



# Considering Assistive Technology in the IEP Process

(Revised October, 2009)

# A Professional Development Module available at [www.texasat.net](http://www.texasat.net)

Collaboratively developed by



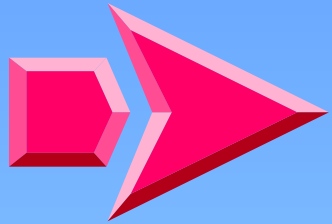
- Texas Assistive Technology Network
- Texas Technology Access Project
- The University of Texas, Department of Special Education, College of Education



# Objectives

**Participants in “Considering AT in the IEP Process” will learn about:**

- **Federal and state legal contexts**
- **Basic definitions and examples**
- **The Texas 4-Step Model**
- **Resources**

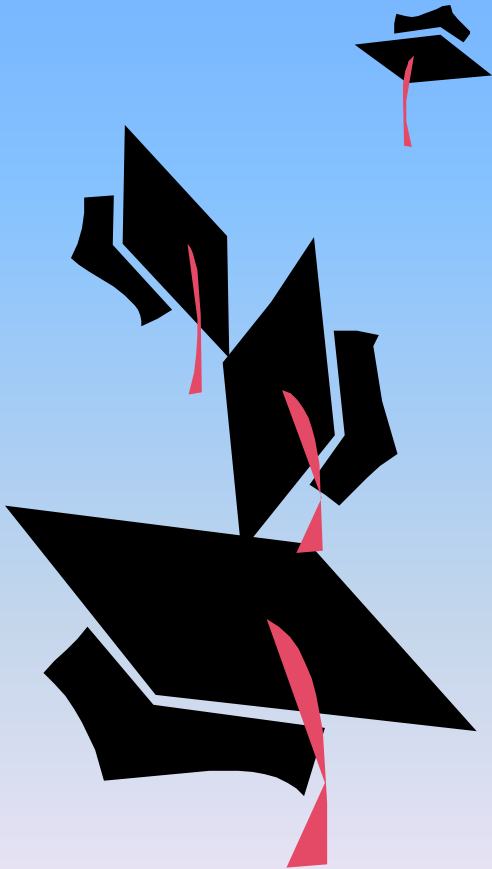


# The Legal Evolution of Access

- **EHA 1975**     *Access to schools*
- **IDEA 1990**     *Access to classrooms*
- **IDEA 1997**     *Access to general  
education curriculum*
- **IDEA 2004**     *Access to instructional  
materials*



# Congressional Intent of IDEA 2004



- Improved student performance
- Increased accountability
- Strong parental participation
- High expectations for student achievement
- Linked to the general education curriculum
- Accessible instructional materials



# ***Considering AT in the IEP Process Video Introduction***

- **PLAY** - click in the video viewing area and **wait for the video to load**
- **PAUSE** - click on the video viewing area once
- **RESUME** after pausing - click in the video viewing area again
- **FAST FORWARD/REVERSE** - use the arrow keys on the keyboard
- **ADVANCE SLIDE** - click outside the video viewing area
- **BEGINNING OF VIDEO** – press the Esc key

# Congressional Intent of IDEA 2004



**IDEA 2004 affirms emphasis on AT as a means to support educational achievement**

- Requires consideration of AT in the IEP process
- Places responsibility for decision-making with ARD committees
- Requires accessible instructional materials



**“As ARD Committee members, there are questions we have about AT...”**

**First, what does the law say about AT?”**





# IDEA 2004: Final Regulations

## Definitions

**Sec 300.5 - AT Devices**

**Sec 300.6 - AT Services**





# **IDEA 2004: Final Regulations**

## **Section 300.105**

### **- Assistive Technology**





# IDEA 2004: Final Regulations

## Section 300.324(a)(2)(v)

- Consideration of  
Special Factors





**“We get the IDEA  
about AT, but can you  
tell us more about  
what AT is?”**

# Continuum from No/Low Tech to High Tech



Assistive Technology

No/Low Tech

Mid Tech

High Tech

- \*Simple
- \*Little Maintenance
- \*Limited/No Electronics

- \*Some Maintenance
- \*Some training
- \*More Electronics

- \*Complex Electronics
- \*More training
- \*More Maintenance

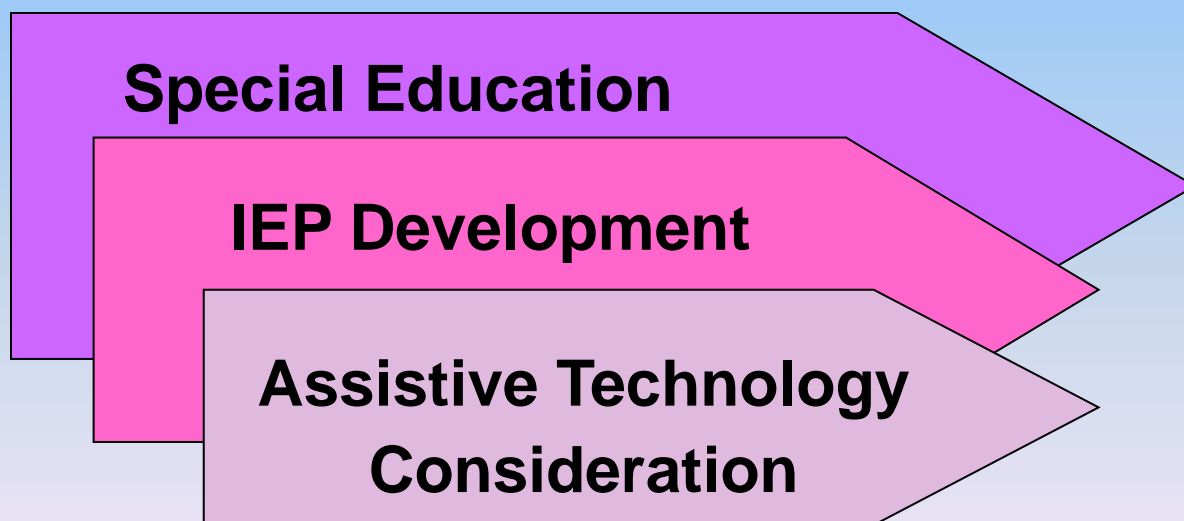


**“We know more about AT now, but how do we consider AT as we develop the IEP?”**



# **Assistive Technology Consideration**

**Embedded within the  
Special Education Process and the  
IEP Development Process**





# Texas 4-Step Model

**STEP 1**

**Review present levels of performance and evaluation data.**

**STEP 2**

**Develop goals and objectives.**

**STEP 3**

**Determine if any tasks are difficult or impossible for the student.**

**STEP 4**

**Decide whether or not AT devices and services are required and document decisions.**





**Review student's present levels of academic achievement and functional performance and evaluation data.**



**Develop goals and objectives that address the student's needs and are aligned to the general curriculum.**



**Determine if any tasks are difficult or impossible for the student.**

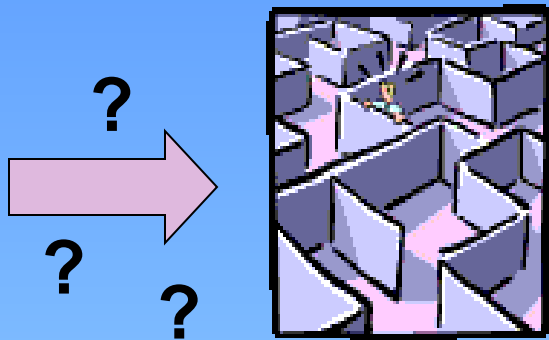
# Instructional/Functional Skills



- Reading
- Written Expression
- Math
- Communication
- Recreation
- Daily organization
- Seating/Positioning
- Hearing
- Seeing
- Self-care
- Mobility
- Other areas



**Decide whether or not AT devices and services are needed and document decisions.**

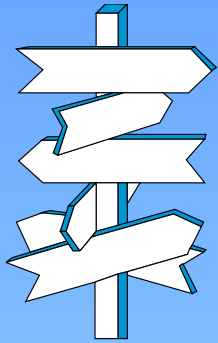


# Questions to Consider

- **If the student is currently using AT, is the AT adequate to address the new goals and objectives?**
- **Does the student need AT to access the curriculum?**
- **Does the student need AT to access instructional materials?**
- **Does the student need AT to access the technology used by other students?**
- **Could AT help the student work more independently?**



# Results of AT Consideration



# **AT is Not Required**

## **ARD Committee Considerations**

- **AT may be needed in the future and should be reconsidered.**
- **Best practices indicate that the basis of the decision is documented.**

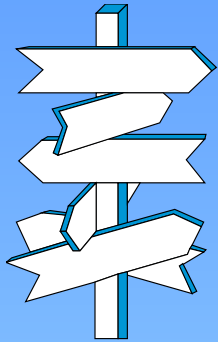




# AT is Not Required

## Documentation in the IEP

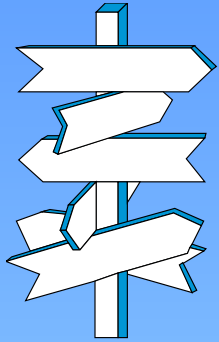
- The ARD Committee anticipates that the student will be able to:
  - participate in the educational program,
  - accomplish expected tasks, and
  - make reasonable progress toward mastery of IEP goals and objectives with typically available supports and services.



# AT is Required

## ARD Committee Considerations

- **AT is required and the ARD Committee knows the nature and extent of the AT devices and services needed.**
- **AT devices and services to be provided are documented in the IEP.**



# AT is Required

## Examples

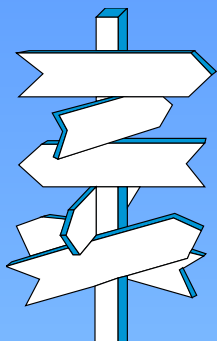
- **AT has been used to obtain present levels of academic achievement and functional performance and can adequately address the new goals and objectives.**
- **AT has been used to obtain present levels of academic achievement and functional performance, but different AT is needed to adequately address the new goals and objectives.**
- **AT has NOT been used previously but is needed to adequately address the new goals and objectives.**



# AT is Required

## Documentation in the IEP

- **The ARD Committee anticipates that the student will NOT be able to participate in the educational program or make reasonable progress toward mastery of IEP goals and objectives WITHOUT assistive technology devices and services.**
- *The specifics of the devices and services must be included in the IEP.*



# More Information is Needed

**ARD Committee determines that additional information is needed to:**

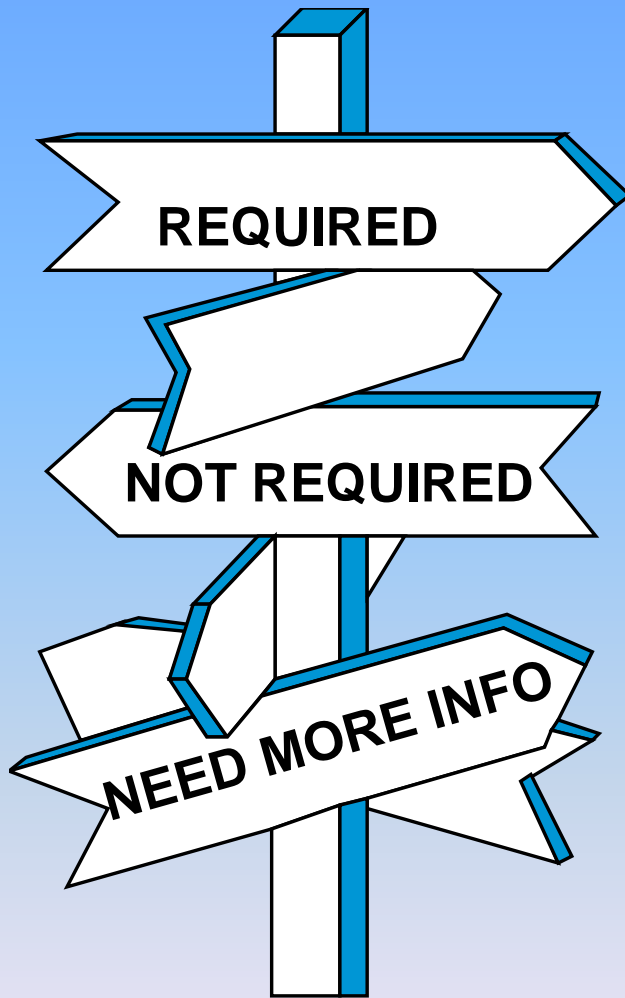
- **Decide whether or not the student requires AT devices and services to participate in the educational program and make adequate progress toward mastery of IEP goals, or**
- **Determine the nature and extent of AT devices and services needed.**



# More Information is Needed

## Documentation in the IEP

- Additional information is needed and the type of assistance needed is documented.
- *The specific assistance requested is written into the IEP as an AT service.*



# Ongoing Process

- Not a one time event



# In Summary ...







## **A Quick Review...**

***Why must ARD Committees consider assistive technology?***

**ARD Committees consider AT because it is required by federal statute to do so during the development of the IEP**



# A Quick Review...

## *How do ARD Committees consider assistive technology?*

**ARD Committees follow the 4-Step consideration process that is embedded in IEP Development and Special Education processes**

- STEP 1** • Review evaluation data and present levels of academic achievement and functional performance.
- STEP 2** • Establish goals and objectives.
- STEP 3** • Determine difficult or impossible tasks.
- STEP 4** • Decide if AT devices and services are required and document.



# **A Quick Review...**

***What decisions do ARD Committees make as a result of AT consideration?***

- **AT is not needed at this time and the basis of this decision is documented in the IEP.**
- **AT is needed and is included in the IEP.**
- **More information is needed before a decision can be made.**



## ***Considering AT in the IEP Process***

***Play videos here from website –  
[http://www.texasat.net/default.aspx  
?name=trainmod.consideration](http://www.texasat.net/default.aspx?name=trainmod.consideration)***



**“Now we know how to start, but how can we get help when we need it?”**




# Resources

- **District Resources**
- **Regional Resources**
- **Web-based Resources**

***“Where there was once an observer,  
let there now be a participant.”***



**- Eliot Eisner**



# Texas Assistive Technology Network (TATN)

[www.texasat.net](http://www.texasat.net)

## Contact:

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Texas Assistive Technology Network

