs.
- Habit-Emotional Tracking Apps
    - An application that collects data regarding emotion, behavior, and habits throughout the day.
- Interpreter
    - A professional who facilitates communication between a student and others by translating spoken language into sign language or vice versa.
- Lower Text Complexity
    - Providing reading materials with simplified language and content to match a student's reading level.
- Model Use of Communication Device
    - Demonstrating how to use communication devices, such as AAC (Augmentative and Alternative Communication) tools, to encourage student participation.

- Modify/Repeat/Model Directions
    - Adjusting instructions, repeating them, or demonstrating the steps to ensure students comprehend and follow directions.
- Preferential Seating
    - Placing a student in a specific location in the classroom, such as closer to the teacher, to optimize their learning environment.
- Prompting and Redirecting
    - Providing cues or reminders to guide a student's behavior or actions back on track during tasks.
- Reduce Visual Distractions
    - Minimizing visual clutter and distractions in the learning environment to help students focus.
- Sentence Starters
    - Providing introductory phrases or sentence beginnings to assist students in initiating their writing.
- Shorten Task
    - Providing introductory phrases or sentence beginnings to assist students in initiating their writing.
- Symobolized Text
    - Using symbols, icons, or images alongside text to aid comprehension for students with communication difficulties.
- Transferred Answers
    - Allowing students to respond to assessments or assignments through means other than traditional writing, which are recorded by an aide.

Section 3 Terminology

- Adapted Books
    - Printed materials modified with tactile features, symbols, or interactive elements to make them accessible to individuals with disabilities.
- Adapted Classroom Equipment
    - Adjusted tools and furniture in the classroom to accommodate the needs of students with disabilities.
- Adapted Games
    - Games that have been modified to include sensory or tactile components, allowing individuals with disabilities to participate.
- Adapted Eating Utensils
    - A eating utensil that is modified for alternative gripping, and or has the ability to prevent spills and shaking of food items.
- Adapted Fasteners
    - A tool that makes zipping and buttoning of clothing easier.
- Adapted Keyboard
    - A keyboard customized with larger keys, color-coded keys, or other modifications for easier use by individuals with motor challenges.
- Adapted Paper

    - Paper with specialized features such as larger lines, raised lines, or textures for improved writing and drawing for those with fine motor difficulties.
- Adapted Toy
    - A toy that has been modified to be accessible and engaging for individuals with disabilities.
- Alternative & Augmentative Communication
    - A set of tools and strategies that assist individuals with communication difficulties, including devices, apps, and systems.
- Alternative & Augmentative Communication Dynamic Device
    - A High Tech form of AAC that involves access to a series of vocabulary on multiple pages on one device.
        - Symbolized Motor Plan APP
            - AAC Apps contain symbolized vocabulary that are arranged primarily on location, and the least amount of navigation to access words.
        - Symbolized Grammatical APP
            - AAC Apps containing symbolized vocabulary that are arranged primarily on the organization of the parts of speech, and folder categories.
        - Text Only AAC APP
            - AAC Apps containing printed text without any symbolization. These apps allow students to store entire words, phrases, and type out sentences to be vocalied through the device.
- Alternative & Augmentative Communication Static Device
    - A Low or Mid Tech form of AAC where students access singular pages of vocabulary at a time that require manual effort to exchange
        - Printed Core and Fringe Vocabularies
            - A printed selection of core vocabulary words that never change unless replaced with another printed copy.
        - Mid-tech voice output device
            - A printed selection of core vocabulary words that never change unless replaced with another printed copy. However, it is placed in a battery operated device that will vocalize students' responses upon pressing the vocabulary word.
        - Tactile Symbols
            - Constructed tiles that contain a variety of textures, shapes, and physical patterns that represent specific vocabulary words.
- Alternative Mouse
    - A modified computer mouse or a tool that functions essentially like a mouse designed for ease of use by individuals with motor impairments.
- Alternative Pencils
    - An alternate form of writing for students that cannot use writing tools or keyboards involving the selection of letters and numbers through partner assisted scanning.
- Alternative Seating
    - Furniture designed to provide comfortable and supportive seating options for individuals with postural or sensory needs.
- Altering Devices and Software

    - Tools and software that alert an individual of occurrences, events, hazards, or anything else that a person with hearing difficulties may not notice.
- Assistive Listening Device
    - A device that amplifies sound for individuals with hearing impairments, aiding in better understanding of spoken information.
- Braille Note Taker
    - A portable electronic device used by blind individuals to take notes in Braille.
- CCTV
    - Closed-circuit television system that magnifies and displays printed material on a screen for those with low vision.
- Environmental Controls
    - Devices that enable individuals with limited mobility to control household items like lights, appliances, and doors.
- Equation Editor
    - Software that helps create and format mathematical equations for individuals with writing or typing challenges commonly allows for dictation.
- Eyegaze
    - Technology that allows individuals to control a computer or device by using eye movements.
- Highlighting
    - Tools that emphasize text or digital content to aid reading and focus
- Joystick
    - Input device often used by individuals with mobility challenges to control computers or games.
- Lifts
    - Equipment designed to lift and transfer individuals with mobility difficulties, ensuring safe movement.
- Low Vision Aids
    - Device or tool designed to assist individuals with limited sight, which is a significant visual impairment that cannot be fully corrected by eyeglasses, contact lenses, or medical treatment.
- Mounting Systems
    - Equipment to securely position devices or tools, accommodating different physical abilities.
- Note Taking Devices and Software
    - Tools that assist in capturing and organizing notes for individuals who struggle with traditional note-taking methods.
- On Screen Keyboard
    - A software-based keyboard displayed on the screen, useful for those who have difficulty using physical keyboards or tracking from the screen to an external keyboard.
- Position Aides
    - Supports that help individuals maintain a comfortable and supportive position for tasks.

- Screen Magnification Software
    - Software that enlarges on-screen content for individuals with visual impairments.
- Screen Reader
    - Software that converts digital text into spoken words, enabling those with visual impairments to access written information.
- Sensory Regulation Item
    - Any tool or piece of equipment that helps a student manage sensory input from their environment to improve focus, comfort, and participation. to be prescribed by an occupational therapist.
- Sensory Toys/materials
    - Play items/tools designed to provide sensory stimulation and engagement. Recommended to be prescribed by an occupational therapist.
- Slant Board
    - A surface tilted at an angle to assist individuals with fine motor or visual challenges while reading, writing, or drawing.
- Speech to Text
    - Technology that converts spoken language into written text.
- Switching Scanning
    - A method for individuals with motor difficulties to interact with devices by using switches to navigate through options.
- Telecommunication Devices and Software
    - Tools and software that enable communication via text, video, or other means.
- Text to Speech
    - TEchnology that converts written text into spoken Language
        - Optical Character Recognition
            - Technology that converts printed or handwritten text into machine-readable digital text.
        - Highlight Reading
            - Software that reads text only when selected
        - Page Reading
            - Software that reads an entire page of text at a time
- Timers
    - Devices or software that assist individuals in managing time and tasks, which includes sounds and/or visuals.
- Tracking Aides and Masking
    - Tools that assist individuals in maintaining focus while reading or tracking lines of text.
- Universal Cuffs
    - A tool that straps to the hand and binds different objects which may include eating or writing utensils.
- Voice Assistant
    - Digital tools that respond to voice commands, often used to perform tasks or answer questions.
- Voice Recognition
    - Technology that converts spoken words into text or commands.

- Voice Recording
    - Devices or software that allow individuals to record and store spoken messages.
- Wheelchair Support Accessories
    - Equipment that enhances comfort, positioning, and accessibility for individuals using wheelchairs such as trays or head rests.
- Word Prediction
    - Software that suggests words or phrases as individuals type, aiding those with writing challenges.
- Word Processor Software
    - Computer software designed for creating and editing written documents.

APPENDIX B

ASSISTIVE TECHNOLOGY TRIAL USE GUIDE AND IMPLEMENTATION PLAN

Assistive Technology Trial Use Guide

Attach the following form to the LA-AEM Implementation Plan to ensure validation of trial data, team member involvement, device training, and device services are properly documented .

Assistive Technology to be Tried

Determine what criteria would entail a successful AT trial regarding the following areas	
Level of Independence	**Academic/Functional Task(s) to Complete**
Create a trial use goal using the determined criteria for success	

Duration of Trial	Starting Date of Trial	Ending Date of Trial	Date Trial Device is Returned

Roles and Responsibilities
Who will obtain and return the trial the device and all provided accessories:
Who will submit trial results if device is successful and requires purchasing:
Identify anyone required to document student use and experiences in relation to the trial use goal/criteria for success:

How will documentation log be managed throughout the day:

Trial Use Goal Documentation Log			
Date	**Time/Location**	**Task Requiring AT**	**Observations Regarding Goal Achievement & AT Application**

Summary of AT Trial
Summary of documentation results:
Was the goal/criteria for success officially met:
Are there any additional changes that need to be made, or a new trial/consideration process to begin:
What is the final recommendation regarding the purchasing and/or long term use of the device:
When will be the next IEP meeting to document results, and possibly create/modify IEP goals to reflect the use of AT devices if the trial was successful:

Louisiana AEM

Assistive Technology Implementation Plan

Student's Name: _____ Age:_____ Meeting Date:_____

School/Agency: _____ Grade/placement: _____

Date for next Implementation plan update _____ Trial Use Guide Attached Yes ☐ No☐

IEP Team Members		
Role	**Printed Name**	**Signatures**

AT Device Information
Device Name:
Application Name & Version (if applicable):
Owner of Device:
Identification Number (Model, Serial, or Agency Tag):

AT Service Information Part 1: Maintenance and Support
Maintenance and Support Required (Calibration, Charging, Repair, Replacing Batteries, Mounting, Programing, TroubleShooting, Customizing…etc)

Person(s) responsible for each maintenance and support need:
Method to contact person(s) responsible for each maintenance and support need:
Contingency plan if person(s) responsible for maintenance and support cannot provide immediate assistance (may include low tech backups for high tech tools):
How will the device be transported between environments throughout the day (May include classrooms, gym, cafeteria, recess, hallways, and home):

AT Service Information Part 2: AT training for family, staff, and student
What IEP goals or criteria for trials are connected to successful device use in order to achieve academic and/or functional success (List Instructional Plan # and/or entire goal)
What are the necessary skills for the device to be successfully integrated by staff and/or family:

What are the necessary skills for the device to be successfully used by the student:
Will device/software impact how the student turns-in and receives assignments through print or digital mediums in any of their classes? If so, what skills or processes will be required for both students and staff:
Person(s) responsible for training family and/or staff members on proper device use and support:

AT devices and services training and documentation log				
Person(s) to be trained	**Specific Training Required**	**Location of Training**	**Training Duration**	**Date Completed**

AT Action Plan			
Time/Location	**Task Requiring AT**	**Application of AT**	**Staff Support Required**

APPENDIX C

ASSISTIVE TECHNOLOGY SCREENER

ASSSISTIVE TECHNOLOGY ASSESSMENT GUIDE

PARENTAL CONSENT OF AT ASSESSMENT

ASSISTIVE TECHNOLOGY DECISION MAKING GUIDE

Louisiana AEM

Assistive Technology Screener for Special Education Evaluation

Student's Name: _____ Date of Birth: _____ Screening Date: _____

Person Completing Form: _____ School: _____ LEA: _____

This document serves as an initial guide for SBLC teams to identify assistive technology categories that may enable students with disabilities to access the educational curriculum. It facilitates discussions on the skills and activities where assistive technology can support the functioning of students who are new to special education services, and will assist in determining if a referral for an assistive technology assessment is required. Potential Assessment tools are linked in the right column for the Assistive Technology Assessment Team. (This screener was adapted from St. Tammany Parish Schools).

Directions: Circle Y or N (yes/no) in each area of concern that may prevent the student from reaching age-matched academic and/or functional goals. A selection of "No" on any individual item will designate an area of concern.		
Areas of Concerns		**Assessment Guide**
Physical Functioning & Mobility		
Y / N	Access the educational environment such as sitting, walking, running, climbing stairs as age matched peers.	Section 8: Physical Functioning & Mobility
Y / N	Maintain good posture or balance as age matched peers.	
Fine Motor Manipulation		
Y / N	Manipulate objects such as zippers, buttons, and shoe laces when compared to age-matched peers.	Section 7: Fine Motor Manipulation
Y / N	Properly manipulate eating utensils when compared to age-matched peers such as knives, forks, and spoons.	
Fine Motor Aspects of Writing		
Y / N	Properly manipulate writing utensils when compared to age-matched peers such as markers, pencils, and pens.	Section 1: Writing and Written Expression
Y / N	Draw, form letters/numbers, keep writing in bounds, and/or traces accurately with writing utensils when	

	compared to age-matched peers.	
Communication Functioning Tasks		
Y / N	Exhibit an intelligible and functional communication method with unfamiliar communication partners as compared to age-matched peers such as oral and/or sign language.	Section 12: Communication
Y / N	Consistently displaying comprehension skills of oral or signed language by responding or acknowledging the communication partner as compared to age-matched peers.	
Vision Tasks		
Y / N	Consistently uses vision to access the curriculum and environment.	Section 14: Vision
Y / N	Demonstrates difficulty with functional vision such as difficulty when focusing on near or distant objects, tracking moving objects, or recognizing visual details.	
Y / N	Capable of perceiving materials presented for instruction and environment.	
Hearing Tasks		
Y / N	Effectively hears verbal instructions, conversations, or auditory information such as teacher instruction, conversations with peers, transition alerts, school wide announcements.	Section 13: Deaf & Hard of Hearing
Academic Functioning Tasks (Typical Ages for Reading and Writing begin at 5-6)		
Y / N	Demonstrate effective problem solving when compared to age-matched peers such as sequencing, and remembering steps to accomplish a task.	Section 1: Writing and Written Expression Section 2: Reading Section 3: Mathematics
Y / N	Accomplish written tasks when compared to age-matched peers such as paragraphs, essays, short answers.	
Y / N	Correctly spell words during written tasks when compared to age-matched peers.	
Y / N	Perform mathematical tasks related to school and/or daily living when compared to age-matched peers.	

Y / N	Accurately decode words while reading when compared to age-matched peers.	
Y / N	Demonstrate an acceptable reading fluency rate when compared to age-matched peers.	
Y / N	Adequately comprehend what they read when compared to age-matched peers.	
Sensory Tasks		
Y / N	Maintains self regulation when compared to age-matched peers without rocking, spinning, or flapping their hands to the point where it impacts functional goals.	Section 11: Sensory (Occupational Therapist Assessment Recommended)
Y / N	Maintains self regulation when compared to age-matched if experiencing stimuli such as loud sounds, echos, glare, scents, or bright light.	
Y / N	Notices and responds to sensory input such as acknowledging a touch, environmental sounds, or lights.	
Y / N	Maintains self regulation when compared to age-matched peers without adjusting fitting/tight clothing, clothing tags/seams, shoes, or gloves to the point where it impacts functional goals.	
Recreation and Leisure		
Y / N	Use playground equipment for age-matched peers based on setting.	Section 10: Recreation and Leisure
Y / N	Independently read books, create art, play board/digital games, listen to music, play sports, or watch videos as age-matched peers based setting.	
Vocational Functioning Tasks (16 years and older only)		
Y / N	Use technology for job searching, resume building, online career exploration, or applying to post secondary education.	Section 9: Vocational Functioning
Y / N	Independently plan and execute daily tasks such as following a schedule, prioritizing assignments, or managing time.	
Y / N	Independently manage personal and/or public transportation such as driving vehicles, using buses, trolleys, subways, and/or trains.	

Y / N	Manage their personal finances such as budgeting, saving money, or using banking tools.	
Y / N	Independently advocate for their needs and rights with instructors, service providers, employers, or other relevant individuals.	
Y / N	Access environment and technology in vocational training.	
Y / N	Access environment and technology in their academic program.	
General Health/Daily Living Tasks		
Y / N	Demonstrate the physical stamina needed to participate in the educational environment.	Section 5: Self-Help & General Health
Executive Functioning Tasks		
Y / N	Independently plan and execute daily tasks when compared to age-matched peers such as creating/following schedules, prioritizing assignments, or managing time.	Section 6: Executive Functioning
Y / N	Organize and maintain their school materials when compared to age-matched peers such as pencils, paper, books, assignments, journals, and/or homework.	
Self-Help Tasks		
Y / N	Perform independent self-care tasks when compared to age-matched peers such as toileting, washing hands, bathing, brushing teeth and eating/drinking.	Section 5: Self-Help & General Health
Y / N	Initiate and maintain positive relationships with peers and adults when compared to age-matched peers.	
Y / N	Adhere to classroom and personal safety rules when compared to age-matched peers.	
Computer Access Tasks		
Y / N	Use computer devices when compared to age-matched peers such as touch screens, keyboards, mouse, and track pads.	Section 4: Computer Access

Y / N	Navigates and utilizes computer operating systems, software, programs, or online platforms when compared to age-matched peers.	

Assistive Technology Screening Decision		
Place a checkmark for one of the following screener decisions		**Comments**
	The student has been screened for assistive technology and a referral for an assistive technology assessment and possible AT trial use is recommended.	
	The student has been screened for assistive technology and further action is not required at this time.	

Section 1: Writing and Written Expression

Note: Please refer to deaf/hard of hearing and/or vision assessments if any of these areas are a concern.

1. Identify any assistive technology already being used by the student (Check all that apply).

- ☐ Speech to Text
- ☐ Slant Board
- ☐ Pencil Grip
- ☐ Adapted Paper
- ☐ Touch Screen
- ☐ Stylius
- ☐ On Screen Keyboard
- ☐ Adapted Keyboard
- ☐ Equation Editor
- ☐ Word Prediction
- ☐ Spell/Grammar Check
- ☐ Tracking Aids and Masking
- ☐ Other _____

Comments:

2. Identify the writing tools which the student currently uses. (Check all that apply)

- ☐ Crayon
- ☐ Markers
- ☐ Pencils
- ☐ Pens
- ☐ Adapted Pencil
- ☐ Alternative Pencil
- ☐ Keyboard and Mouse
- ☐ Keyboard and Trackpad
- ☐ On Screen Keyboard Software (Touch Screen, eyegaze, switch scanning, joystick)

Comments:

3. Student's proficiency in letter and number formation using direct writing tools. (Check all that apply)

- ☐ Trace horizontal, diagonal, and vertical Lines
- ☐ Create horizontal, diagonal, and vertical lines
- ☐ Trace curved lines
- ☐ Create curved lines
- ☐ Trace Letters and numbers only containing horizontal, diagonal, and vertical lines
- ☐ Create legible letters and numbers only containing horizontal, diagonal, and vertical lines
- ☐ Trace letters and numbers that include curved lines
- ☐ Create legible letters and numbers that include curved lines
- ☐ Create letters and numbers with correct letter formation.

Comments:

4. Student's proficiency in keyboard skills when compared to age matched peers if applicable. (Check all that apply)

- ☐ Indirect access (switch/eyegaze/joystick)
- ☐ Speech to Text
- ☐ One finger typing
- ☐ Multi-finger typing
- ☐ 10 finger typing
- ☐ Words per minute less than 10
- ☐ Words per minute 10-20 (Typically 6 to 11 years old)
- ☐ Words per minute 20-30+ (Typically 12 to 16 years old)
- ☐ Types mathematical characters and numbers

Comments:

5. Student's present level of writing and composition. (Check all that apply)

- ☐ Markings
- ☐ Symbols resembling letters/numbers
- ☐ Individual letters/numbers
- ☐ Nonsense words
- ☐ Short words/multiple digit numbers
- ☐ Short phrases
- ☐ Complex phrases
- ☐ Sentences
- ☐ Paragraphs
- ☐ Multiple paragraphs
- ☐ Essays
- ☐ Advance essays (more than 3 pages)

Comments:

6. Student's proficiency of spacing, syntax, and visual organization of writing when compared to age match peers. (Check all that apply)

- ☐ Written letters, symbols, numbers, or words do not fit designated writing area
- ☐ Written letters, symbols, numbers, and words appear in seemingly random
- ☐ Numbers are scrambled and out of order.
- ☐ Numbers in constructed responses are mixed together and confused with different calculations for solutions.

locations in relation to the designated writing area. ☐ Written letters, numbers, and words vary in height and width ☐ Student demonstrates signs of fatigue	☐ Letters are scrambled and out of order in words. ☐ Words are scrambled and out of order in sentences. ☐ Sentences are not in a sequential order that make the most sense .
Comments:	

7. Identify the student's current level of spelling and grammar. (Check all that apply)	
☐ Spells simple CVC words ☐ Spells words containing diphthongs ☐ Spells multi-syllable words ☐ Spells compound words ☐ Spells irregular words	☐ Composes sentences containing subject verb agreement ☐ Composes sentences containing correct verb tenses ☐ Composes sentences containing basic punctuation such as capitalization and ending marks ☐ Performs basic proofreading and editing
Comments:	

8. Identify the student's current level of expressing ideas through writing. (Check all that apply)	
☐ Answers short response questions ☐ Answers long response questions ☐ Responds adequately to writing prompts ☐ Creates topic sentences ☐ Creates thesis statements or expresses a main idea	☐ Uses appropriate vocabulary ☐ Sentences contain a variety of vocabulary ☐ Brainstorms and organizes ideas ☐ Examines sources and provides supporting evidence ☐ Writing contains an introduction, details, and conclusion
Comments:	

9. Explain all barriers the student currently experiences with writing and/or written expression. Include how it impacts related work samples gathered by AT assessment team in all academic settings. (Use Assistive Technology Decision Making Form for final determinations)

Note: Please refer to deaf/hard of hearing and/or vision assessments if any of these areas are a concern.

1. Identify any assistive technology already being used by the student. (Check all that apply)

- ☐ Text to Speech
  - ☐ Optical Character Recognition
  - ☐ Highlight Reading
  - ☐ Page Reading
  - ☐ Audio Book
- ☐ Digital Book
- ☐ Tracking Aids and Masking (See Vision)
- ☐ Other _____

Comments:

2. Student demonstration of pre-literacy skills that are typically achieved Pre-K through Kindergarten, (Check all that apply).

- ☐ Student listens to stories when read aloud as age matched peers
- ☐ Student looks at story illustrations when read aloud as age matched peers
- ☐ Student looks at text from left to right when story is read as age matched peers
- ☐ Student continues the story by turning pages as age matched peers
- ☐ Student maintains attention through most of the story as age matched peers
- ☐ Student retells aspects of the story after it has been read as age matched peers
- ☐ Student can sequence the stories beginning, middle, and end after it has been read as age matched peers
- ☐ Student can describe the purpose, morale, or main idea of a story after it has been read as age matched peers

Comments:

3. Student proficiency of decoding words, and reading fluency. (Check all that apply)

Phonics & Phonological Skills Typically achieved Pre K- Kindergarten	**Phonemic Awareness/Segmentation Typically achieved Kindergarten - 1st Grade**
☐ Student can identify all lower case letters as age matched peers ☐ Student can identify all upper case letters as age matched peers ☐ Student can identify letters when used in sentences and writing as age matched peers	☐ Students can blend beginning, middle, and end sounds of CVC words to read it as age matched peers ☐ Student demonstrate a grade appropriate rate of deciphering CVC words as age matched peers

- ☐ Student matches all long and short phonetic sounds to corresponding alphabet letter as age matched peers
- ☐ Student matches rhyming words as age matched peers
- ☐ Student recognizes beginning sounds of CVC words as age matched peers
- ☐ Student recognizes ending sounds of CVC words as age matched peers
- ☐ Student recognizes middle sounds of CVC words as age matched peers

- ☐ Student can read multiple CVC words to understand an entire sentence as age matched peers

Reading Fluency is typically monitored 1st-5th grade

- ☐ Student can read more advance combinations of consonants and vowels including diphthongs as age matched peers
- ☐ Student recognizes root words in a variety of prefixes and suffixes as age matched peers
- ☐ Student's Words Per Minute is commensurate with age matched peers as age matched peers

Data Collection : Provide all relevant information based on grade level performance.

Letter Naming Fluency ____
Phonemic Segmentation Fluency____
Nonsense Word Fluency ____
Correct Letter Sounds ____

Words Recorded Correctly ____
Word Reading Fluency (WPM) ____
Oral Reading Fluency Words Correct ____
Oral Reading Fluency Accuracy ____

Comments:

4. Reading Comprehension that is typically monitored 1st grade and up. (Check all that apply when the student *independently* reads the text)

- ☐ Student can retell the beginning of a story as age matched peers
- ☐ Student can retell the middle of a story as age matched peers
- ☐ Student can retell the end of a story as age matched peers
- ☐ Student can identify basic story elements as age matched peers: characters: setting, plot, conflict, theme..etc
- ☐ Student uses context clues to identify unrecognized vocabulary as age matched peers
- ☐ Student can identify the point of view, opinion, and/or the purpose of the text as age matched peers
- ☐ Student can make predictions about future plot points in a narrative text as age matched peers

Comments:

5. Explain the student's current challenges in reading comprehensively. Additionally, comment on how these challenges have affected the related work samples collected by the AT Assessment Team across diverse academic settings. (Use Assistive Technology Decision Making Form for final determinations)

1. Identify any assistive technology already being used by the student. (Check all that apply)

- ☐ Calculator
- ☐ Adapted Paper
- ☐ Manipulatives
- ☐ Speech to Text
- ☐ Equation Builder
- ☐ Voice Recording
- ☐ Talking Measuring Tools
- ☐ Other _____

Comments:

2. Student proficiency of mathematic calculations when compared to aged-matched peers. (Check all that apply)

- ☐ Student performs single digit addition/subtraction without regrouping.
- ☐ Student performs single to two digit addition/subtraction.
- ☐ Student performs single to two digit addition/subtraction with regrouping.
- ☐ Student performs multiplication/division.
- ☐ Student performs mental calculations quickly and accurately.
- ☐ Student performs calculations with percentages, time, ratios, decimals, and or fractions.
- ☐ The student applies mathematical formulas correctly.

Comments:

3. Student proficiency of mathematical problem solving when compared to aged-matched peers. (Check all that apply)

- ☐ The student identifies key information in a mathematical word problems and/or constructed response questions.
- ☐ The student chooses the appropriate operation(s) to solve a word problem and/or constructed response questions.
- ☐ The student understands mathematical word problems and/or constructed response questions when presented in written format.
- ☐ The student applies mathematical concepts to real-life situations presented in word problems and/or constructed response questions.
- ☐ The student can solve multi-step word problems and/or constructed response questions independently.
- ☐ The student explains the steps taken to solve word problems and/or constructed response questions.

Comments:

4. Student proficiency in organizational, interpretive, and applied skills in mathematics when compared to age-matched peers. (Check all that apply)	
☐ The student organizes mathematical expressions accurately when solving for answers. ☐ The student identifies errors in their calculations and self-corrects any issues. ☐ The student writes numbers and equations in appropriate locations.	☐ The student accurately interprets tables, charts, and graphs. ☐ The student accurately creates tables, charts, and graphs. ☐ The student can compare and contrast spatial differences between geometric shapes, angles, and lines.
Comments:	

5. Explain the student's current challenges in mathematics. Additionally, comment on how these challenges have affected the related work samples collected by the AT Assessment Team across diverse academic settings. (Use Assistive Technology Decision Making Form for final determinations)

1. Identify any assistive technology already being used by the student.	
☐ Eyegaze ☐ Switches ☐ Touch Screen ☐ Joystick ☐ Alternative Mouse ☐ Trackpad	☐ On Screen Keyboard ☐ Adapted Keyboard ☐ Alternative Mouse ☐ Voice Recognition Software ☐ Other _____
Comments:	

2. Student's proficiency in Mouse and Keyboard skills when compared to age matched peers if applicable. (Check all that apply)	
☐ Physically access the keyboard ☐ One finger typing ☐ Multi-finger typing ☐ 10 finger typing ☐ Types mathematical characters and numbers ☐ Self corrects keystroke errors while typing ☐ Presses multiple keyboard hotkeys and functions to perform commands (such as copy and paste) ☐ Tracks cursor location while typing	☐ Physically accesses the mouse ☐ Left clicks mouse ☐ Right clicks mouse ☐ Moves cursor around the screen ☐ Clicks intended targets accurately ☐ Double clicks intended targets accurately ☐ Drag and drop text, images, and icons ☐ Navigates webpages ☐ Navigates files and folders
Comments:	

3. Consider the following areas and questions regarding indirect access if a student demonstrates very poor proficiency when physically accessing a mouse and keyboard when compared to age matched peers. (Check all that apply)
Switch Access

- [ ] Demonstrates object permanence when switch is moved out of sight
- [ ] Demonstrates understanding of cause and effect with switch activation of a object
- [ ] Demonstrates understanding of cause and effect with switch activation of software on a computer screen
- [ ] Distinguishes different causes and effects when presented with two switches at the same time
- [ ] Activates switch with right side of head
- [ ] Activates with left side of head
- [ ] Activates switch with right elbow
- [ ] Activates switch with left elbow
- [ ] Activates switch with right hand/fingers
- [ ] Activates switch with left hand/fingers
- [ ] Activates switch from multiple locations
- [ ] Activates two switches in two different locations to complete one task
- [ ] Can use two step scanning to select targets

Eyegaze

- [ ] Maintains gaze with very little head movement
- [ ] Successfully calibrate two locations
- [ ] Successfully calibrate five locations
- [ ] Successfully calibrate nine locations
- [ ] Activities on screen targets/buttons with gaze
- [ ] Tracks location of cursor/gaze selector
- [ ] Activities targets on all four corners of the screen using gaze
- [ ] Navigates software menus and/or settings using gaze

Joystick and Alternative Mouse

- [ ] Tracks location of cursor
- [ ] Performs left clicks
- [ ] Perform right clicks
- [ ] Accurately selects intended targets on screen with cursor
- [ ] Drags and drops text, images, and/or icons
- [ ] Demonstrates little fatigue and multiple occasions

Comments:

4. Explain the student's current challenges in mathematics. Additionally, comment on how these challenges have affected the related work samples collected by the AT Assessment Team across diverse academic settings. (Use Assistive Technology Decision Making Form for final determinations)

1. Identify any assistive technology already being used by the student.

- ☐ Engineering room with core vocabulary
- ☐ Visual and Digital Timers
- ☐ App Reminders
- ☐ Habit-Emotional Tracking Apps
- ☐ Adapted utensils (universal cuff, built up handles, weighted utensils
- ☐ Adapted equipment (adapted toilet seats, sliding boards, changing tables)
- ☐ Disposable materials (toileting wipes, changing table paper, gloves)
- ☐ Other _____

Comments:

2. Student's proficiency in self-care tasks when compared to age matched peers if applicable. (Check all that apply)

- ☐ Goes to the bathroom independently and maintain hygiene afterwards. (typically age 2-3)
- ☐ Brushes their teeth and floss independently. (typically age 6+)
- ☐ Dresses and undresses independently. (typically age 5)
- ☐ Eats and drinks independently without assistance. (typically age 3+)
- ☐ Understand the importance of regular hydration and drinks water throughout the day.
- ☐ Maintains a regular sleep schedule.

Comments:

3. Student's proficiency in peer relationships when compared to age matched peers if applicable. (Check all that apply)

- ☐ Participates in activities with peers during recess or unstructured time.
- ☐ Shares items and participates in turn taking.
- ☐ Resolves problems or disagreements with peers.
- ☐ Respects the personal space and boundaries of others.

Comments:

4. Student's proficiency in personal and environmental safety awareness when compared to age matched peers if applicable. (Check all that apply)

- ☐ Identifies potential hazards in their environment. (e.g., sharp objects, spills, electrical cords)
- ☐ Understands and follows safety rules in different settings.
- ☐ Reports unsafe situations or behaviors to trusted adults.
- ☐ Avoids touching unknown objects or animals.
- ☐ Does not engage in self injurious behavior.
- ☐ Maintains awareness of their body's limitations and avoids unsafe activities.
- ☐ Maintains appropriate proximity to adults, and remains in designated areas.
- ☐ Does not elope designated area without adult permission or supervision.
- ☐ Understands and follows classroom rules and expectations for behavior.
- ☐ Navigates routines and transitions smoothly without outburst or incident.

Comments:

4. Identify the student's general health when compared to age matched peers if applicable. (Check all that apply)

- ☐ Experiences little to no pain throughout the day.
- ☐ Maintains a consistent and healthy weight.
- ☐ Demonstrates a consistent energy level throughout each day.
- ☐ Demonstrates a consistent positive and happy mood most days.
- ☐ Is not diagnosed with any allergies or sensitivities
- ☐ Does not demonstrate fragile health..

Comments:

5. Explain the student's current challenges in Self-Help. Additionally, comment on how these challenges have affected functional progress across all academic and non-academic settings. (Use Assistive Technology Decision Making Form for final determinations)

1. Identify any assistive technology already being used by the student.	
☐ Note Taking Software ☐ Mind Mapping Software ☐ Calendars and Reminders	☐ Focus Apps ☐ Visual and Digital Timers ☐ Other _____
Comments:	

.

2. Student's proficiency in task attention when compared to age matched peers if applicable. (Check all that apply)	
☐ Remains seated and/or in appropriate work areas when required. ☐ Maintains focus when unexpected interruptions occur. ☐ Maintains focus in noisy environments or activities. ☐ Able to complete tasks when moving or fidgeting.	☐ Maintains focus during most tasks until it is completed. ☐ Does not rush through assignments and tasks. ☐ Does not skip related steps to complete a task. ☐ Maintains focus during whole group instruction. ☐ Maintains focus during small group instruction.
Comments:	

4. Student's proficiency in time management skills when compared to age matched peers if applicable. (Check all that apply)	
☐ Independently manages their time to meet deadlines and complete tasks on time. ☐ Prioritize tasks and estimate how long each one will take. ☐ Transition smoothly between tasks without getting sidetracked.	☐ Understand the sequence of day to day events. ☐ Anticipates upcoming transitions, subject areas, and activities that are routine.
Comments:	

5. Student's proficiency in organizational skills when compared to age matched peers if applicable. (Check all that apply)

- ☐ Can independently create a plan or checklist for completing a multi-step task.
- ☐ Effectively use planning tools like calendars, to-do lists, or mind maps.
- ☐ Independently organize their physical workspace. (e.g., desk, locker)
- ☐ Organizes school work, homework, and important papers within binders, folders, and backpack.
- ☐ Copies notes and important information in a well organized manner.

Comments:

6. Explain the student's current challenges in Executive Functioning. Additionally, comment on how these challenges have affected functional progress across all academic and non-academic settings. (Use Assistive Technology Decision Making Form for final determinations)

1. Identify any assistive technology already being used by the student	
☐ Adapted Fasteners ☐ Adapted Eating Utensils ☐ Adapted Scissors ☐ Rubber Grippers	☐ Universal Cuffs ☐ Adapted Fasteners ☐ Key Turners ☐ Other _____
Comments:	

2. Student's proficiency in object grasping and manipulation when compared to age matched peers if applicable. (Check all that apply)	
☐ Picks up small objects with one hand such as beads, coins, paper clips, buttons, and screws. ☐ Manipulates objects with one hand such as turning a key, opening a door handle, and using a screwdriver. ☐ Stabilizes objects with one hand while manipulating them with the other such as turning the pages of a book when holding it. ☐ Uses eating utensils proficiently without dropping or spilling food.	☐ Opens and closes containers with both hands such as twist-off lid and push-pull lid. ☐ Fastens and unfastens clothing with both hands using such as zippers and buttons. ☐ Use scissors to cut paper with both hands. ☐ Ties shoelaces independently.
Comments:	

3. Student's proficiency in fine motor coordination when compared to age matched peers if applicable. (Check all that apply)
☐ Pour liquids without spilling. ☐ Cut straight lines using scissors. ☐ Unwrap candies or small toys that require dexterity to open. ☐ Builds objects using blocks and/or legos. ☐ Uses a knife and fork to cut food.

Comments:

4. Explain the student's current challenges in Executive Functioning. Additionally, comment on how these challenges have affected functional progress across all academic and non-academic settings. (Use Assistive Technology Decision Making Form for final determinations)

Section 8: Physical Functioning and Motor Abilities

1. Identify any assistive technology already being used by the student.

- ☐ Alternative Seating
- ☐ Positioning Aids (e.g., prone and supine standers, foot rests, side layers)
- ☐ Adapted Classroom Equipment (e.g., tables and desks
- ☐ Lifts for Transfers
- ☐ Mounting Systems
- ☐ Walkers
- ☐ Crutches/Canes
- ☐ Wheelchair Support Accessories
- ☐ Other _____

Comments:

2. Student's proficiency in gross motor skills when compared to age matched peers if applicable. (Check all that apply)

- ☐ Uses gross motor skills for self-care tasks like dressing, toileting, and eating.
- ☐ Independently uses playground equipment safely and appropriately.
- ☐ Demonstrates little to no fatigue from daily classroom routines.
- ☐ Pack and unpacks backpack with no difficulty.

Comments:

2. If the student does not use a wheelchair, walker, cane or similar tool,, identify their proficiency in seating and mobility when compared to age matched peers if applicable. (Check all that apply)

- ☐ Sits with trunk stability.
- ☐ Completes tasks while seated with little to no fatigue.
- ☐ Transport backpack between areas with no fatigue or difficulty.
- ☐ Reaches supplies and tasks available at the student's desk.
- ☐ Transitions independently from sitting to standing and vice versa.
- ☐ Maintains good posture while seated for extended periods.
- ☐ Navigates the classroom and school environment independently.
- ☐ Uses device and equipment while moving without incident

Comments:

3. If the student uses a wheelchair, identify their proficiency in seating and mobility when compared to age matched peers if applicable. (Check all that apply)

- ☐ Independently maneuvers the wheelchair in the classroom environment to reach materials and complete tasks.
- ☐ Demonstrates safe and controlled movements while using the wheelchair in different settings such as hallways and cafeteria.
- ☐ Maintains good posture while seated in the wheelchair for extended periods.
- ☐ Effectively uses any adaptive equipment mounted on the wheelchair such as headrests, joysticks, or trays.
- ☐ Physically participates during activities such as interactive whiteboard use, and group projects.
- ☐ Uses device and equipment while moving without incident

Comments:

4. If the student uses a walker or cane, identify their proficiency in seating and mobility when compared to age matched peers if applicable. (Check all that apply)

- ☐ Transitions independently from sitting to standing and vice versa
- ☐ Uses device and equipment while moving without incident such as personal devices (phones),
- ☐ Independently maneuvers walker or cane in the classroom environment to reach materials and complete tasks.
- ☐ Navigates the classroom and school environment independently.

Comments:

5. Explain the student's current challenges in Executive Functioning. Additionally, comment on how these challenges have affected functional progress across all academic and non-academic settings. (Use Assistive Technology Decision Making Form for final determinations)

1. List any assistive technology already being used by the student. These tools may be repurposed/reconsidered for new tasks and environments in a vocational setting. (Please refer to the AT Consideration Companion Guide for categories for Assistive Technology items that match the broad needs of vocational functioning)

Comments:

2. Student's ability to utilize transportation to educational or occupational institutes compared to age matched peers if applicable. (Check all that apply)

- ☐ Travel independently to and from school/workplace using public transportation.
- ☐ Purchase and use tickets or fare cards independently.
- ☐ Obtained a driver's license to use a private vehicle for daily commute.
- ☐ Demonstrates good planning skills to account for travel time and potential delays.
- ☐ Can use navigation software on personal cellular devices.

Comments:

3. Student's proficiency in personal and environmental safety awareness during vocational settings when compared to age matched peers. (Check all that apply)

- ☐ Understands and adheres to safety regulations and procedures.
- ☐ Identifies and mitigates potential hazards in the workplace.
- ☐ Reports unsafe working conditions after identification.
- ☐ Works safely and avoids putting oneself or others at risk.

Comments:

4. Student's proficiency in completing occupational related tasks when compared to age matched peers. (Check all that apply)

- ☐ Accessing materials to complete tasks -written, computer access, physical tools, auditory directions
- ☐ Communicating coworkers and supervisors
- ☐ Managing multiple tasks and deadlines
- ☐ Completing tasks within allotted timeframes

Comments:

5. Explain the student's current challenges in Vocational Functioning. Additionally, comment on how these challenges have affected functional progress across all potential vocational settings. (Use Assistive Technology Decision Making Form for final determinations)

1. Identify any assistive technology already being used by the student. This may be repurposed for new tasks and environments in a vocational setting.

- ☐ Adapted Games
- ☐ Adapted Toys
- ☐ Sensory Toys
- ☐ Adapted Books
- ☐ Sensory Supports
- ☐ Environmental Controls
- ☐ Alternative Pencils
- ☐ Adapted Pencils/Colors
- ☐ Other _____

Comments:

2. Student's proficiency to access with toys or equipment when compared to age matched peers. (Check all that apply)

- ☐ Independently accesses and manipulates toys and games requiring fine motor skills such as building blocks, coloring, puzzles, board games, or playdoh.
- ☐ Independently participates in activities such as jump rope, tag, and catch.
- ☐ Accesses playground equipment such as slides, monkey bars, and swings.
- ☐ Accesses electronics such as computers and tablets for entertainment.
- ☐ Accesses books for personal reading.

Comments:

3. Student's proficiency in participating with shared activites when compared to age matched peers. Participation can be impacted by difficulties in all five senses as well as physical ability (Check all that apply).

- ☐ Initiates play with peers.
- ☐ Invites peers to participate in activities.
- ☐ Takes turns during play.
- ☐ Shares toys and games during play.
- ☐ Follow game rules.
- ☐ Demonstrates good sportsmanship.
- ☐ Communicates effectively with peers during play by expressing needs and resolving conflicts.

Comments:

4. Explain the student's current challenges in recreation and leisure. Additionally, comment on how these challenges have affected the related work samples collected by the AT Assessment Team across diverse academic settings. (Use Assistive Technology Decision Making Form for final determinations)

1. Identify any assistive technology already being used by the student. This may be repurposed for new tasks and environments in a vocational setting.

- ☐ Calming Sounds and Music Applications
- ☐ Alternative Seating
- ☐ Sensory Regulation Items
- ☐ Timers
  - ☐ Sound Output
  - ☐ Visual
- ☐ Sensory Toys/Materials
  - ☐ Lights and Colors
  - ☐ Noise Making
  - ☐ Texture interactive
  - ☐ Scented and Fragrant
  - ☐ Chewable
- ☐ Other _____

Comments:

2. Identify possible student over-responsivity to the environment when compared to age matched peers if applicable. (Check all that apply)

- ☐ Demonstrates discomfort in brightly lit rooms, squinting excessively, or seeking darker areas to play/ work.
- ☐ Easily distracted by external stimuli such as movement in the classroom, decorations on walls, flickering lights, or side conversations.
- ☐ Startled easily by loud noises such as dropped objects or loud voices.
- ☐ Demonstrates aversion to certain textures such as specific clothing materials, rejecting messy play such as finger painting, or avoids close physical contact including hugs or gentle pats.
- ☐ Demonstrates strong preferences or aversions to certain food temperatures and textures such as warm, cool, mushy, or stringy.
- ☐ Becomes verbally aggressive to escape situations, activities, or tasks.
- ☐ Becomes physically aggressive to escape situations, activities or tasks.
- ☐ Elopes out of the classroom or away from undesired situations, activities, or tasks.
- ☐ Demonstrates emotional distress through tantrums, self harm, and/or inconsolable crying.

Comments:

3. Possible student sensory seeking characteristics when compared to age matched peers. (Check all that apply)

- ☐ Fidgets excessively in their seat, tapping their feet, playing with objects, or rocking back and forth in their chair to the point it impacts learning.
- ☐ Prone to getting out of their seat seeking toys or tasks unrelated to instruction.

- ☐ Inclined towards roughhousing during playtime, seeking out playground equipment with high movement such as monkey bars, slides, or constantly running or jumping.
- ☐ Frequently touches objects, teachers or peers.
- ☐ Seeks deep pressure such as hugs, learning on walls, or squeezing into tight objects/areas.
- ☐ Frequently places inappropriate objects in the mouth such as clothing, writing utensils, or toys.

Comments:

4. Possible student passive under responsivity characteristics when compared to age matched peers. (Check all that apply)

- ☐ Appears tired, sluggish, or lacking motivation to participate in activities.
- ☐ Frequently appears lost in thought or seems unaware of their surroundings.
- ☐ Does not noticeably react to touch, minor scrapes, bumps, or temperature changes.
- ☐ Shows minimal facial expressions or displays of emotions.
- ☐ Speaks softly and rarely volunteers in class discussions.
- ☐ Takes longer than expected to finish assignments or activities.
- ☐ Doesn't seem startled by sudden sounds like alarms or loud voices.

Comments:

5. Explain the student's current challenges in sensory needs. Additionally, comment on how these challenges have affected functional progress across all academic and non-academic settings. (Use Assistive Technology Decision Making Form for final determinations)

Note: Please refer to deaf/hard of hearing assessment if any of these areas are a concern.

1. Identify any Alternative & Augmentative Communication already being used by the student.

Dynamic AAC	Static AAC
☐ Symbolized Motor Plan APP ☐ Symbolized Grammatical APP ☐ Text Only AAC APP ☐ Voice Recognition Software	☐ Printed Core and Fringe Vocabularies ☐ Mid-Tech Vice Output Device ☐ Tactile Symbols

Comments:

2. Identify the students' primary modes of communication. (Check all that apply)

Receptive	Expressive
☐ Auditory/Oral ☐ Signing (ASL) ☐ Cued Language ☐ Augmentative and Alternative Communication (AAC)	☐ Auditory/Oral ☐ Signing (ASL) ☐ Cued Language ☐ Augmentative and Alternative Communication (AAC)

Comments:

3. Student expressive language skills when compared to age matched peers. (Check all that apply)

☐ Communicates one word meaning. ☐ Communicates in short phrases. ☐ Communicates in long phrases and/or complete sentences. ☐ Shows typical facial expressions appearing expressive or appropriately neutral. ☐ Regularly uses gestures or body language to convey thoughts or emotions. ☐ Conveys basic wants and needs through conventional mode of communication.	☐ Repairs communication breakdowns or misunderstandings. ☐ Current mode of communication is intelligible enough for strangers to understand. ☐ Utilizes academic vocabulary in various subject areas. ☐ Utilizes an array of vocabulary words when communicating with adults and peers. ☐ Ask questions such as where, how, when, what, and/or why. ☐ Has a conventional yes/no gesture that strangers can recognize.

- ☐ Initiates or participates in discussions or group activities with ease.
- ☐ Responds to questions and comments made by adults and peers.
- ☐ Produces spontaneous and novel communication without prompting.
- ☐ Provides accurate responses to yes and no questions within context.
- ☐ Maintains topic and context during conversations without tangential responses.

Comments:

4. Student receptive language skills when compared to age matched peers. (Check all that apply)

- ☐ Demonstrates the ability to follow single step directions accurately.
- ☐ Demonstrates the ability to follow multi-step verbal directions accurately.
- ☐ Maintains eye contact when adults or peers communicate.
- ☐ Displays comprehension of temporal concepts such as before, after, and during in narrative or instructional contexts.
- ☐ Recognizes and comprehends figurative language such as idioms or metaphors.
- ☐ Understands academic vocabulary used in various subject areas.
- ☐ Understands an array of vocabulary words when communicating with adults and peers.
- ☐ Recognizes and understands the nuances of tone and mood conveyed in spoken language.
- ☐ Understands where, how, when, what, and/or why questions.

Comments:

5. Explain the student's current challenges in communication needs. Additionally, comment on how these challenges have affected functional progress across all academic and non-academic settings.

1. Identify any Assistive Technology already being used by the student.
☐ Assistive Listening Devices ☐ Alerting Devices and Software ☐ Telecommunication Devices and Software ☐ Note-taking Devices and Software ☐ Alternative & Augmentative Communication
Comments:

2. Identify students' primary modes of communication. (Check all that apply)	
Receptive	**Expressive**
☐ Auditory/Oral ☐ Signing (ASL) ☐ Cued Language ☐ Augmentative and Alternative Communication (AAC)	☐ Auditory/Oral ☐ Signing (ASL) ☐ Cued Language ☐ Augmentative and Alternative Communication (AAC)
Comments:	

3. Identify student proficiency for auditory and listening skills. (Check all that apply)	
☐ Attend to voices and prompts when someone is in view of the student. ☐ Attend to voices and prompts when someone is not in the view of the student. ☐ Discriminates between environmental and non environmental sounds. ☐ Accurately comprehends what adults and peers are saying within noisy settings or activities such as class projects, gym, or play at recess.	☐ Comprehends most spoken words in isolation. ☐ Comprehends most spoken phrases in isolation. ☐ Comprehends all spoken sentences. ☐ Comprehends classroom lecture and class discussion.
Comments:	

.

4. Student expressive language skills when compared to age matched peers. (Check all that apply)

- ☐ Mode of communication expresses at least word meaning.
- ☐ Mode of communication expresses short phrases.
- ☐ Mode of communication expresses long phrases and/or complete sentences.
- ☐ Regularly uses gestures or body language to convey thoughts or emotions.
- ☐ Conveys basic wants and needs through their mode of communication.
- ☐ Participates in discussions or group activities with ease.
- ☐ Responds to questions and comments made by adults and peers.
- ☐ Produces spontaneous and novel communication without prompting.
- ☐ Repairs communication breakdowns or misunderstandings.
- ☐ Current mode of communication is understood by strangers.
- ☐ Utilizes academic vocabulary in various subject areas.
- ☐ Utilizes an array of vocabulary words when communicating with adults and peers.
- ☐ Ask questions such as where, how, when, what, and/or why.

Comments:

5. Student proficiency of decoding words, and reading fluency. (Check all that apply)

Phonics & Phonological Skills
Typically achieved Pre K- Kindergarten

- ☐ Student can identify all lower case letters as age matched peers.
- ☐ Student can identify all upper case letters as age matched peers.
- ☐ Student can identify letters when used in sentences and writing as age matched peers.
- ☐ Student matches all long and short phonetic sounds to corresponding alphabet letter as age matched peers.
- ☐ Student matches rhyming words as age matched peers.
- ☐ Student recognizes beginning sounds of CVC words as age matched peers.
- ☐ Student recognizes ending sounds of CVC words as age matched peers.
- ☐ Student recognizes middle sounds of CVC words as age matched peers.

Phonemic Awareness/Segmentation
Typically achieved Kindergarten - 1st Grade

- ☐ Students can blend beginning, middle, and end sounds of CVC words to read it as age matched peers.
- ☐ Students demonstrate a grade appropriate rate of deciphering CVC words as age matched peers.
- ☐ Student can read multiple CVC words to understand an entire sentence as age matched peers.

Reading Fluency is typically monitored
1st-5th grade

- ☐ Students can read more advance combinations of consonants and vowels including diphthongs as age matched peers.

	☐ Student recognizes root words in a variety of prefixes and suffixes as age matched peers. ☐ Student's Words Per Minute is commensurate with age matched peers as age matched peers.

6. Student written expression skills when compared to age matched peers. (Check all that apply)	
☐ Spells simple CVC words. ☐ Spells words containing diphthongs. ☐ Spells multi-syllable words. ☐ Spells compound words. ☐ Spells irregular words.	☐ Composes sentences containing subject verb agreement. ☐ Composes sentences containing correct verb tenses. ☐ Composes sentences containing basic punctuation such as capitalization and ending marks. ☐ Performs basic proofreading and editing.
Comments:	

6. Explain the student's current challenges in communication needs. Additionally, comment on how these challenges have affected functional progress across all academic and non-academic settings. (Use Assistive Technology Decision Making Form for final determinations)

1. Identify any Assistive Technology already being used by the student.

- ☐ Tracking Aids and Masking
  - ☐ Contrast and Color Saturation
  - ☐ Color Overlays
  - ☐ Color Tape
  - ☐ Masking Tools
- ☐ Aapated Paper
  - ☐ Bold line
  - ☐ Raised line
  - ☐ Different spacing
  - ☐ Colored
  - ☐ Graph
- ☐ Screen Magnification Software
- ☐ CCTV (closed circuit television)
- ☐ Low Vision Aids
  - ☐ Text Magnifier
- ☐ Text to Speech
  - ☐ Optical Character Recognition
  - ☐ Highlight Reading
  - ☐ Page Reading
- ☐ Voice Recognition Software
- ☐ Voice Recording
- ☐ Positioning Aids
- ☐ Braille Notetaker

Comments:

2. Student's current vision abilities when compared to age matched peers. (Check all that apply)

- ☐ Uses only left eye.
- ☐ Uses only right eye
- ☐ Relies heavily on peripheral vision to gather information
- ☐ Has difficulties using peripheral vision.
- ☐ Struggles to navigate the environment safely.
- ☐ Demonstrates sensitivity to light.
- ☐ Struggles to track moving objects smoothly across visual fields.
- ☐ Struggles to hold gazes for an extended period.
- ☐ Demonstrates a color deficiency.
- ☐ Demonstrates a color preference

Comments:

.

3. Student's current ability to read and write compared to age matched peers. (Check all that apply)

- ☐ Student can visually distinguish all letters and numbers.
- ☐ Student can track lines of text from left to right.
- ☐ Student can read standard textbooks.
- ☐ Student reads text on white boards and projectors fro.m a typical distance
- ☐ Student can write all basic letters and numbers.
- ☐ Student can write words and sentences with correct spacing.

Comment:

4. Student's proficiency in computer use when compared to age matched peers. (Check all that apply)	
☐ Student can read standard digital text size. ☐ Student can operate computers with standard screen resolutions. ☐ Student can navigate computers and tablets independently.	☐ Student can track mouse pointers and cursors. ☐ Student can efficiently use a mechanical keyboard for typing. ☐ Student can efficiently use an on-screen keyboard for typing.
Comment:	

5. Explain the student's current challenges in communication needs. Additionally, comment on how these challenges have affected functional progress across all academic and non-academic settings. (Use Assistive Technology Decision Making Form for final determinations)

Louisiana AEM

Parental Consent for AT Assessment

To the Parent(s)/Guardian(s) of: _____ Date:_____

From: _____ School: _____

Your child has been referred for an assistive technology assessment. This assessment is to determine whether or not your child may benefit from the use of assistive technology in his/her school setting. Your permission is required to begin the assessment process. Your cooperation is appreciated. Please sign and return this form to _____

Do you give permission for this assistive technology assessment? (Check one response)	
☐ Yes	I give permission for my child to be assessed for assistive technology.
☐ No	I do give permission for my child to be assessed for assistive technology

Parent/Guardian Signature : _____ Date:_____

Identify academic and functional IEP goals that require Assistive Technology (List Instructional Plan # and/or entire goal).

Summarize all collected data including grades, test scores, observations, and interviews with teachers/related service providers.

Summarize assistive technology assessment results for each examined area.

List all assistive technology categories, with the assistance of the AT Companion Resource Guide, that may benefit the student based on assessment results.

Given all assessment areas, IEP goals, data, and observations, what specific features of potential AT tool and service is required. How will this impact the AT tool selection?

Which specific AT tools possibly meet all requirements for student success?

Assistive Technology Determination

- ☐ Specific AT tool(s) and service(s) have been determined based on assistive technology assessment. The IEP team will: document this result in the IEP, create/modify IEP goals to include the AT, and create an implementation plan.
- ☐ Trial Use is required to narrow down the AT tools, services, and required features necessary for the student to achieve goals. A trial use guide and implementation plan will be completed.
- ☐ Assistive technology is not required, and academic/functional concerns will be addressed through accommodations and modifications within the IEP. The results of the assessment will be documented in the IEP.

Post Trial Use ONLY: Assistive Technology Determination

- ☐ Specific AT tool(s) and service(s) have been determined based on assistive technology assessment and trial use. The IEP team will: document this result in the IEP, create/modify IEP goals to include the AT, and create an implementation plan
- ☐ Additionally trial use is required to narrow down the AT tools, services, and required features necessary for the student. A new trial use guide and implementation plan will be completed for different assistive technology.
- ☐ Assistive technology is not required, and academic/functional concerns will be addressed through accommodations and modifications within the IEP. The results of the assessment will be documented in the IEP.

Log any major changes during the trial use period (such as extending trials or introducing new AT)

APPENDIX D

QUALITY INDICATORS OF ASSISTIVE TECHNOLOGY SELF-EVLAUATION MATRICES

Quality Indicators for Consideration of Assistive Technology Needs

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. Assistive technology (AT) devices and services are considered for all students with disabilities regardless of type or severity of disability.	**1** AT is not considered for students with disabilities.	**2** AT is considered only for students with severe disabilities or students in specific disability categories.	**3** AT is considered for all students with disabilities but the consideration is inconsistently based on the unique educational needs of the student.	**4** AT is considered for all students with disabilities and the consideration is generally based on the unique educational needs of the student.	**5** AT is considered for all students with disabilities and the consideration is consistently based on the unique educational needs of the student.
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.	**1** No process is established for IEP teams to use to make AT decisions.	**2** A process is established for IEP teams to use to make AT decisions but it is not collaborative.	**3** A collaborative process is established but not generally used by IEP teams to make AT decisions.	**4** A collaborative process is established and generally used by IEP teams to make AT decisions.	**5** A collaborative process is established and consistently used by IEP teams to make AT decisions.
3. IEP team members have the collective knowledge and skills needed to make informed AT decisions and seek assistance when needed.	**1** The team does not have the knowledge or skills needed to make informed AT decisions. The team does not seek help when needed.	**2** Individual team members have some of the knowledge and skills needed to make informed AT decisions. The team does not seek help when needed.	**3** Team members sometimes combine knowledge and skills to make informed AT decisions. The team does not always seek help when needed.	**4** Team members generally combine their knowledge and skills to make informed AT decisions. The team seeks help when needed.	**5** The team consistently uses collective knowledge and skills to make informed AT decisions. The team seeks help 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.	**1** Decisions about a student's need for AT are not connected to IEP goals or the general curriculum.	**2** Decisions about a student's need for AT are based on either access to the curriculum/IEP goals or the general curriculum, not both.	**3** Decisions about a student's need for AT sometimes are based on both the student's IEP goals and general education curricular tasks.	**4** Decisions about a student's need for AT generally are based on both the student's IEP goals and general education curricular tasks.	**5** Decisions about a student's need for AT consistently are based on both the student's IEP goals and general education curricular tasks.
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.	**1** The IEP team does not gather and analyze data to consider a student's need for AT devices and services.	**2** The IEP team gathers and analyzes data about the student, customary environments, educational goals or tasks, not all, when considering a student's need for AT devices and services.	**3** The IEP team sometimes gathers and analyzes data about the student, customary environments, educational goals and tasks when considering a student's need for AT devices and services.	**4** The IEP team generally gathers and analyzes data about the student, customary environments, educational goals and tasks when considering a student's need for AT devices and services.	**5** The IEP team consistently 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 needs.	**1** The IEP team does not explore a range of AT devices, services, and other supports to address identified needs.	**2** The IEP team considers a limited set of AT devices, services, and other supports.	**3** The IEP team sometimes explores a range of AT devices, services, and other supports.	**4** The IEP team generally explores a range of AT devices, services, and other supports.	**5** The IEP team always explores a range of AT devices, services, and other supports to address identified needs.
7. The AT consideration process and results are documented in the IEP and include a rationale for the decision and supporting evidence.	**1** The consideration process and results are not documented in the IEP.	**2** The consideration process and results are documented in the IEP but do not include a rationale for the decision and supporting evidence.	**3** The consideration process and results are documented in the IEP and sometimes include a rationale for the decision and supporting evidence.	**4** The consideration process and results are documented in the IEP and generally include a rationale for the decision and supporting evidence.	**5** The consideration process and results are documented in the IEP and consistently include a rationale for the decision and supporting evidence.

\Quality Indicators for Assessment of Assistive Technology Needs

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. Procedures for all aspects of AT assessment are clearly defined and consistently applied.	**1** No procedures are defined.	**2** Some assessment procedures are defined, but not generally used.	**3** Procedures are defined and used only by specialized personnel.	**4** Procedures are clearly defined and generally used in both special and general education.	**5** Clearly defined procedures are used by everyone involved in the assessment process.
2. AT assessments are conducted by a team with the collective knowledge and skills needed to determine possible AT solutions that address the needs and abilities of the student, demands of the customary environments, educational goals, and related activities.	**1** A designated individual with no prior knowledge of the student's needs or technology conducts assessments.	**2** A designated person or group of individuals who have knowledge of technology, but not of the student's needs, environments, or tasks conducts assessments.	**3** A designated team with knowledge of AT conducts assessments with limited input from individuals who have knowledge of the student's needs, environments, and tasks.	**4** A team whose members have direct knowledge of the student's needs, environments, tasks, and knowledge of AT generally conducts assessments.	**5** Flexible teams formed on the basis of knowledge of of the individual student's needs, environments, tasks, and expertise in AT consistently conduct assessments.
3. All AT assessments include a functional assessment in the student's customary environments, such as the classroom, lunchroom, playground, home, community setting, or work place.	**1** No component of the AT assessment is conducted in any of the student's customary environments.	**2** No component of the AT assessment is conducted in any of the customary environments, however, data about the customary environments are sought.	**3** Functional components of AT assessments are sometimes conducted in the student's customary environments.	**4** Functional components of AT assessments are generally conducted in the student's customary environments.	**5** Functional components of AT assessments are consistently conducted in the student's customary environments.

4. AT assessments, including needed trials, are completed within reasonable timelines.	**1** AT assessments are not completed within agency timelines.	**2** AT assessments are frequently out of compliance with timelines.	**3** AT assessments are completed within a reasonable timeline and may or may not include initial trials.	**4** AT assessments are completed within a reasonable timeline and include at least initial trials.	**5** AT assessments are conducted in a timely manner and include a plan for ongoing assessment and trials in customary environments.
5. Recommendations from AT assessments are based on data about the student, environments and tasks.	**1** Recommendations are not data based.	**2** Recommendations are based on incomplete data from limited sources.	**3** Recommendations are sometimes based on data about student performance on typical tasks in customary environments.	**4** Recommendations are generally based on data about student performance on typical tasks in customary environments.	**5** Recommendations are consistently based on data about student performance on typical tasks in customary environments.
6. The assessment provides the IEP team with clearly documented recommendations that guide decisions about the selection, acquisition, and use of AT devices and services.	**1** Recommendations are not documented.	**2** Documented recommendations include only devices. Recommendations about services are not documented.	**3** Documented recommendations may or may not include sufficient information about devices and services to guide decision-making and program development.	**4** Documented recommendations generally include sufficient information about devices and services to guide decision-making and program development.	**5** Documented recommendations consistently include sufficient information about devices and services to guide decision-making and program development.
7. AT needs are reassessed any time changes in the student, the environments and/or the tasks result in the student's needs not being met with current devices and/or services.	**1** AT needs are not reassessed.	**2** AT needs are only reassessed when requested. Reassessment is done formally and no ongoing AT assessment takes place. .	**3** AT needs are reassessed on an annual basis or upon request. Reassessment may include some ongoing and formal assessment strategies.	**4** AT use is frequently monitored. AT needs are generally reassessed if current tools and strategies are ineffective. Reassessment generally includes ongoing assessment strategies and includes formal assessment, if indicated.	**5** AT use is frequently monitored. AT needs are generally reassessed if current tools and strategies are ineffective. Reassessment generally includes ongoing assessment strategies and includes formal assessment, if indicated. .

Quality Indicators for Including Assistive Technology in the IEP

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. The education agency has guidelines for documenting AT needs in the IEP and requires their consistent application.	**1** The agency does not have guidelines for documenting AT in the IEP.	**2** The agency has guidelines for documenting AT in the IEP but team members are not aware of them.	**3** The agency has guidelines for documenting AT in the IEP and members of some teams are aware of them.	**4** The agency has guidelines for documenting AT in the IEP and members of most teams are aware of them.	**5** The agency has guidelines for documenting AT in the IEP and members of all teams are aware of them.
2. All services that the IEP team determines are needed to support the selection, acquisition, and use of AT devices are designated in the IEP.	**1** AT devices and services are not documented in the IEP.	**2** Some AT devices and services are minimally documented. Documentation does not include sufficient information to support effective implementation.	**3** Required AT devices and services are documented. Documentation sometimes includes sufficient information to support effective implementation.	**4** Required AT devices and services are documented. Documentation generally includes sufficient information to support effective implementation.	**5** Required AT devices and services are documented. Documentation consistently includes sufficient information to support effective implementation.
3. The IEP illustrates that AT is a tool to support achievement of goals and progress in the general curriculum by establishing a clear relationship between student needs, AT devices and services, and the student's goals and objectives.	**1** AT use is not linked to IEP goals and objectives or participation and progress in the general curriculum. .	**2** AT use is sometimes linked to IEP goals and objectives but not linked to the general curriculum. .	**3** AT use is linked to IEP goals and objectives and sometimes linked to the general curriculum.	**4** AT is linked to IEP goals and objectives and is generally linked to the general curriculum.	**5** AT is linked to the IEP goals and objectives and is consistently linked to the general curriculum.

4. IEP content regarding AT use is written in language that describes how AT contributes to achievement of measurable and observable outcomes.	**1** The IEP does not describe outcomes to be achieved through AT use.	**2** The IEP describes outcomes to be achieved through AT use, but they are not measurable.	**3** The IEP describes outcomes to be achieved through AT use, but only some are measurable.	**4** The IEP generally describes observable, measurable outcomes to be achieved through AT use.	**5** The IEP consistently describes observable, measurable outcomes to be achieved through AT use.
5. AT is included in the IEP in a manner that provides a clear and complete description of the devices and services to be provided and used to address student needs and achieve expected results.	**1** Devices and services needed to support AT use are not documented.	**2** Some devices and services are documented but they do not adequately support AT use.	**3** Devices and services are documented and are sometime adequate to support AT use.	**4** Devices and services are documented and are generally adequate to support AT use.	**5** Devices and services are documented and are consistently adequate to support AT use.

Quality Indicators for Assistive Technology Implementation

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. AT implementation proceeds according to a collaboratively developed plan.	**1** There is no implementation plan.	**2** Individual team members may develop AT implementation plans independently.	**3** Some team members collaborate in the development of an AT implementation plan.	**4** Most team members collaborate in the development of AT implementation plan.	**5** All team members collaborate in the development of a comprehensive AT implementation plan.
2. AT is integrated into the curriculum and daily activities of the student across environments.	**1** AT included in the IEP is rarely used.	**2** AT is used in isolation with no links to the student's curriculum and/or daily activities.	**3** AT is sometimes integrated into the student's curriculum and daily activities.	**4** AT is generally integrated into the student's curriculum and daily activities.	**5** AT is fully integrated into the student's curriculum and daily activities.
3. Persons supporting the student across all environments in which the AT is expected to be used share responsibility for implementation of the plan.	**1** Responsibility for implementation is not accepted by any team member. .	**2** Responsibility for implementation is assigned to one team member.	**3** Responsibility for implementation is shared by some team members in some environments.	**4** Responsibility for implementation is generally shared by most team members in most environments.	**5** Responsibility for implementation is consistently shared among team members across all environments.
4. Persons supporting the student provide opportunities for the student to use a variety of strategies–including AT–and to learn which strategies are most effective for particular circumstances and tasks.	**1** No strategies are provided to support the accomplishment of tasks.	**2** Only one strategy is provided to support the accomplishment of tasks.	**3** Multiple strategies are provided. Students are sometimes encouraged to select and use the most appropriate strategy for each task.	**4** Multiple strategies are provided. Students are generally encouraged to select and use the most appropriate strategy for each task.	**5** Multiple strategies are provided. Students are consistently encouraged to select and use the most appropriate strategy for each task.

5. Training for the student, family and staff is an integral part of implementation.	**1** AT training needs have not been determined.	**2** AT training needs are initially identified for student, family, and staff, but no training has been provided.	**3** Initial AT training is sometimes provided to student, family, and staff.	**4** Initial and follow-up AT training is generally provided to student, family, and staff	**5** Ongoing AT training is provided to student, family, and staff as needed, based on changing needs.
6. AT implementation is initially based on assessment data and is adjusted based on performance data.	**1** AT implementation is based on equipment availability and limited knowledge of team members, not on student data.	**2** AT implementation is loosely based on initial assessment data and rarely adjusted.	**3** AT implementation is based on initial assessment data and is sometimes adjusted as needed based on student progress.	**4** AT implementation is based on initial assessment data and is generally adjusted as needed based on student progress.	**5** AT implementation is based on initial assessment data and is consistently adjusted as needed based on student progress.
7. AT implementation includes management and maintenance of equipment and materials.	**1** Equipment and materials are not managed or maintained. Students rarely have access to the equipment and materials they require.	**2** Equipment and materials are managed and maintained on a crisis basis. Students frequently do not have access to the equipment and materials they require.	**3** Equipment and materials are managed and maintained so that students sometimes have access to the equipment and materials they require.	**4** Equipment and materials are managed and maintained so that students generally have access to the equipment and materials they require.	**5** Equipment and materials are effectively managed and maintained so that students consistently have access to the equipment and materials they require.

Quality Indicators for Evaluation of the Effectiveness of Assistive Technology

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. Team members share clearly defined responsibilities to ensure that data are collected, evaluated, and interpreted by capable and credible team members.	**1** Responsibilities for data collection, evaluation, or interpretation are not defined.	**2** Responsibilities for data collection, evaluation, or interpretation of data are assigned to one team member.	**3** Responsibilities for collection, evaluation and interpretation of data are shared by some team members.	**4** Responsibilities for collection, evaluation and interpretation of data are shared by most team members.	**5** Responsibilities for collection, evaluation and interpretation of data are consistently shared by team members.
2. Data are collected on specific student achievement that has been identified by the team and is related to one or more goals.	**1** Team neither identifies specific changes in student behaviors expected from AT use nor collects data.	**2** Team identifies student behaviors and collects data, but the behaviors are either not specific or not related to IEP goal(s).	**3** Team identifies specific student behaviors related to IEP goals, but inconsistently collects data.	**4** Team identifies specific student behaviors related to IEP goals, and generally collects data.	**5** Team identifies specific student behaviors related to IEP goals, and consistently collects data on changes in those behaviors.
3. Evaluation of effectiveness includes the quantitative and qualitative measurement of changes in the student's performance and achievement.	**1** Effectiveness is not evaluated.	**2** Evaluation of effectiveness is not based on student performance, but rather on subjective opinion.	**3** Evaluation of effectiveness is not consistent or is based on limited data about student performance.	**4** Evaluation of effectiveness is generally based on quantitative and qualitative data about student performance from a few sources.	**5** Effectiveness is consistently evaluated using both quantitative and qualitative data about student's performance obtained from a variety of sources.

4. Effectiveness is evaluated across environments including during naturally occurring opportunities as well as structured activities.	**1** Effectiveness is not evaluated in any environment. .	**2** Effectiveness is evaluated only during structured opportunities in controlled environments (e.g. massed trials data).	**3** Effectiveness is evaluated during structured activities across environments and a few naturally occurring opportunities.	**4** Effectiveness is generally evaluated during naturally occurring opportunities and structured activities in multiple environments.	**5** Effectiveness is consistently evaluated during naturally occurring opportunities and structured activities in multiple environments.
5. Data are collected to provide teams with a means for analyzing student achievement and identifying supports and barriers that influence AT use to determine what changes, if any, are needed.	**1** No data are collected or analyzed.	**2** Data are collected but are not analyzed.	**3** Data are superficially analyzed. .	**4** Data are sufficiently analyzed most of the time.	**5** Data are sufficiently analyzed all of the time.
6. Changes are made in the student's AT services and educational program when evaluation data indicate that such changes are needed to improve student achievement.	**1** Program changes are never made.	**2** Program changes are made in the absence of data.	**3** Program changes are loosely linked to student performance data.	**4** Program changes are generally linked to student performance data.	**5** Program changes are consistently linked to student performance data.
7. Evaluation of effectiveness is a dynamic, responsive, ongoing process that is reviewed periodically.	**1** No process is used to evaluate effectiveness.	**2** Evaluation of effectiveness only takes place annually, but the team does not make program changes based on data.	**3** Evaluation of effectiveness only takes place annually and the team uses the data to make annual program changes.	**4** Evaluation of effectiveness takes place on an on-going basis and team generally uses the data to make program changes.	**5** Evaluation of effectiveness takes place on an on-going basis and the team consistently uses the data to make program changes.

Quality Indicators for Assistive Technology Transition

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. Transition plans address the AT needs of the student, including roles and training needs of team members, subsequent steps in AT use, and follow-up after transition takes place.	**1** Transition plans do not address AT needs.	**2** Transition plans rarely address AT needs, critical roles, steps or follow-up.	**3** Transition plans sometimes address AT needs but may not include critical roles, steps or follow-up.	**4** Transition plans always address AT needs and usually include critical roles, steps or follow-up.	**5** Transition plans consistently address AT needs and all team members are involved and knowledgeable about critical roles, steps and follow-up.
2. Transition planning empowers the student using AT to participate in the transition planning at a level appropriate to age and ability.	**1** Student is not present.	**2** Student may be present but does not participate or input is ignored.	**3** Student sometimes participates and some student input is considered.	**4** Student participates and student input is generally reflected in the transition plan.	**5** Student is a full participant and student input is consistently reflected in the transition plan.
3. Advocacy related to AT use is recognized as critical and planned for by the teams involved in transition.	**1** No one advocates for AT use or the development of student's self-determination skills.	**2** Advocacy rarely occurs for AT use or the development of student self-determination skills.	**3** Advocacy sometimes occurs for AT use and the development of student self-determination skills.	**4** Advocacy usually occurs for AT use and the development of student self-determination skills.	**5** Advocacy consistently occurs for AT use and the development of student self-determination skills.
4. AT requirements in the receiving environment are identified during the transition planning process.	**1** AT requirements in the receiving environment are not identified.	**2** AT requirements in the receiving environment are rarely identified	**3** AT requirements in the receiving environment are identified, some participants are involved and some requirements are addressed.	**4** AT requirements in the receiving environment are identified, most participants are involved and most requirements are addressed.	**5** AT requirements in the receiving environment are consistently identified by all participants.

5. Transition planning for students using AT proceeds according to an individualized timeline.	**1** Individualized timelines are not developed to support transition planning for students using AT.	**2** Individualized timelines are developed, but do not support transition planning for students using AT.	**3** Individualized timelines are sometimes developed and support transition planning for students using AT.	**4** Individualized timelines are generally developed and support transition planning for students using AT.	**5** Individualized timelines are consistently developed and support transition planning for students using AT.
6. Transition plans address specific equipment, training and funding issues such as transfer or acquisition of AT, manuals and support documents.	**1** The plans do not address AT equipment, training and funding issues.	**2** The plans rarely address AT equipment, training and/or funding issues.	**3** The plans sometimes address AT equipment, training or funding issues.	**4** The plans usually address AT equipment, training and funding issues. .	**5** The plans consistently address AT equipment, training and funding issues.

Quality Indicators for Administrative Support of Assistive Technology

Quality Indicator	Variations UNACCEPTABLE → PROMISING PRACTICES				
1. The education agency has written procedural guidelines that ensure equitable access to AT devices and services for students with disabilities, if required for FAPE.	**1** No written procedural guidelines are in place.	**2** Written procedural guidelines for few components of AT service delivery are in place. (i.e. assessment or consideration)	**3** Written procedural guidelines that address several components of AT service delivery are in place.	**4** Written procedural guidelines that address most components of AT service delivery are in place.	**5** Comprehensive written procedural guidelines that address all components of AT service delivery are in place.
2. The education agency broadly disseminates clearly defined procedures for accessing and providing AT services and supports the implementation of those guidelines.	**1** No procedures disseminated and no plan to disseminate.	**2** A plan for dissemination exists, but has not been implemented.	**3** Procedures are disseminated to a few staff who work directly with AT.	**4** Procedures are disseminated to most agency personnel and generally used.	**5** Procedures are disseminated to all agency personnel and consistently used.
3. The education agency includes appropriate AT responsibilities in written descriptions of job requirements for each position in which activities impact AT services.	**1** No job requirements relating to AT are written.	**2** Job requirements related to AT are written only for a few specific personnel who provide AT services.	**3** Job requirements related to AT are written for most personnel who provide AT services but are not clearly aligned to job responsibilities.	**4** Job requirements related to AT are written for most personnel who provide AT services and are generally aligned to job responsibilities.	**5** Job requirements related to AT are written for all personnel who provide AT services and are clearly aligned to job responsibilities.

4. The education agency employs personnel with the competencies needed to support quality AT services within their primary areas of responsibility at all levels of the organization.	**1** AT competencies are not considered in hiring, assigning or evaluating personnel.	**2** AT competencies are recognized as an added value in an employee but are not sought.	**3** AT competencies are recognized and sought for specific personnel. .	**4** AT competencies are generally valued and used in hiring, assigning and evaluating personnel.	**5** AT competencies are consistently valued and used in hiring, assigning and evaluating personnel.
5. The education agency includes AT in the technology planning and budgeting process.	**1** There is no planning and budgeting process for AT.	**2** AT planning and budgeting is a special education function that is not included in the agency-wide technology planning and budgeting process.	**3** AT is sometimes included in the agency-wide technology planning and budgeting process, but is inadequate to meet AT needs throughout the agency.	**4** AT is generally included in agency-wide technology planning and budgeting process in a way that meets most AT needs throughout the agency.	**5** AT is included in the agency-wide technology planning and budgeting process in a way that meets AT needs throughout the agency.
6. The education agency provides access to ongoing learning opportunities about AT for staff, family, and students.	**1** No learning opportunities related to AT are provided.	**2** Learning opportunities related to AT are provided on a crisis-basis only. Learning opportunities may not be available to all who need them.	**3** Learning opportunities related to AT are provided to some individuals on a pre-defined schedule.	**4** Learning opportunities related to AT are provided on a pre-defined schedule to most individuals with some follow-up opportunities.	**5** Learning opportunities related to AT are provided on an ongoing basis to address the changing needs of students with disabilities, their families and the staff who serve them.
7. The education agency uses a systematic process to evaluate all components of the agency-wide AT program.	**1** The agency-wide AT program is not evaluated.	**2** Varying procedures are used to evaluate some components of the agency-wide AT program.	**3** A systematic procedure is inconsistently used to evaluate a few components of the agency-wide AT program.	**4** A systematic procedure is generally used to evaluate most components of the agency-wide AT program.	**5** A systematic procedure is consistently used throughout the agency to evaluate all components of the agency-wide AT program.

Quality Indicators for Professional Development and Training in Assistive Technology

Quality Indicator	Variations: UNACCEPTABLE → PROMISING PRACTICES				
1. Comprehensive AT professional development and training support the understanding that AT devices and services enable students to accomplish IEP goals and objectives and make progress in the general curriculum.	**1** There is no professional development and training in the use of AT.	**2** Professional development and training only addresses technical aspects of AT tools and/or is not related to use for academic achievement.	**3** Some professional development and training includes strategies for use of AT devices and services to facilitate academic achievement.	**4** Most professional development and training includes strategies for use of AT devices and services to facilitate academic achievement.	**5** All professional development and training includes strategies for use of AT devices and services to facilitate academic achievement.
2. The education agency has an AT professional development and training plan that identifies the audiences, the purposes, the activities, the expected results, evaluation measures and funding for AT professional development and training.	**1** There is no plan for AT professional development and training.	**2** The plan includes unrelated activities done on a sporadic basis for a limited audience.	**3** The plan includes some elements (e.g., variety of activities, purpose, levels) for some audiences.	**4** The plan includes most elements of a comprehensive plan, for most audiences.	**5** The comprehensive AT professional development plan encompasses all elements, audiences, and levels.
3. The content of comprehensive AT professional development and training addresses all aspects of the selection, acquisition and use of AT.	**1** There is no professional development and training on related to selection, acquisition, and use of AT.	**2** Professional development and training addresses few aspects of selection, acquisition, and use of AT.	**3** Professional development and training addresses some aspects of selection, acquisition, and use of AT.	**4** Professional development and training addresses most aspects of selection, acquisition, and use of AT.	**5** Professional development and training addresses all aspects of selection, acquisition, and use of AT.

4. AT professional development and training address and are aligned with other local, state and national professional development initiatives.	**1** Professional development and training does not consider other initiatives.	**2** Professional development and training rarely aligns with other initiatives.	**3** Professional development and training sometimes aligns with other initiatives. .	**4** Professional development and training generally aligns with other initiatives.	**5** Professional development and training consistently aligns with other initiatives as appropriate.
5. AT professional development and training include ongoing learning opportunities that utilize local, regional, and/or national resources.	**1** There are no professional development and training opportunities.	**2** Professional development and training occurs infrequently.	**3** Professional development and training is sometimes provided.	**4** Professional development and training is generally provided.	**5** Professional development and training opportunities are provided on a comprehensive, repetitive and continuous schedule utilizing appropriate local, regional and national resources.
6. Professional development and training in AT follow research-based models for adult learning that include multiple formats and are delivered at multiple skill levels.	**1** Professional development and training never considers adult learning.	**2** Professional development and training rarely considers models for adult learning strategies.	**3** Professional development and training sometimes considers research-based adult learning strategies. .	**4** Professional development and training generally considers research-based adult learning strategies. .	**5** Professional development and training consistently considers research-based adult learning strategies.
7. The effectiveness of AT professional development and training is evaluated by measuring changes in practice that result in improved student performance.	**1** Changes in practice are not measured.	**2** Changes in practice are rarely measured.	**3** Changes in practice are measured using a variety of measures but may not be related to student performance.	**4** Changes in practice are usually measured using a variety of reliable measures linked to improved student performance.	**5** Changes in practice are consistently measured using a variety of reliable measures linked to improved student performance.