Assistive Technology in the IEP Planner

The following questions guide IEP team discussion for considering and documenting AT in the IEP.

Questions for IEP Teams:	Document in IEP Section:
Does the student currently use AT devices to participate and make progress in the general education curriculum? • For what tasks is AT used? • Is AT effective in completing these tasks? • In what environments is AT used? • Are AT services currently being provided? • Are there additional tasks for which AT might be effective?	Present Levels of Academic Achievement and Functional Performance
Does the student need AT devices and/or services to accomplish annual goals? • How will AT support progress toward annual goals? • In what environments will AT be used? • Do goals need to be developed that address acquisition of technology related skills?	Measurable Annual Goals (Functional and Academic)
Does the student need AT devices and/or services to accomplish benchmarks and/or short-term objectives? • How will AT support progress toward benchmarks and/or short-term objectives? • In what environments will AT be used? • Do benchmarks and/or short-term goals need to be developed that address acquisition of technology related skills?	Short-term Objectives or Benchmarks
Does the student need AT devices and/or services to participate and progress in the curriculum or to benefit from specially designed instruction? • Does the student need AT to remove barriers to participation in the general education curriculum? • Does the student need AT to complete educationally relevant tasks?	Consideration of Special Factors
Does the student need AT devices and/or services as part of related services to enable the student to benefit from special education? • Will the provision of AT devices or services become part of the services of a current service provider? • Will an additional service provider provide the AT services?	Related Services
Does the student need AT devices and/or services as part of supplementary aids and services to support participation in general education classes or other education related settings to enable him or her to be educated with children without disabilities?	Supplementary Aids and Services
Do the school personnel working with the student need any	Program Modifications or

AT related training or supports? • Do school personnel need training to develop and/or implement the student's AT? • Do school personnel need technical assistance and support to develop and/or implement the student's AT?	Supports for School Personnel
Does the student need AT to participate in statewide and district assessments? • Is the identified AT a component of the student's typical instruction and/or classroom assessments? • Is the use of identified AT allowed in the assessment? • Is the identified AT available within or compatible with the assessment? • Can the identified AT be used without invalidating the test construct?	Accommodations for Participation in State and District-wide Assessments

Does the student need AT devices and/or services as a part of transition to post-school environments?
• Does the student need AT devices and/or services to accomplish measurable goals related to:
   o Postsecondary education
   o Vocational education
   o Employment
   o Adult services
   o Independent living
   o Community participation
• Have AT service providers been identified for post-school environments and invited to participate?
	Transition Services