

Potential Outcomes of Assistive Technology Consideration

Adapted from MSDE, Center for Technology in Education, CEC-TAM Monograph,
"Considering the Need for Assistive Technology within the Individualized Education Program"

1. Current interventions are working

Sample statement documenting consideration: "Upon review of the student's progress towards their educational goals using current strategies, modifications, and accommodations, the team has determined that assistive technology is not needed to achieve his/her goals at this time."

Example: Bobby Jones is a 4th grade student who struggles to complete his writing assignments in the allotted time. Bobby's teacher has provided extra time and modified the length of assignments when appropriate.

2. The student is currently using assistive technology and it is allowing them to make progress toward their individualized educational program.

Sample statement documenting consideration: "The student is currently utilizing [*name features of assistive technology*] to help them achieve their goals and objectives. At this point, no additional assistive technology is required."

Example: Susie Smith is a sophomore who is nonverbal. In order for her to acquire additional language and communicate with others, she utilizes a dynamic-display voice output communication system with picture symbols, core vocabulary, and synthesized speech. An assistive technology assessment determined the need for Susie to use this technology in order to achieve her social/emotional, vocational, and communication goals and objectives, as generally available classroom strategies and tools were insufficient to meet her needs.

3. The student is currently taking part in an assistive technology assessment.

Sample statement documenting consideration: "Johnny Jones is currently participating in an Assistive Technology (AT) process to determine if text-to-speech software will provide access to the 7th grade literature curriculum and increase his comprehension skills and scores."

4. Student needs are not currently being met with current interventions and an assistive technology assessment may be needed.

Sample statement documenting consideration: "Marc is struggling to complete his work in a timely fashion due to difficulties that he has organizing his materials, managing his time, and prioritizing his tasks. He frequently loses or does not complete his homework. His teacher, Mr. Mayne, has tried to write the assignments on the whiteboard and have his students copy the assignments into their assignment notebooks, but in the past two weeks, Marc has only partially written 3 of the 10 assignments given. His writing is slow and difficult to read, which may be part of the reason that homework assignments are not recorded and homework is not completed. Marc did not complete 3 out of the 7 homework assignments given in the past two weeks. Please refer to the attached notes containing documentation of incomplete homework assignments and number of assignments recorded. The team would like to investigate assistive technology that would help Marc with his assignment organization and completion.

Documentation of strategies, accommodations, modifications, and tools tried should be documented. A minimum of 3 tools that have not been previously tried with the student should be used, and teachers/staff members should try each tool for a minimum of 6 times over a 2 week period.

The means by which the team is currently gathering data on the student's performance related to this specific IEP objective should be used to collect data on these tools. For example, if a teacher is currently taking data about the number of sentences written during a 40-minute class period, they should utilize the same data collection form to collect data on these tools.

PLEASE REFER TO THE USD 475 ASSISTIVE TECHNOLOGY CONSIDERATION FLOWCHART ON THE BACK OF THIS DOCUMENT FOR ADDITIONAL INFORMATION.

USD 475 Assistive Technology Consideration Flowchart

