## Quality Indicators for Including Assistive Technology in the IEP

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>UNACCEPTABLE</th>
<th>Variations</th>
<th>PROMISING PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The education agency has guidelines for documenting AT needs in the IEP and requires their consistent application.</td>
<td>1 The agency does not have guidelines for documenting AT in the IEP.</td>
<td>2 The agency has guidelines for documenting AT in the IEP but team members are not aware of them.</td>
<td>3 The agency has guidelines for documenting AT in the IEP and members of some teams are aware of them.</td>
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<tr>
<td>2. All services that the IEP team determines are needed to support the selection, acquisition, and use of AT devices are designated in the IEP.</td>
<td>1 AT devices and services are not documented in the IEP.</td>
<td>2 Some AT devices and services are minimally documented. Documentation does not include sufficient information to support effective implementation.</td>
<td>3 Required AT devices and services are documented. Documentation sometimes includes sufficient information to support effective implementation.</td>
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<tr>
<td>3. The IEP illustrates that AT is a tool to support achievement of goals 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.</td>
<td>1 AT use is not linked to IEP goals and objectives or participation and progress in the general curriculum.</td>
<td>2 AT use is sometimes linked to IEP goals and objectives but not linked to the general curriculum.</td>
<td>3 AT use is linked to IEP goals and objectives and sometimes linked to the general curriculum.</td>
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</tbody>
</table>
4. IEP content regarding AT use is written in language that describes how AT contributes to achievement of measurable and observable outcomes.

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</thead>
<tbody>
<tr>
<td></td>
<td>The IEP does not describe outcomes to be achieved through AT use.</td>
<td>The IEP describes outcomes to be achieved through AT use, but they are not measurable.</td>
<td>The IEP describes outcomes to be achieved through AT use, but only some are measurable.</td>
<td>The IEP generally describes observable, measurable outcomes to be achieved through AT use.</td>
<td>The IEP consistently describes observable, measurable outcomes to be achieved through AT use.</td>
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5. AT is included in the IEP in a manner that provides a clear and complete description of the devices and services to be provided and used to address student needs and achieve expected results.

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<td>Devices and services needed to support AT use are not documented.</td>
<td>Some devices and services are documented but they do not adequately support AT use.</td>
<td>Devices and services are documented and are sometime adequate to support AT use.</td>
<td>Devices and services are documented and are generally adequate to support AT use.</td>
<td>Devices and services are documented and are consistently adequate to support AT use.</td>
</tr>
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</table>