

Assistive Technology Consideration Form Directions

The following directions are provided for using the AT Consideration Form. The Consideration Form is divided into a 3-part process described below.

Part I: In Part I, the IEP team identifies Instructional areas where a student may be experiencing difficulties or areas in which the student may already be using assistive technology. To assist IEP teams in identifying technology that may be considered for each instruction area, a consideration resource is included as an addition reference.

Part I. Identify any area that is keeping the student from accomplishing IEP goals that reflect his/her abilities, or identify any area where the student is already using AT.	Was one or more areas identified?															
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"><input type="checkbox"/> A. <u>Motor Aspects of Writing</u></td> <td style="width: 33%; border: none;"><input type="checkbox"/> F. <u>Learning/Studying</u></td> <td style="width: 33%; border: none;"><input type="checkbox"/> K. <u>Environmental Control</u></td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> B. <u>Computer Access</u></td> <td style="border: none;"><input type="checkbox"/> G. <u>Math</u></td> <td style="border: none;"><input type="checkbox"/> L. <u>Positioning and Seating</u></td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> C. <u>Composing Written Material</u></td> <td style="border: none;"><input type="checkbox"/> H. <u>Recreation</u></td> <td style="border: none;"><input type="checkbox"/> M. <u>Vision</u></td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> D. <u>Communication</u></td> <td style="border: none;"><input type="checkbox"/> I. <u>Activities of Daily Living</u></td> <td style="border: none;"><input type="checkbox"/> N. <u>Hearing</u></td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> E. <u>Reading</u></td> <td style="border: none;"><input type="checkbox"/> J. <u>Mobility</u></td> <td style="border: none;"><input type="checkbox"/> O. <u>Other:</u></td> </tr> </table>	<input type="checkbox"/> A. <u>Motor Aspects of Writing</u>	<input type="checkbox"/> F. <u>Learning/Studying</u>	<input type="checkbox"/> K. <u>Environmental Control</u>	<input type="checkbox"/> B. <u>Computer Access</u>	<input type="checkbox"/> G. <u>Math</u>	<input type="checkbox"/> L. <u>Positioning and Seating</u>	<input type="checkbox"/> C. <u>Composing Written Material</u>	<input type="checkbox"/> H. <u>Recreation</u>	<input type="checkbox"/> M. <u>Vision</u>	<input type="checkbox"/> D. <u>Communication</u>	<input type="checkbox"/> I. <u>Activities of Daily Living</u>	<input type="checkbox"/> N. <u>Hearing</u>	<input type="checkbox"/> E. <u>Reading</u>	<input type="checkbox"/> J. <u>Mobility</u>	<input type="checkbox"/> O. <u>Other:</u>	<input type="checkbox"/> Yes - Go to Part II <input type="checkbox"/> No - Consideration is complete.
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Based on the information listed in Part I, the team answers the following question:
Was one or more areas identified?

If area(s) of need are identified, the team will select **YES** on the Form and proceed to Part II. If no area(s) of need are identified, the team will select **NO** on the Form and indicate that the student does not need assistive technology and that the consideration process is complete.

Part II: Part II should only be completed if the team has indicated a **YES** decision in part I. In Part II, the IEP team lists the specific task(s) and environments for each area identified in Part I. They describe any current strategies, accommodations, or technology (including assistive technology) being used.

Part II. List the area(s) identified in Part I. Specify the task(s) the student is unable to do and the environment where that task takes place.	Briefly list or describe any special strategies, accommodations or technology already being used.	Is the student able to complete tasks at his/her ability with any special strategies, accommodation or technology already being used?
AREA:		<input type="checkbox"/> Yes - The student's current use of AT is adequate Consideration is complete. Document current use of AT on the IEP. <input type="checkbox"/> No - Go to Part III
Task:		
Environment		

Based on the information listed in Part II, the team answers the following question: **Is the student able to complete tasks at his/her ability with the special strategies, accommodations, or technology already being used?**

The team selects **YES** on the Form if current strategies are adequate and documents current assistive technology strategies on the IEP.

The team selects **NO** on the Form if current strategies, accommodations, or technology already being used are not adequate and proceeds to Part III.

Part III Part III should only be completed if the team has indicated a NO decision in Part II.
There are two general conclusions the IEP team can reach in Part III.

Part III Select on of the following and proceed as described.
<input type="checkbox"/> AT is required. The IEP team knows that nature and extent of the AT devices/services needed. Recommendation (including devices, services, and instructions): _____ _____ _____ _____
<input type="checkbox"/> AT may be required. The IEP team determines that additional information is needed and will conduct additional AT screening by _____ (date). Complete the Parental Consent Form and the Referral Form (see Appendix) and send to Pupil Appraisal.

Assistive technology is required. The IEP team knows the nature and extent of the assistive technology devices/services needed and will address AT in the student's IEP by making a recommendation including devices, services, and instructions. **DO NOT LIST EQUIPMENT BY BRAND NAME.**

OR

Assistive technology may be required. The IEP team determines that additional information is needed and documents a date when additional assistive technology screening will be completed. The Parental Consent Form and the Referral Form should be completed and sent to Pupil Appraisal.