

## ASSISTIVE TECHNOLOGY CONSIDERATION CHECKLIST

Prior to checking the AT Consideration box on the IEP, please fill out the following checklist and briefly reflect on these options:

1. Are current classroom interventions working? In other words, are students meeting their IEP goals and objectives with current classroom strategies, accommodations, modifications, and tools?

Yes, current interventions are working.

*In a few sentences, please document that current interventions are working to meet a student's IEP goals and objectives.*

No, current interventions are not working. *Please move to Question 2.*

2. Is the Assistive Technology in place allowing the student to make progress towards their IEP goals and objectives, providing greater independence, efficiency, and effectiveness in the completion of their tasks? If a final tool determination hasn't yet been made, are AT Trials ongoing to determine what works best for the student? *Please select one of the following 3 options.*

Yes, the Assistive Technology that the student has in place is allowing the student to make progress towards their IEP goals and objectives, providing greater independence, efficiency, and effectiveness in the completion of their tasks.

*At minimum, please list the features and category of device that is being used by the student in the box below. Since an AT Assessment has been completed, a specific tool has been selected. You may want to name the specific tool in the box below, depending on district policy.*

AT trials are ongoing to determine which tool will best allow the student to make progress towards their IEP goals and objectives, and provide greater independence, efficiency, and effectiveness in the completion of their tasks, or AT trials have shown what works.

*Please list the features and category of device that is being used by the student in the box below. Once a final determination has been made by the IEP team, you may want to reconvene to name the specific device in the IEP. (Depending on district policy.)*

Neither of the previous options applies. *Please move to Question 3.*

3. Assistive Technology is not being used or the student's needs aren't being met with the current technology interventions. **Does the team have the knowledge and skills to make further AT decisions** (select tools based on features matched to specific student needs, describe those features, plan AT trials, etc.)?

Yes, the team has the necessary knowledge and skills to make further AT Decisions.

*Please document your plan for conducting AT trials, features of tools matched to specific student tasks, timeframes, roles and responsibilities, and data collection and analysis methods on a district-provided AT Assessment Plan to be included as a part of the IEP.*

*Specific location within the IEP:*

No, the team does not have the necessary knowledge and skills to make further decisions.

*Please select one of the following options:*

We have the knowledge and skills about the AT Assessment process, but need to gather additional information or consult outside expertise. We will reconvene the IEP on:

to finalize the details of the AT Assessment.

We do not have the necessary knowledge and skills to make further AT decisions. The student will be referred to the AT Team for an AT Assessment utilizing the district Request for Services form. The IEP team will reconvene on:

to discuss the findings of the AT Assessment and make further decisions.

**Additional Notes:**



Adapted from MSDE, Center for Technology in Education, CEC-TAM Monograph, "Considering the Need for Assistive Technology Within the Individualized Education Program" and Chambers, Antoinette C. 1997. "Has Technology Been Considered? A Guide for IEP Teams." Reston, VA: Council of Administrators of Special Education and the Technology and Media Division of the Council for Exceptional Children.