The IEP and Assistive Technology Considerations

Considerations before the IEP:

1) **Never use product or vendor names to describe the technology that you will be providing to the student.** *ex/ Use word <u>prediction software</u> instead of using the terms Co-Writer or Write Out Loud; use <u>picture communication system</u> instead of PECS; use <u>portable keyboard</u> instead of alphaSmart*

2) **Do not list technology on the IEP that has not been tool trialed with the student.** *If the team decides that they need to trial a product, it should be listed on the IEP as "Student is undergoing tool trials with (word prediction software)". When you decide if the technology is effective, that information should go into the IEP as an amendment statement. (Technology amendment statement, 2/2009: Student used word prediction software for a period of 4 weeks. It was found to be (un)successful with him at this time (and then give reasons why). Student will (not) be utilizing this technology to address this need. If the student is not using the technology, you need to say how you are addressing the need. (Student's needs are being met through shortened assignments, multiple choice answer format, etc…) If technology is successful follow the guidelines listed below in the documentation requirements.*

Documentation Requirements:

1) **What is going to be provided?** *This needs to be described in such a way that all team members (including the parent) understand what will be provided to the student.*

2) **When, where and how long will it be provided?**

- *Federal reporting requirements cause us to describe each service in terms of it's frequency, location and duration.*

- *The IEP does not have to describe this in minutes/days/weeks, but it is ok to do so. Everyone on the team should clearly understand:*

  A) *When is the service going to be provided? (daily, weekly, monthly, etc…)*

  B) *Where is the service going to be provided? (general classroom, SPED room, at a job site, etc…)*

  C) *How long is the service going to be provided? (during language arts block, during math class, 40 minutes, 1 ½ hours, etc…)*

3) **Even if the team decides that no assistive technology supports are needed, it must be documented on the IEP that the team considered it and none are needed.**

Where does it need to be?

- *Present Levels*: Write a short statement about needs, and how the AT device will help to meet those goals.

    o *ex/ communication devices should be included in the communication section of the IEP, while any device that could be used to help with motor abilities would be under health/ physical*

- *Goal*: AT usage may or may not apply to any of your goals, but if it does make sure to include it in this area.

    o *ex/ In 36 educational weeks, Tommy will write a complete paragraph, meeting the 6 trait writing rubric standards to score a 4 or better when using a word processor.*

- *Action statement*: this could be used to clarify how the AT device would be used, monitored, and who is to be contacted for help

- *Supplementary Aids and Services/Program Modifications/ Supports for School Personal*: make sure to include a statement if there will need to be additional training needed for teachers/ paraprofessionals who will work with the student and the AT device

- *Testing Accommodations (District and State)*: needs to have a statement that proves the need for the device, and that the device is to be used everyday (during testing situations). <u>MUST be included in order to have the device during state testing!</u>

- *Assistive Technology Plan*: This page must be filled out, including all the information mentioned at the top of this page under Documentation Requirements.