Quality Indicators for <u>Including Assistive Technology in the IEP</u>

Quality Indicator	Variations				
	UNACCEPTABLE ⟶				PROMISING PRACTICES
1. The education agency has <u>guidelines for documenting</u> AT needs in the IEP and requires their consistent application.	**1** The agency does not have guidelines for documenting AT in the IEP.	**2** The agency has guidelines for documenting AT in the IEP but team members are not aware of them.	**3** The agency has guidelines for documenting AT in the IEP and members of some teams are aware of them.	**4** The agency has guidelines for documenting AT in the IEP and members of most teams are aware of them.	**5** The agency has guidelines for documenting AT in the IEP and members of all teams are aware of them.
2. All <u>services</u> that the IEP team determines are needed to support the selection, acquisition, and use of AT devices are designated in the IEP.	**1** AT devices and services are not documented in the IEP.	**2** Some AT devices and services are minimally documented. Documentation does not include sufficient information to support effective implementation.	**3** Required AT devices and services are documented. Documentation sometimes includes sufficient information to support effective implementation.	**4** Required AT devices and services are documented. Documentation generally includes sufficient information to support effective implementation.	**5** Required AT devices and services are documented. Documentation consistently includes sufficient information to support effective implementation.
3. The IEP illustrates that AT is a <u>tool to support achievement of goals</u> and progress in the general curriculum by establishing a clear relationship between student needs, AT devices and services, and the student's goals and objectives.	**1** AT use is not linked to IEP goals and objectives or participation and progress in the general curriculum. .	**2** AT use is sometimes linked to IEP goals and objectives but not linked to the general curriculum. .	**3** AT use is linked to IEP goals and objectives and sometimes linked to the general curriculum.	**4** AT is linked to IEP goals and objectives and is generally linked to the general curriculum.	**5** AT is linked to the IEP goals and objectives and is consistently linked to the general curriculum.

	1	2	3	4	5
4. IEP content regarding AT use is written in language that describes how AT contributes to achievement of <u>measurable and observable outcomes.</u>	The IEP does not describe outcomes to be achieved through AT use.	The IEP describes outcomes to be achieved through AT use¸ but they are not measurable.	The IEP describes outcomes to be achieved through AT use¸ but only some are measurable.	The IEP generally describes observable¸ measurable outcomes to be achieved through AT use.	The IEP consistently describes observable¸ measurable outcomes to be achieved through AT use.
5. AT is included in the IEP in a manner that provides a <u>clear and complete</u> description of the devices and services to be provided and used to address student needs and achieve expected results.	Devices and services needed to support AT use are not documented.	Some devices and services are documented but they do not adequately support AT use.	Devices and services are documented and are sometime adequate to support AT use.	Devices and services are documented and are generally adequate to support AT use.	Devices and services are documented and are consistently adequate to support AT use.