Consideration of Assistive Technology (AT) within the IEP Process Flow Chart

# 1: Is the student making adequate progress on IEP goals/objectives through task modifications or accommodations, skill remediation, and/or other intervention?

Yes

“AT was considered and is not needed at this time.”
Action Step: Documentation in the IEP that AT has been considered and is not necessary at this time.

No

“AT is necessary to meet “these” specific IEP goals (name them) in the following ways …”
Action Step: Documentation need in IEP and how AT has been considered and used for this student to meet those specific goals/objectives.

# 2: Is the student using AT successfully?

Yes

“AT was considered, however, more specific information is needed to determine the student’s need for AT.”
Action Step:
(1) Complete Granby’s Assistive Technology Consideration Guide to help identify students needs
(2) Complete Granby’s AT Implementation Plan to determine next steps

No

If the student is not currently using AT and not making adequate progress toward his/her goals, more AT information IS needed.
Action Step: Go back to question # 3 and answer “yes.”

# 3: Does the IEP team need more information to determine a student’s need for AT?

Yes

No

Adapted from: Zabala J.S. (1994). The SETT framework: Critical questions to ask when making informed decisions about AT (on-line). Available at Video_conferences/R090514E-H0all.pdf
**Assistive Technology Consideration Checklist**

Student: ____________________________  School: ____________________________  Date: ____________________________

**DIRECTIONS**

1. Please check (✓) the instructional or access areas in which the student is experiencing difficulty completing instructional tasks and/or meetings goals, benchmarks, or objectives. Record each of the checked areas in Column A of the boxes below (one area per box).

   - Writing
   - Spelling
   - Reading
   - Math
   - Study/Organizational Skills
   - Listening
   - Oral Communication
   - Seating/Positioning/Mobility
   - Daily Living Activities
   - Recreation and Leisure
   - Pre-vocational and Vocational
   - Other Specify: ___________

2. Specify all relevant tasks (e.g. copying notes from board, responding to teacher questions, etc.) within each area in the space provided. Check the settings in which the task is required: GEC: General Education Classroom  SEC: Special Education Classroom  COM: Community  HOM: Home.

3. In Column B, specify the standard classroom tools (low technology to high technology) used by the student to complete relevant tasks identified in Column A. Place a check (✓) in the appropriate box in Column B regarding independence or lack of independence with the identified tasks using standard classroom tools. For areas in which the student can complete the tasks independently with standard classroom tools, it will not be necessary to complete Columns C-D.

4. In Column C, specify the accommodations/modifications and assistive technology solutions that are currently being utilized. Place a check (✓) in the appropriate box in Column B regarding independence or lack of independence with the identified tasks using the identified accommodations/modifications and assistive technology solutions.

5. Complete Column D if the student cannot adequately complete the task with accommodations/modifications and assistive technology solutions specified in column C.

<table>
<thead>
<tr>
<th>A. Instructional or Access Areas</th>
<th>B. Independent with Standard Classroom Tools</th>
<th>C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place</th>
<th>D. Additional Solutions/Services Considered including Assistive Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEC  SEC  COM  HOM</td>
<td>Independent</td>
<td>Independent</td>
<td>Independent</td>
</tr>
<tr>
<td></td>
<td>Not Independent</td>
<td>Not Independent</td>
<td>Not Independent</td>
</tr>
</tbody>
</table>

**Consideration Outcomes:**

- Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required.
- Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required.
- Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required.
- Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.
- Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation.

Specify any assistive technology services required by this student: ____________________________

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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