

Documenting Assistive Technology in the IEP

Georgia Department of Education
Division for Special Education Services and Supports

Georgia Project for Assistive Technology

1870 Twin Towers East
Atlanta, Georgia 30334



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

Documentation: Guiding Principles

- Assistive technology **devices and services** that are determined **educationally necessary** by the student's IEP team should be **clearly documented** in the IEP.
- It is **not necessary** to name **brands** of equipment, **rather features** of technology solutions should be described.
- Assistive technology may be **documented** in **one or more** components of the IEP.



Documentation in the IEP

- Present Levels of Academic Achievement and Functional Performance
- Consideration of Special Factors
- Transition Services
- Annual Goals
- Classroom Testing Accommodations
- Supplemental Aids and Services
- Supports for School Personnel
- Special Education and Related Services



Present Levels of Academic Achievement and Functional Performance

- Examples:
 - John exhibits a severe expressive communication impairment. He communicates with peers and adults within his environment using vocalizations and a voice output augmentative communication device. He will have access to the device in all school settings as appropriate.
 - Susan is not able to see standard print instructional materials. She requires that all print copies be enlarged through the use of a photocopier or closed circuit television system.



Present Levels of Academic Achievement and Functional Performance

- Examples (continued):
 - Bobbie is currently reading 2 years below grade level. She has difficulty decoding and comprehending text. When content material is read aloud to Bobbie, her comprehension and participation increases. She has been provided with a text-to-speech program and digital text to support her independent access to the curriculum. This technology is available to Bobbie throughout her school day.



Consideration of Special Factors

- Compliance is checking yes or no on the consideration of assistive technology special factor and describing the AT if yes is checked, and how deficits are met if no is checked.
- Examples:
 - An analysis of all tasks and activities indicates that Karen can complete the tasks independently when given additional time. No assistive technology is required.
 - Paula needs access to adaptive seating and positioning equipment (prone stander, wedge) in her classes in order to benefit from her educational program.



Transition Services

Measurable Transition IEP Goal

- Employment and AT:
 - Mary will utilize assistive technology to apply for and participate in a job by completing the following activities:



Transition Services

Transition Activities

- Employment and AT:
 - Use a computer with alternate access to complete a job application
 - Enroll in an internship/apprenticeship program where AT is used in the work setting



Adapted from “Transition and Assistive Technology.” Gayl Bowser & Penny Reed, ATIA Conference, 2010, Orlando, Fla



Annual Goals

- Examples:
 - Susie will express basic wants and needs in 80 % of the opportunities using single word utterances and a voice output augmentative communication system.
 - John will compose a three or more sentence paragraph with less than two spelling errors when using a hand-held spellchecker.



Classroom Testing Accommodations

- Examples:
 - Mavis requires the use of her auditory trainer when directions are provided during administration of classroom assessments.
 - Marcus requires the use of word processing program when taking tests that require over one paragraph of written communication
 - All testing materials should be provided to Mary Jane in braille.



Supplemental Aids and Services

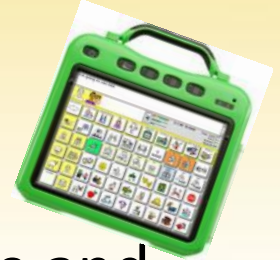
- Examples
 - Kendra will use a portable word processor to complete writing assignments in her general education classes.



Supports for School Personnel

- Examples:

- Paul's teachers will receive training in the use and programming of his augmentative communication device.



- Kelly's special education and general education teachers will be provided with follow-up training and technical assistance as needed to aid them in integrating the use of her assistive technology devices (spell checker, word processor) into her school curriculum.



Assessment Determination

- Examples:
 - Presentation
 - Large print
 - Braille
 - Color overlays, templates, or place markers
 - Audio amplification
 - Oral reading of test questions by assistive technology
 - Low vision aids



Assessment Determination

- Examples (continued):
 - Response
 - Technology application such as braille, word processor with all grammar and spell check devices disabled
 - Adapted writing tools
 - Braille writer



Special Education and Related Services

- Assistive technology is generally addressed within other sections of the IEP including Present Academic Achievement and Functional Performance Levels, Consideration of Special Factors, Goals and Benchmarks, or Minutes of the IEP Meeting (if taken).



Minutes of IEP Meeting

- Examples:
 - The committee members present discussed Donnita's recent assistive technology assessment. Based on the recommendations of the assessment and her classroom performance, it was recommended that she needs to have access to her augmentative communication device in all school settings.



Contact Information

Phone: 404-463-5288

Fax: 404-651-6457

Georgia Project for Assistive Technology

<http://www.gpat.org>

Special Education Services and Supports

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx>

Georgia Department of Education
Division Special Education Services and Supports

Georgia Project for Assistive Technology

1870 Twin Towers East
Atlanta, Georgia 30334



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org