

Documenting AT in the IEP

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Additional Information on the Quality Indicators

- Quality Indicators for Assistive Technology (QIAT)
 - qiat.org
- ABLE Tech
 - <http://www.youtube.com/user/OklahomaABLETech>

Goals

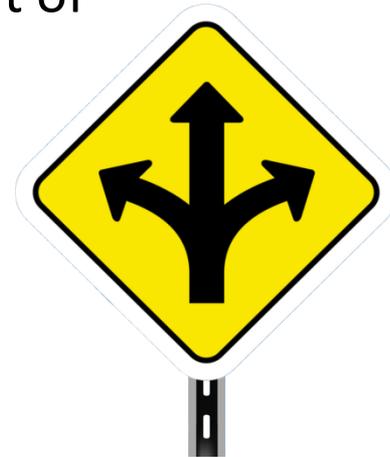
- Understand how and where to document AT in the IEP
- Learn what promising practice is for documenting AT in the IEP

The IEP

- Drives implementation of AT
- Is the vehicle for guiding the AT assessment team
- Is the vehicle for getting the team on the same page regarding decisions about AT devices and services
- Should describe the AT equipment and services that the student needs to achieve general education goals and objectives

Quality Indicator 1

- For the school to have guidelines for documenting students' AT needs, devices, and services in the IEP and to be provided guidance for effectively documenting as a part of
 1. Special Education
 2. Related Services
 3. Supplementary Aids and Services



Promising Practice



- For schools to have guidelines for documenting AT in the IEP and for all members of all teams to be aware of them

Quality Indicator	Variations				
	UNACCEPTABLE → PROMISING PRACTICES				
1. The education agency has guidelines for documenting AT needs in the IEP and requires their consistent application.	1	2	3	4	5
	The agency does not have guidelines for documenting AT in the IEP.	The agency has guidelines for documenting AT in the IEP but team members are not aware of them.	The agency has guidelines for documenting AT in the IEP and members of some teams are aware of them.	The agency has guidelines for documenting AT in the IEP and members of most teams are aware of them.	The agency has guidelines for documenting AT in the IEP and members of all teams are aware of them.

Questions to Consider

- Does my district already have guidelines for documenting AT in the IEP?
- If so, how and when are they disseminated?
- Is there a contact person that can provide support and guidance for schools in addressing the guidelines and their implementation?
- Do IEP teams know of the guidelines and are they implemented consistently?

Quality Indicator 2

- All services that the IEP team determines are needed to support the selection, acquisition, and use of AT devices are written into the IEP



Promising Practice



- For required AT devices and services to be documented and that the documentation consistently includes sufficient information to support effective implementation

Quality Indicator	Variations				
	UNACCEPTABLE → PROMISING PRACTICES				
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.	1	2	3	4	5
	AT devices and services are not documented in the IEP.	Some AT devices and services are minimally documented. Documentation does not include sufficient information to support effective implementation.	Required AT devices and services are documented. Documentation sometimes includes sufficient information to support effective implementation.	Required AT devices and services are documented. Documentation generally includes sufficient information to support effective implementation.	Required AT devices and services are documented. Documentation consistently includes sufficient information to support effective implementation.

Where to add AT in the IEP

- Special Education
- Supplementary Aids and Services
- Related Services



AT as Special Education

- Incorporate into annual goals and/or short-term objectives
- Clearly state how AT will contribute to achieving the goals and objectives
- Example:
 - Dillon will use a word processing program (software, application, or standalone device) with a spell checker, to complete language arts assignments in the classroom making a C or better on 80% of assignments.

AT as Supplementary Aids and Services

- May facilitate a student's participation in a general education class
- Include a variety of assistive devices that compensate for disability and allow the student to perform required tasks

NOTE: If using the AT enables the student to remain in a least restrictive environment and the removal of the AT requires the student to be in a more restricted environment, then the AT is necessary.

- Example:
 - Maggie will make oral presentations and participate in class discussions using an appropriately programmed speech generating device (IEP – Services Page).

Examples of Auxiliary Aids and Services

- Note taking device
- Digital/audio texts
- Braille calculators, printers, or typewriters
- Specialized gym equipment
- Assistive listening devices
- Voice synthesizers
- Interpreter



Assistive Listening Device

AT as Related Service

- IDEA requires that special education and related services be made available to all children and youth with disabilities.
- School districts may provide students with disabilities AT devices and services in conjunction with other related services.
- School districts must provide related services to a student with a disability at no cost to the parent.
 - http://www.ok.gov/abletech/Publications/OK_Funding_for_AT/

AT as Related Service, Cont.

- Training on AT devices may be written into the IEP as related service.
- Documentation should be included
- Example:
 - As part of his speech therapy, Mark will receive instruction and learn to effectively use a speech generating device during social conversation in the general education classroom environment (IEP – Services Page).

AT and Testing

- Review state and local guidelines for testing
- In some states when AT is used for testing on a regular basis throughout the school year and documented in the IEP, students have been able to use the AT during state testing.



Quality Indicator 3

- For the IEP to illustrate a clear relationship between the student's needs, use of AT devices and services, and the student meeting his/her goals and objectives in the general education curriculum



Promising Practice



- For AT to be linked to IEP goals and objectives and consistently linked to the general education curriculum

Quality Indicator	Variations				
	UNACCEPTABLE ←				PROMISING PRACTICES →
3. The IEP illustrates that AT is a <u>tool to support achievement of goals and progress in the general curriculum</u> by establishing a clear relationship between student needs, AT devices and services, and the student's goals and objectives.	1	2	3	4	5
	AT use is not linked to IEP goals and objectives or participation and progress in the general <u>curriculum</u> .	AT use is sometimes linked to IEP goals and objectives but not linked to the general <u>curriculum</u> .	AT use is linked to IEP goals and objectives and sometimes linked to the general curriculum.	AT is linked to IEP goals and objectives and is generally linked to the general curriculum.	AT is linked to the IEP goals and objectives and is consistently linked to the general curriculum.

Questions to Consider

- Would a person reading the IEP be able to determine what AT devices and services were considered and the basis of the decisions that were made?
- Does the AT discussed in consideration relate to the student's identified educational needs?
- Is AT needed to remove barriers to participation in the general education curriculum?
- Is AT needed to complete educationally relevant tasks?

Quality Indicator 4

- To focus on documentation being written in clear language that describes how AT contributes to the achievement of measurable and observable outcomes



Promising Practice



- For the IEP to consistently describe observable, measurable outcomes to be achieved throughout AT use

Quality Indicator	Variations				
	UNACCEPTABLE → PROMISING PRACTICES				
4. IEP content regarding AT use is written in language that describes how AT contributes to achievement of <u>measurable and observable outcomes</u> .	1	2	3	4	5
	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.

Questions to Consider

- Did the team describe the expected changes in achievement?
- Have objective ways to measure changes in student achievement related to a goal been clearly described?
- Have meaningful criteria for success been determined?
- Does everyone understand the criteria?

NOTE: May consider measuring changes in speech, accuracy, spontaneity, duration, and latency to determine increases (or decreases) in efficiency.

Quality Indicator 5

- For AT to be included in the IEP in a manner that provides a clear and complete description of the devices and services to be provided and is used to address student needs and achieve expected results



Promising Practice



- for devices and services to be documented and consistently adequate to support AT use

Quality Indicator	Variations				
	UNACCEPTABLE → PROMISING PRACTICES				
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.	1	2	3	4	5
	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 sometimes 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.

Do I Put the Device Name in the IEP?

- ONLY describing the features of used AT may be valuable when a substitute for the original device is needed
- Adding specific names of devices may be done in the following way:
 - Mark will receive instruction and learn to effectively use a speech generating device during social conversation in the general education classroom environment. [Mark has been successfully using an Accent 1000 communication device to accomplish this.](#)

Checks and Balances

- Would a person reading this IEP be able to determine what AT devices and services were considered and the basis of the decision-making processes that were used?
- Teams should know how to document according to their school's, and ultimately district's, guidelines.
- Incorporated AT devices and services should be individual to the student and linked to educational goals.
- Documentation should be clear to everyone on the team and results should be measurable and observable.

Resources

- Part B Oklahoma AT Technical Assistance document
 - <http://www.ok.gov/sde/assistive-technology>
- QIAT
 - “Resources” page on qiat.org
- AT Internet Modules: Module on Documenting AT in the IEP
 - www.atinternetmodules.org

Contact Oklahoma ABLÉ Tech

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