

18 | AT is Documented in IEP

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AT is Documented in the IEP

The law is very clear that assistive technology is to be included in a student's IEP. Documenting AT in the IEP ensures there is a clear understanding of the AT devices and services that are needed for the student as identified by the IEP team. There are several places in the IEP that are appropriate for documenting AT. However, it is more important that the information regarding AT be included in the IEP than *where* that specific information is included. The following are areas that can include AT:

- A. Overall Objective Statements
- B. Goals & Objectives
- C. Supplementary Aids and Services

AT devices may also appear as specially designed instruction, related services, assistive technology, modifications, accommodations, support for school personnel, transportation, transition planning, and participation in state and local assessments.

When the IEP team recommends an AT device as part of the IEP, a brand name of the specific device need not be specified on the IEP. It may be more beneficial to list the needed device features as more than one specific device may meet the student's needs.

AT as Special Education

When assistive technology is included as Special Education on the IEP, the team will discuss its need in the Overall Objective Statements and/or incorporate it into the annual goals and/or short term objectives. How AT will contribute to the functional performance of the student (overall objective statement) or to achieving the goal and objectives must be clearly stated. The inclusion of AT in the IEP requires an explanation of how and why the child will use the technology to accomplish a particular goal and/or participate in the educational setting. The device could be part of the conditions needed to accomplish the goal and objectives.

IEP Examples: Overall Objective Statement

Dillon has the academic ability to do grade level work but when the assignment involves writing, he is unable to complete the work. Dillon currently uses an application on a tablet to take pictures of worksheets and type answers. He transitions to a word processing program or device to complete assignments of multiple sentences.

IEP Examples: Goals and Objectives

Using a word processor program with a spell checker, Dillon will compose a 3 paragraph paper using at least 15 sentences, with 80% accuracy in the use of punctuation, capitalization and grammar for 5 assignments in a grading period.

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19 | AT as Supplementary Aids and Services

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AT as Supplementary Aids and Services


The IDEA requires that special education and related services be made available to all children and youth with disabilities². School districts may provide students with disabilities AT devices and services in conjunction with other related services. School districts must provide related services to a student with a disability at no cost to the parent. In EdPlan, AT as a related service comes under Supplemental Aids. AT can be a supplementary aid or service to facilitate a student's participation in a general education class or other appropriate education-related setting. Students with disabilities have the right to an education in the least restrictive environment. To be successful in the least restrictive environment and to benefit from their education, students may need supplementary aids and services. Supplementary aids, which may allow a student to successfully participate in a general education class or other education-related setting, include a variety of assistive devices that compensate for the disability and allow the student to perform the required tasks.

AT is necessary as a supplementary aid and service if its use (along with other necessary aids) supports the student sufficiently to succeed in the current educational placement, and in the absence of the aid, requires the student's removal to a more restrictive setting.

For students to be successful with AT devices, they need to receive training on the use of the equipment. Classroom staff also need to be knowledgeable on how and when to use the device and may also require training. When including AT as a supplementary aid and service, it may be necessary to indicate services for assistive technology training and for implementation of the assistive technology device.

IEP Example: Supplemental Aids

Add Supplemental Aids

 Please describe how and when each supplementary aid will be used. Include time spent training the student on use of the device (who will train, number and length of sessions) as well as how the device will be implemented into the student's curriculum (i.e. the educational areas and types of activities for which the device would be used).

Adding Services from a List					
Supplemental Aids	Number Sessions	Session Length	Start Date / End Date	Training	Implementation
Speech-Generating Device	3 per week	20 min	09/01/2017 08/31/2018	Student and teacher will receive training by SLP for 3 sessions per week from 09/01/2017 to 10/31/2017.	Device will be implemented daily for class discussions and student presentations beginning 09/01/2017
-none-	per week	min			
-none-	per week	min			
-none-	per week	min			

[Add More](#)

Additional information regarding AT devices and services that need to be included in the IEP can be included as Supplementary Aids and Services under "LRE and General Education."

20 | AT as Supplementary... (cont.)

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Under the IDEA, a student must be receiving special education to receive related services. However, under Section 504 of the Rehabilitation Act of 1973 the student may receive auxiliary services without qualifying for special education. Some examples of auxiliary aids and services include:

Notetaking device	Specialized gym equipment
Digital/audio texts	Assistive listening devices
TV enlargers	Voice synthesizers
Braille calculators, printers, or typewriters	Telecommunications devices
Closed caption decoders	Interpreter

[See Appendix B to view and print forms for AT in the IEP and Appendix C for a link to AT in the IEP Resources](#)

There is truly no wrong way to record AT in the IEP. The most important point is to capture the process the team plans to pursue or is currently pursuing and record pertinent information related to the student's needs and use of AT.

Remember, it is best practice for schools/districts to develop operational procedures for how those completing IEPs should record AT in the IEP.

[See Appendix B to view and print sample operational procedures for AT in the IEP and Appendix C for a link to AT in the IEP Resources](#)

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