ASSISTIVE TECHNOLOGY CONSIDERATION GUIDE

Quality Indicators for Assistive Technology Services (QIAT)

Student _____ **Student ID** _____ **School** _____ **Date** _____

Participants: _____

IEP teams may use this form to guide discussion when considering whether Assistive Technology devices and services may be necessary for the student to make progress in IEP goals and curricular tasks.

A. Instructional Area	**B. Completes Tasks with Accommodations/Modifications and/or Assistive Technology (AT)**		**C. Consideration Outcomes – Document outcome in the IEP**
☐ Initial IEP ☐ Annual IEP Based on the student's previous performance or IEP goals and objectives, check the curricular area(s) or tasks in which the student is not making adequate progress. ☐ Reading ☐ Written Expression ☐ Handwriting ☐ Computer Access ☐ Oral Communication ☐ Organization and Planning ☐ Math ☐ ADL ☐ Behavior ☐ Transition ☐ Other _____ **Move to column B I ➔** ☐ Student is making adequate progress with current accommodations, **Move to column C ➔**	**B I.** Since the last IEP, what **Accommodations/Modifications** have been tried? List: 1) 2) 3) Results of above: 1) 2) 3) Circle **Accommodations** and **Modifications** that are currently used. ☐ Student is not making adequate progress with current **accommodations/modifications**. List other **Accommodations and Modifications** to explore: ☐ No **Accommodations and Modifications** have been tried. **Move to column B II ➔**	**B II.** Since the last IEP, what **Assistive Technology has** been tried? List: 1) 2) 3) Results of above: 1) 2) 3) Circle the **AT** that is currently used. ☐ Student is not making adequate progress with current **AT** List other **AT** to explore: ☐ No **AT** has been tried. **Move to column C ➔**	☐ Student independently accomplishes tasks in all instructional areas with current accommodations and modifications. **No assistive technology is needed at this time.** ☐ Student accomplishes tasks in all instructional areas with currently used assistive technology. **Assistive technology is needed.** ☐ Student does not accomplish tasks in all instructional areas. **Additional solutions including Assistive Technology may be needed**. (Document the nature of the assistance that is needed and follow agency procedures.)

- Consideration is an ongoing process. As the student's needs change, teams may rethink/revise AT, tools and services, and provide documentation in the IEP.
- It may be necessary for IEP teams to use additional resources such as checklists, matrices, web sites, and/or AT consultative services to determine the student's needs and provide support.

Additional resources regarding Consideration of AT are listed below.

Websites

Georgia Project for Assistive Technology: *www.gpat.org*
GPAT has developed numerous resources to assist educators and families in providing assistive technology services to students with disabilities. These resources are organized by various process topics including narrative documents, PowerPoint presentations, forms, on-line videos, and web links.

OCALI Assistive Technology Training Module: *www.atinternetmodules.org*
Based on the mandates of the IDEA 2004, assistive technology devices and services must be considered for all students with disabilities in the development of the Individualized Education Program (IEP). This module will assist educational professionals and IEP team members in considering and determining student need for assistive technology.

Oregon Technology Access Project: *www.otap-oregon.org*
The Oregon Technology Access Program (OTAP) provides training, information, technical assistance and resources regarding the uses of technology for children with disabilities.

Quality Indicators of Assistive Technology: *www.qiat.org*
The QIAT Consortium, a nationwide grassroots group, provides input into the ongoing process of identifying, disseminating, and implementing a set of widely-applicable Quality Indicators for Assistive Technology Services in School Settings that can be used as a tool to support school districts, assistive technology service providers, consumers, universities and professional developers, and policy makers.

Texas Assistive Technology Network: *www.texasat.net*
TATN has numerous resources to support the use of assistive technology in the state of Texas. Training modules include: consideration, legal, administration, evaluation and reading.

Wisconsin Assistive Technology Initiative: *www.wati.org*
Sponsored by the Wisconsin Department of Public Instruction, this site offers process and downloadable forms to support the assistive technology assessment process.