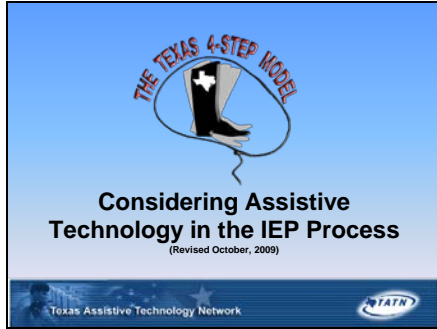


Slide 1



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Slide 2



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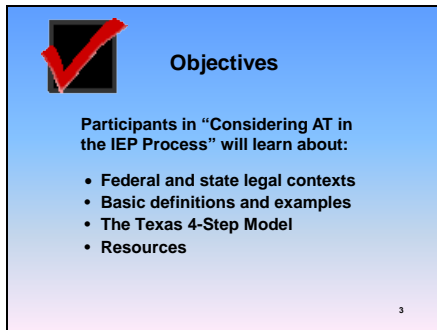
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Slide 3



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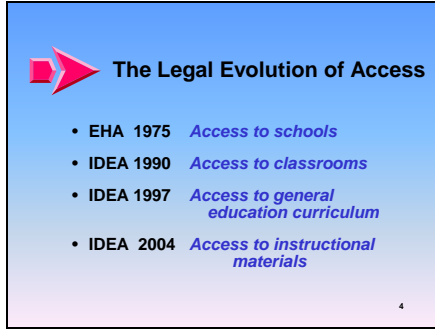
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Slide 4



**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*

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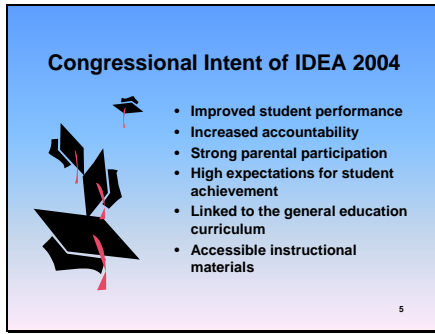
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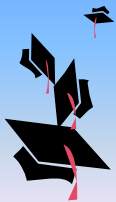
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Slide 5



**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

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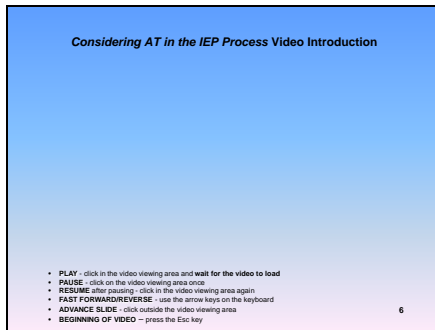
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Slide 6



**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

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Slide 7

**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

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Slide 8



“As ARD Committee members, there are questions we have about AT...  
First, what does the law say about AT?”

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Slide 9

**IDEA 2004: Final Regulations**



Definitions

Sec 300.5 - AT Devices

Sec 300.6 - AT Services

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Slide 10

**IDEA 2004:  
Final  
Regulations**



Section 300.105  
- Assistive Technology



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Slide 11

**IDEA 2004:  
Final  
Regulations**



Section 300.324(a)(2)(v)  
- Consideration of  
Special Factors



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Slide 12



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

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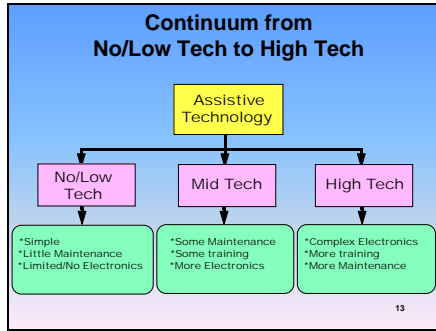
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Slide 13



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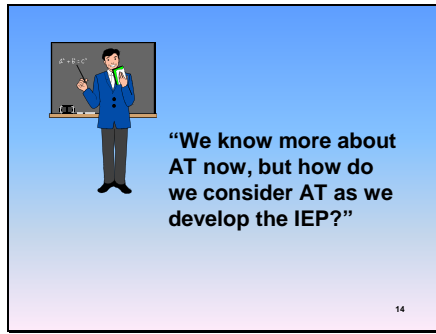
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Slide 14



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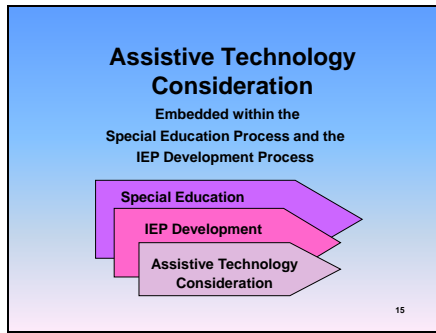
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Slide 15



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Slide 16



**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.

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Slide 17



**STEP 1**

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

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Slide 18



**STEP 2**

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

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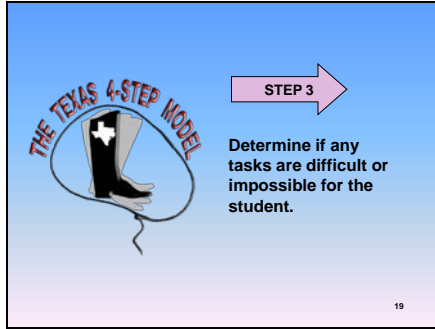
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Slide 19



**THE TEXAS 4-STEP MODEL**

**STEP 3**

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

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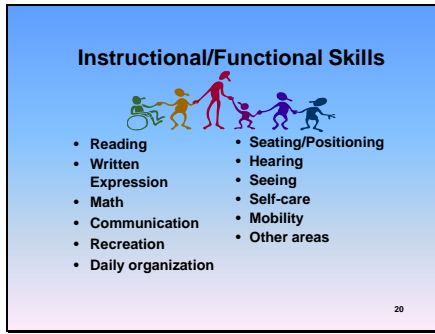
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Slide 20



**Instructional/Functional Skills**

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

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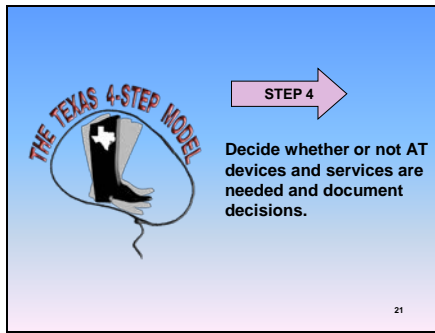
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Slide 21



**THE TEXAS 4-STEP MODEL**

**STEP 4**

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

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Slide 22



### 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?

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Slide 23



### Results of AT Consideration

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Slide 24



### 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.

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Slide 25



### 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.

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Slide 26



### 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.

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Slide 27



### 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.

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Slide 28



### 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.*

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Slide 29



### 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.

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Slide 30



### 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.*

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Slide 31



### Ongoing Process

- Not a one time event

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Slide 32

### In Summary ...



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Slide 33



### 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**

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Slide 34



**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.

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Slide 35



**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.

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Slide 36

*Considering AT in the IEP Process*

**Play videos here from website –**  
<http://www.texasat.net/default.aspx?name=trainmod.consideration>

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Slide 37



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

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Slide 38



**Resources**

- District Resources
- Regional Resources
- Web-based Resources

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Slide 39

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



- Eliot Eisner

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Slide 40

**Texas Assistive Technology  
Network (TATN)**  
[www.texasat.net](http://www.texasat.net)

**Contact:**  
Region 4 ESC  
7145 West Tidwell Road  
Houston, TX 77092-2096  
(713) 744-6386

Texas Assistive Technology Network 

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