

Assistive Technology Consideration: Student Planning Guide

THE AT CONSIDERATION PROCESS



1. **Review** the student's skills and functional capability & available evaluation data
2. **Develop** annual goals, including objectives & benchmarks
3. **Examine** tasks required of the student to participate and progress in educational settings
4. **Evaluate** the difficulty of tasks and the student's functional ability to perform them
5. **Identify** services and supports, including AT, that allow the student to participate and achieve.

After you complete steps 1 and 2 in the AT Consideration process, move onto step 3. Examine the tasks required of the student to participate and progress in the educational setting, evaluate the difficulty of the tasks and finally identify services and supports that allow the student to participate and achieve. Use the following guide to help you make a decision about considering assistive technology for your student. This guide will help you answer steps 3, 4, and 5 in the AT Consideration 5-Step Process.

Name:		IEP Team Members:		Current Date:	
Step 1: Review student's skills and evaluation data	Step 2: Develop annual IEP goal	Step 3: Examine student tasks AT Consideration Questions	Step 4: Evaluate strategy to consider: What and how much	Discussion/Rationale/Plan	Step 5: Identify assistive technology support: Yes or No and what type
Example: Strong listening comprehension recognizes words and comprehends at third grade level. Can spell CVC and single syllable words consistently.	Example: Goal: Student will comprehend nonfiction text at the fourth grade level. Objective: Given a fourth grade level nonfiction text, student will answer 3/5 comprehension questions for ten consecutive comprehension activities	Example: How can we get the student to understand nonfiction text? How can we get student to comprehend text at the fourth grade level?	Example: Consider using text with pictures and symbols, books on tape. Single word canners or talking electronic device, changes in text size, spacing, color or background. Scanner with optical character recognition.	Example: Because his listening comprehension is strong, give him books on tape so that he can read along and comprehend nonfiction books on the fourth grade reading level. Use scanner so that he can track what he is reading and gain greater spelling skills and comprehension.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No What Type? <ul style="list-style-type: none"> • Electronic and audiotape books. • Optical scanner.
Step 1: Review	Step 2: Develop	Step 3: Examine	Step 4: Evaluate	Discussion/Rationale/Plan	Step 5: Identify

*Resources for AT Solutions: CEC/AT Wheel, GPAT Resource Guide

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