# Quality Indicators for <u>Consideration</u> of Assistive Technology Needs

| Quality Indicator | Variations | | | | |
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| | UNACCEPTABLE → | | | | PROMISING PRACTICES |
| **1. Assistive technology (AT) devices and services are <u>considered for all students with disabilities</u> regardless of type or severity of disability.** | **1** AT is not considered for students with disabilities. | **2** AT is considered only for students with severe disabilities or students in specific disability categories. | **3** AT is considered for all students with disabilities but the consideration is inconsistently based on the unique educational needs of the student. | **4** AT is considered for all students with disabilities and the consideration is generally based on the unique educational needs of the student. | **5** AT is considered for all students with disabilities and the consideration is consistently based on the unique educational needs of the student. |
| **2. During the development of the individualized educational program (IEP), the IEP team consistently uses a <u>collaborative decision-making process</u> that supports systematic consideration of each student's possible need for AT devices and services.** | **1** No process is established for IEP teams to use to make AT decisions. | **2** A process is established for IEP teams to use to make AT decisions but it is not collaborative. | **3** A collaborative process is established but not generally used by IEP teams to make AT decisions. | **4** A collaborative process is established and generally used by IEP teams to make AT decisions. | **5** A collaborative process is established and consistently used by IEP teams to make AT decisions. |
| **3. IEP team members have the <u>collective knowledge and skills</u> needed to make informed AT decisions and seek assistance when needed.** | **1** The team does not have the knowledge or skills needed to make informed AT decisions. The team does not seek help when needed. | **2** Individual team members have some of the knowledge and skills needed to make informed AT decisions. The team does not seek help when needed. | **3** Team members sometimes combine knowledge and skills to make informed AT decisions. The team does not always seek help when needed. | **4** Team members generally combine their knowledge and skills to make informed AT decisions. The team seeks help when needed. | **5** The team consistently uses collective knowledge and skills to make informed AT decisions. The team seeks help when needed. |

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| **4. Decisions regarding the need for AT devices and services <u>are based on the student's IEP goals and objectives, access to curricular and extracurricular activities, and progress in the general education curriculum.</u>** | Decisions about a student's need for AT are not connected to IEP goals or the general curriculum. | Decisions about a student's need for AT are based on either access to the curriculum/IEP goals or the general curriculum, not both. | Decisions about a student's need for AT sometimes are based on both the student's IEP goals and general education curricular tasks. | Decisions about a student's need for AT generally are based on both the student's IEP goals and general education curricular tasks. | Decisions about a student's need for AT consistently are based on both the student's IEP goals and general education curricular tasks. |
| **5. The IEP team <u>gathers and analyzes data</u> about the student, customary environments, educational goals, and tasks when considering a student's need for AT devices and services.** | The IEP team does not gather and analyze data to consider a student's need for AT devices and services. | The IEP team gathers and analyzes data about the student, customary environments, educational goals or tasks, not all, when considering a student's need for AT devices and services. | The IEP team sometimes gathers and analyzes data about the student, customary environments, educational goals and tasks when considering a student's need for AT devices and services. | The IEP team generally gathers and analyzes data about the student, customary environments, educational goals and tasks when considering a student's need for AT devices and services. | The IEP team consistently gathers and analyzes data about the student, customary environments, educational goals and tasks when considering a student's need for AT devices and services. |
| **6. When AT is needed, the IEP team <u>explores a range</u> of AT devices, services, and other supports that address identified needs.** | The IEP team does not explore a range of AT devices, services, and other supports to address identified needs. | The IEP team considers a limited set of AT devices, services, and other supports. | The IEP team sometimes explores a range of AT devices, services, and other supports. | The IEP team generally explores a range of AT devices, services, and other supports. | The IEP team always explores a range of AT devices, services, and other supports to address identified needs. |
| **7. The AT consideration process and <u>results are documented in the IEP</u> and include a rationale for the decision and supporting evidence.** | The consideration process and results are not documented in the IEP. | The consideration process and results are documented in the IEP but do not include a rationale for the decision and supporting evidence. | The consideration process and results are documented in the IEP and sometimes include a rationale for the decision and supporting evidence. | The consideration process and results are documented in the IEP and generally include a rationale for the decision and supporting evidence. | The consideration process and results are documented in the IEP and consistently include a rationale for the decision and supporting evidence. |