



Plan Development

Each year the IFSP or IEP team must develop a plan for the next 12 months that describes the specially designed instructional goals for a student with a disability and the services that the agency or school district will provide to help the student to achieve those goals. IEP/IFSP teams are responsible for determining every aspect of the specially designed instructional program, including whether assistive technology devices and services will be provided.

STUDENT CENTERED QUESTIONS

- What tasks in the individualized plan are difficult or impossible for the child to do because of the disability?
- What characteristics of an AT device would be needed to help the child to complete difficult tasks?
- Should a specific AT device be identified in the plan or are the characteristics of a device sufficient?
- Are assistive technology services needed to support the child's use of the AT device(s)? If so, what are they?
- What are the criteria for successful AT use by the student?

ACTIONS FOR THE STUDENT'S TEAM

- Identify goals in the child's plan that may require assistive technology.
- Review assessment data including the results of any trial period.
- Determine the AT devices and services that are needed in order to accomplish the identified goals.
- Document the AT devices and services in the IEP/IFSP, specifying the team member who will provide the AT services.

IMPLICATIONS FOR DISTRICTS

- IEP/IFSP members need district level guidance on considering the need for assistive technology during the meeting.
- Training about AT in IDEA and Section 504 and how to appropriately include AT in the IEP/IFSP or Section 504 plan is needed for all staff members.
- AT supports and training for staff must be identified and described in the IEP/IFSP.

EDUCATION TECH POINT #4: PLAN DEVELOPMENT

The IEP/IFSP team is empowered by law to develop the entire educational program for a child with a disability who is eligible for special education services. The team draws upon evaluation data, past history, and current performance data to develop the plan. The team meets annually to review student performance and to develop an appropriate specially designed educational program. The team, which includes the parents and when appropriate, the child, describes the child's present level of academic achievement and functional performance (PLAAPF) and identifies goals, related services and supplementary aids and services the child needs in order to benefit from the educational program.

IDEA includes requirements specific to assistive technology. The main one, as previously mentioned in the Overview of *Education Tech Points* is 34 C.F.R § 300.105 which is the requirement for each public agency to provide AT devices and services when they are needed for the child to receive a Free and Appropriate Public Education (FAPE). IDEA also includes the requirement that every IEP/IFSP team consider the special factors listed in Figure 1.

Development of the IEP
(B) CONSIDERATION OF SPECIAL FACTORS.—The IEP Team shall—
(i) in case of a child whose behavior impedes learning...appropriate strategies, interventions, and supports;
(ii) in the case of a child with limited English proficiency, language needs....;
(iii) in the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP/IFSP Team determines.....that instruction in Braille is not appropriate;
(iv) consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child’s language and communication needs, opportunities for direct communication with peers and personnel.....;
(v) consider whether the child requires assistive technology devices and services.
(20 U.S.C., 1401, Section 614 (3)(B))

FIGURE 1. SPECIAL FACTORS TO BE CONSIDERED IN THE DEVELOPMENT OF THE IEP/IFSP

The first few special factors apply to children with a very specific need such as vision or behavior, but the final special factor applies to all children eligible for special education under IDEA. This means that every IEP/IFSP team for every child must “consider whether the child needs assistive technology devices and services”. A specific process for AT Consideration was described in *Education Tech Point 1: Consideration and Referral* because it is the point at which access to assistive technology is initiated for students eligible for special education services under IDEA.

In order to comply with the mandate to consider AT, at least one person on the IEP/IFSP team must have knowledge about assistive technology and the types of AT tools that are used to assist and support students with disabilities as they progress through the curriculum. Lack of basic knowledge in this area can result in a team’s failure to comply with federal and state law.

504 Plans

Students with identified disabilities who do not require specially designed instruction as described in IDEA may still have needs for assistive technology in order to gain access to the curriculum. When a student is identified as being eligible as a student with a disability under Section 504, the student's need for services that provide access will be discussed and documented in a 504 plan. This plan is generally focused on accommodations and can include assistive technology devices and services as part of those accommodations. One significant difference between a 504 plan and an IEP is that there is no stated requirement in Section 504 to consider the need for assistive technology. Because of this, someone must initiate the discussion. Guidelines for developing 504 Plans vary widely from state to state, for information go to About.com: Children with Special Needs at <http://specialchildren.about.com/od/504s/f/504faq1.htm> and select your state to find out more. This resource links directly to documents about Section 504 from each state.

Whether a student has an IEP, an IFSP or a Section 504 plan, the team can use the following Education Tech Point questions to guide them in the planning process.

- What tasks in the individualized plan are difficult or impossible for the child to do because of the disability?
- What characteristics of an assistive technology device would be needed to help the child to complete difficult tasks?
- Should a specific AT device be identified in the plan or are the features of a device sufficient?
- Are assistive technology services needed to support the child's use of the AT device(s)? If so, what are they?
- What are the criteria for successful AT use by the student?



TERRY • A Plan for Assistive Technology

Terry's trial use of the Chromebook and writing software on the classroom computer gave the team some interesting information. When Terry used the desktop computer, she needed to leave her desk to go to the back of the classroom. She didn't like that at all since she really wanted to be with her friends.

Terry found the default size of the print on the screen of the Chromebook difficult to read. She liked the computer monitor better. Terry was able to use the spell-check on both devices but, since she is a pretty good speller, she felt that she wouldn't use it much and that the Chromebook's spell check would be adequate for her needs. There was some difficulty in getting assignments turned in since the teacher required that they be printed. The resource room teacher eventually asked Terry to leave her Chromebook in the classroom during PE and a staff member printed her files during that time. Terry delivered her written work to her teachers during lunch and this solution seemed to work for everyone.

Terry was thrilled to find that her friends were actually jealous of her use of the Chromebook. Several students asked if they could borrow one from the set in the library and take it home to finish papers they had to write. Terry was able to show her friends how to use the device and became the class tutor for the use of the Chromebook. She even made a video and posted it on the school website.

TERRY • A Plan for Assistive Technology (continued)

When the IEP team reconvened to include the use of word processing in Terry's IEP, they determined that Terry did need assistive technology in the form of word processing in order to complete her IEP goals of increasing the quality and length of written work. The team determined that Terry would need AT services in the form of support for printing written work and additional training in keyboarding and device operation skills. An additional goal was added to Terry's IEP. This goal stated that Terry would be able to independently use all the functions of her portable word processor including printing, file transfer, adjustment of preferences and device maintenance. Because this was a goal that few of the team members had experience with, it was decided that the team would collect weekly data on how the program was going for the next two months.

ACTIONS FOR THE STUDENT'S TEAM

Actions for the student's team at the point of Plan Development center around the documentation of any needed AT devices and services to be provided in the student's educational program and the integration of those devices and services into the overall plan. For example, if a student is having difficulty with written assignments, the team might consider whether to teach new hand writing skills, shorten assignments or provide new tools (assistive technology) such as a portable word processor or specialized software to improve writing. One approach or a combination of approaches might be selected and included in the IEP.

It is during plan development that the district must commit assistive technology resources. Taking the following actions is one way to complete a consideration process that is in compliance with the special factors mandate of IDEA.



Identify goals in the child's program which may require the use of assistive technology: The child may need assistive technology to accomplish a variety of goals. For example a struggling reader may need to have text spoken by the computer in order to bypass the limitations imposed by his decoding difficulties, a student whose handwriting is very poor may need to use a recording device to capture notes and supplement what she is able to write or a student who is not able to communicate verbally may need some form of augmentative communication to help him be understood. There are many tools that serve as assistive technology for a student if they increase, maintain, or improve a functional capability.



Review the assessment data including the results of any trial period: When determining the need for AT, the IEP/IFSP team will use all available data about a child. This data includes but is not limited to the results of consideration, the recommendation of the assessment team (which may be a separate team with specialized knowledge or may be the IEP team wearing a different "hat") and the results of any trial use period that was completed. It is important the team members understand that a recommendation about the most appropriate technology made by an assessment team is only one factor in determining need. IEP/IFSP teams also consider various environmental factors such as the child's commitment to the use of the device, the benefits and the disadvantages of using the device and the educational priorities and goals for the individual student. It is only when all of the factors have been considered that the team can make an appropriate decision as to the child's need for assistive technology. The *Plan Development Forms* section on

Education Tech Points website, shown here in figure 2, includes a discussion guide entitled *Questions to Facilitate Assistive Technology Decision Making*. This document includes a list of questions the team may want to use in planning for a student’s effective use of assistive technology.

Recommendations from the assessment team are only one factor to be considered. In Terry’s case, the social factors involved in the use of assistive technology played a role in determining her need. If Terry’s peers had made fun of her for using the portable word processor, she might have refused to use the device. In that case another solution might have been more effective.

Questions About Expectations	Yes	No
<ul style="list-style-type: none"> Without this technology solution, will the student’s success be commensurate with her/his abilities? Is this technology solution used to compensate for a missing skill Is this technology solution used as an enhancement to a skill or ability that the student has? Will the use of this technology solution make a significant difference in the student’s performance? 	<input type="checkbox"/>	<input type="checkbox"/>
What evidence do we have that this technology solution will make a difference?		
What progress do we expect this student to make during the next year if this technology is used?		
Questions About Goals for Technology Use	Yes	No
<ul style="list-style-type: none"> Is the goal for the student’s technology use an initial goal to see how much progress this child can make or; Is the goal for the student’s technology use a proven part of an already established program? Are there goals for this student that are directly related to assistive technology learning (e.g. computer operation, use of electronic Braille, etc.)? 	<input type="checkbox"/>	<input type="checkbox"/>
What is the long-term goal for this student’s use of technology?		
What are the academic and functional goals for this student that will require the use of this technology solution (e.g. spelling, math, art, communication, etc.)?		
What are the behavioral goals for this student which will require the use of this technology solution (e.g. independence, socialization, on-task behaviors, etc.)?		
When will the student’s progress toward meeting these goals be reviewed?		
Questions About Commitment to the Use of Technology	Yes	No
<ul style="list-style-type: none"> Is there at least one person in this student’s daily school environment who is committed to the use of this technology solution and will help with program implementation? Is the student committed to the use of this technology solution? Is the family committed to the use of this technology solution? 	<input type="checkbox"/>	<input type="checkbox"/>
Discussion Notes:		

FIGURE 2. QUESTIONS TO FACILITATE ASSISTIVE TECHNOLOGY DECISION MAKING



Determine the AT devices and services that are needed in order to accomplish the identified goals: If in its discussion of the student’s past progress, assessment data, and new annual goals, the IEP/IFSP team determines that there are areas where the student struggles to make progress and that AT devices may provide the needed support to help a student move forward in the curriculum, then AT is determined to be needed. Other decisions must now follow; should a specific device be named or should a description of the needed features be listed (e.g. computer software that speaks the text)? How and when will the device be used? What specific services will be needed to ensure AT is supported and used as intended? A more complete

description of the AT consideration process is presented in *Education Tech Point 1: Consideration and Referral*.



Document the discussion that took place during Consideration: Even if the decision was that a student does not need AT immediately, it is valuable to document the discussion so that future IEP/IFSP teams have a record of previous team discussions to inform their decisions. There are many ways to effectively document the discussion. The team can use a form, use the minutes of the IEP meeting, or attach a summary to the IEP or IFSP that documents the areas of concern and the reason for deciding that AT was or was not needed at the time of the meeting.



Document the specific devices and services in the IEP/IFSP plan: Clarity in defining the AT services a student needs and how they will be provided is critical in developing the individualized plan. However, IDEA does not define a "right" place to include assistive technology in an IEP. Team members should think about the best fit between what the student will actually do and where it is described in the IEP/IFSP. If the plan designates responsibility to "team" or "related service providers" or "educational staff," important services are likely to be delayed or overlooked because no one person is assigned to ensure that steps are implemented. Instead, the plan should designate that a task is the responsibility of the occupational therapist, an educational assistant, teacher, etc. When services are designated in this way, individual team members also need to understand clearly their specific responsibilities.

Federal regulations state that assistive technology may be provided as special education, related services, or supplementary aids and services (IDEA). This variety of options sometimes causes even more confusion in the individuals who are required to develop the plan document. The following is a summary of the reasons that assistive technology might be included in the various sections of an IEP/IFSP.

Assistive Technology as Part of the Special Education Program-When assistive technology is an integral part of the child's special education program, it will be described in the goals and objectives. If the student has already been using AT, then the Present Level of Academic Achievement and Functional Performance (PLAAFP) should reflect that use and describe how it impacts performance. In some cases the child will need training and instruction on the use of the assistive technology and in others, it will be a tool with which the child is already familiar.

Assistive Technology as Part of Related Services-A related service is a service that a child needs in order to benefit from their specially designed instruction. Assistive technology is often written in the IEP/IFSP as a related service when it is not an integral part of the child's specially designed instruction. For example a wheel chair is often provided as a related service. Note: IDEA does not require that an IEP/IFSP include separate annual goals for related services. Obviously there would not be student goals for things like transportation or catheterization. However, if the provision of the related services includes the learning of new skills and therefore some type of instruction is being provided, it would be appropriate to write goals.

Assistive Technology as a Supplementary Aid or Service-Supplementary aids and services are specific services, accommodations, modifications or supports that a student needs in order to participate in the general education classroom. Assistive technology may be one of those supplemental aids. In this case, the assistive technology may be described on a specific page for Supplementary Aids and Services or within goals. An example is the use of a portable word processor for a student with handwriting difficulties who does not require any additional instruction.

Assistive Technology in Supports for Staff-In order to fulfill their responsibility to implement the use of assistive technology, staff members may need a variety of supports. These may take the form of training, consultation, materials development, device programming, etc. The supports should be specifically listed in the Supports for Staff section of the IEP.



Document how AT will be used in State and Local Assessments: In addition to the categories mentioned above, IDEA requires that teams address the question of whether assistive technology will be used in state and local high-stakes assessments. Assistive technology is a major consideration in complying with the following requirement:

- a statement of any individual modifications in the administration of State or district wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP Team determines that the child will not participate in a particular State or district wide assessment of student achievement (or part of such an assessment), a statement of--
 - (aa) why that assessment is not appropriate for the child; and
 - (bb) how the child will be assessed. (20 U.S.C., 1401, Section 614 (d)(1)(A)(v)(I))

The *Plan Development* folder on the *Education Tech Point Tools* CD contains *Assistive Technology in the IEP* (Bowser & Reed, 2011). It offers a more complete discussion of the process of writing IEPs that include assistive technology. There are numerous other sources of information about writing IEP/IFSPs listed in the *Resources* section at the end of this chapter.



Document any needed Accessible Educational Materials (AEM) and AT related to AEM: IEP/IFSP teams are also required to address a student's need for accessible, specialized-format versions of textbooks and other print instructional materials in order to ensure access to the general education curriculum. These materials are needed, if the student is blind or otherwise print disabled, to gain information from standard textbooks and core instructional materials. The IEP/IFSP team must determine what specific format is needed (Braille, audio, e-text, large print) and also what assistive technology might be needed to deliver or use the specialized format. For many students who struggle with access to the curriculum, AEM and AT go hand in hand. For example, assistive technology may be the vehicle by which AEM are delivered if a student's ability to decode print materials is significantly delayed resulting in a print disability. The student might need accessible educational materials in the form of e-text and assistive technology in the form of daily access to

the classroom computer and use of a portable e-text reader in order to use the accessible educational materials.

Responsibilities of Team Members

Because technology is pervasive in our society, it is reasonable to expect that students with disabilities will benefit from the use of technology just as other students do and that technology tools with the assistive features that are readily available should be a part of the individual educational programs that we develop for our students. One of the responsibilities of team members is to be aware of the wide range of readily available technology that might be used by a student with a disability to overcome barriers.

Each team member has the responsibility of knowing state and federal statutes and regulations that govern IEP/IFSP development. Team members need to know what it means to "consider" assistive technology in an IEP/IFSP meeting and how to document the outcome of that consideration. Each team member shares the responsibility to ensure that assistive technology is appropriately considered. It is not OK to say or think, "Oh, I don't know anything about that," or "I've never heard of that, so she must not need it." Nor is it acceptable to think that someone else will take care of making the necessary decisions.

Team members need to know how to clearly describe the intended use of assistive technology in the IEP/IFSP document. During the course of the 12 months of implementation for every IEP/IFSP a new team will receive the student and begin providing services based on what is written in that plan. The clarity of the information will determine whether the receiving team members are able to correctly interpret what is to be provided and how it is expected to help the student meet annual goals and access the curriculum.

If it is determined that the use of assistive technology will be included in the child's educational program, then the IEP/IFSP team will also determine which assistive technology services will be needed. Assistive technology services are specified in IDEA and include acquisition, customization, maintenance, and coordination with other services. Under IDEA the team must also specifically identify any training that will be needed in order to implement the plan. This training often includes staff and parent training in the use of a particular assistive technology solution.

Under IDEA staff support and training needs must also be listed on the IEP/IFSP. Staff training and technical support is often an important part of a plan to help a student use assistive technology. While all staff members do not need to know everything, each staff member must know enough to carry out his/her responsibilities for the implementation of the AT. This includes general educators in whose classroom the student is using the prescribed AT.

All team members play important roles in carrying out the services identified in the student's IEP, IFSP, or 504 plan. In some cases there may be many tasks that need to be completed in multiple settings and over many months. Although not required by law, an implementation plan to identify and organize these tasks can be very effective in implementing the IEP, IFSP, or 504 plan. Information about implementation plans is provided in the *Education Tech Point 5: Implementation* chapter.



SHAR • A Plan for Assistive Technology

Shar loved having a communication buddy to go to lunch with. Initially the team assigned a different peer every day but Shar quickly indicated that this was too much change and the plan was modified so that a lunch buddy was chosen for an entire week. Friends of Shar's who wanted to be lunch buddies signed up on a list and each week Shar chose one of them to go to lunch with her. Lunch buddies spent five minutes with Shar and the instructional assistant right before lunch, talking about her day and what had happened at home the night before. The instructional assistant then made suggestions about things that they might talk about during lunch.

After two weeks with a communication buddy at lunch, observation data indicated that Shar was talking more with friends in the lunchroom but that most of her responses were to yes/no questions and that she seldom initiated a conversation. A paper communication board was introduced to help Shar initiate and give more complex responses. Since Shar had experience with communication boards in her classroom work, she and her lunch buddy quickly learned the knack of using the system for improving communication. During the fifth and sixth weeks of the trial period, a voice output communication device replaced the paper communication board. Shar refused to use the device in the lunchroom. When encouraged to use it by the teacher or by her lunch buddy, Shar put her head down on the lunch table and refused to communicate at all.

The IEP team determined that Shar did need low-tech assistive technology in order to meet her communication goals. The communication board was added to her IEP and creation of new boards by the aide was added as an AT service. Since the communication goals they had written earlier were comprehensive, no additional goals were written. Likewise, staff felt that they did not need any additional training to implement the assistive technology portion of Shar's IEP.

IMPLICATIONS FOR SCHOOL DISTRICTS

The development of a consistent district wide process and guidelines for determining the need for assistive technology helps assure equity in assistive technology decisions as well as compliance with the law. The decision about the need for assistive technology can place a heavy burden on the IEP/IFSP team. This is especially true when the technology being considered is unknown to them, expensive or not already available in the district's pool of assistive technology resources. Part of the district's consideration process should be the development of an effective trial use system. Demonstration of effectiveness provides data that can be measured against a district wide standard of need.

In order to assure that IEP/IFSPs which include assistive technology are clear and understandable to all members of the team, districts may decide to provide staff with training and models of exemplary goals and objectives, related services statements and statements of supplementary aids and services which include assistive technology. Although AT has been required since 1990 and the special factor requirement to "consider whether the child requires assistive technology devices and services" has been in place since 1997, many districts have not provided this guidance to teams.

Education Tech Point #4

When staff training is identified as an assistive technology service needed for the child to accomplish goals in the IEP/IFSP, it is the district's responsibility to make sure that such training is provided. While some districts choose to identify assistive technology specialists who can provide training, a description of the range of training resources from building level technology specialists to outside consultants may also be identified to provide the needed training. Whatever the approach to staff training, it is important that members of the educational team know who can provide the training they need and how to arrange for this training in a timely manner.

For students aged 16 and over, IDEA requires that the team consider the training needs of the student in relation to transition from school to post-secondary environments. When the student uses assistive technology, this transition should include long term plans for assistive technology use as well as vocational, residential, medical and recreational plans. Transition teams should be made aware that assistive technology purchased by the school belongs to the school and will not automatically follow the student to a community placement. Transition teams might also consider what special skills a student who uses assistive technology might need to be a good self-advocate regarding assistive technology after completing school. IEPs developed in middle school and early high school might include goals such as learning maintenance of the assistive technology device. For every IEP developed after a student is 16, it is important that the team be aware of the particular issues of transition around assistive technology and begins to include them in goals and objectives. (See the *Education Tech Point 7: Transition* chapter for more information on IEPs that include transition planning.)



Quality Indicators for Including AT in the IEP/IFSP

After the IEP team has reviewed assessment results and determined that AT is needed for provision of a free, appropriate, public education (FAPE), it is important that the IEP document reflects the team's determination in as clear a fashion as possible. The Quality Indicators for AT in the IEP help the team describe the role of AT in the child's educational program.

1. The education agency has guidelines for documenting assistive technology needs in the IEP and requires their consistent application.
2. All services that the IEP team determines are needed to support the selection, acquisition, and use of assistive technology devices are designated in the IEP.
3. The IEP illustrates that assistive technology is a tool to support achievement of goals and progress in the general curriculum by establishing a clear relationship between student needs, assistive technology devices and services, and the student's goals and objectives.
4. IEP content regarding assistive technology use is written in language that describes how assistive technology contributes to achievement of measurable and observable outcomes.
5. Assistive technology 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

(QIAT 2011)

ACTIONS ITEMS FOR SYSTEMS CHANGE

Documenting assistive technology in the IEP or IFSP continues to be a challenge for many educators, district level guidance and training are essential to achieve consistency across the district or agency.



Provide district level guidance to staff on determining need for assistive technology: Guidance might be in the form of written guidelines, inservice training or procedures included with other special education operating guidelines. A sample procedure is included in *Plan Development* folder of *Education Tech Point Tools* CD.



Provide training on how to document a student's need for assistive technology in the IEP/IFSP: Agencies provide guidance to staff members about how to write IEPs. This guidance should directly address the ways that assistive technology needs should be documented. Guidance will include information about where, in the IEP document, AT should be included, how to describe the need and the AT itself, and a statement that devices should only be included in the IEP as needed by the student if they have been tried and shown to be effective.



Provide staff support and training in the use of assistive technology needed to accomplish the IEP/IFSP goals: Staff should be aware of who to call when training is needed and how to access trainers for specialized applications for students with complicated needs.



Include assistive technology issues in training regarding planning for transition: Such training might include overviews of assistive technology as well as training in the specific skills needed by a student who uses assistive technology during transition to the new environment.



STEVE • A Plan for Assistive Technology

The educational team quickly realized that they had been too ambitious in developing the trial period plan for Steve. When they tried to work with him in the preschool classroom with the CCTV, computer and beginning Braille skills, they found that Steve became very frustrated and had no time left in his preschool day for any other activities. The educational team contacted Steve's mother, told her about the problems they were experiencing and asked if the Braille evaluation could be postponed until the following year. Steve's mother had already seen changes in his behavior at home that indicated frustration at school and agreed that going a little slower seemed like a good idea.

Computer activities which included speech output and use of the CCTV were included in Steve's daily preschool program. Steve was thrilled with the talking computer but had some difficulty in learning to apply the information he heard from the computer voice. With encouragement from the preschool teacher, Steve also began to use the CCTV independently to look at things that were hard for him to see. Steve's preschool teacher encouraged Steve to show other children how to magnify items with the CCTV and the children spent a number of hours looking at bugs and leaves under magnification.

STEVE • A Plan for Assistive Technology (continued)

Steve's IEP team determined that the CCTV and computer were tools that Steve needed to benefit from his educational program as he began Kindergarten. The CCTV would be used primarily as Steve began to learn to read letters and words. Steve would use the device to enlarge pictures in books and also enlarge print materials that were the same as the other children were using. If Steve needed to write on a worksheet, the team agreed that he would need materials copied with an enlarging copy machine. The team also agreed that Steve would need to use the computer software with speech output to begin to learn screen reading skills. The team set a goal for Steve that during Kindergarten, Steve would be able to comprehend and repeat sentences of up to eight words when presented in either digitized (recorded) or synthesized (computer voice) speech output. The team determined that the receiving Kindergarten teacher would need one hour of instruction in the use of the CCTV and strategies for including it in Steve's daily program. The vision specialist agreed to provide this instruction as an AT service as well as consultation to the teacher about computer programs with speech output that might be appropriate for Steve and his Kindergarten classmates. The team agreed that because there were so many new elements in Steve's educational program, the entire program should be reviewed in a full team meeting sometime in November.

REFERENCES

- Children With Special Needs-About.com, What Is a 504 plan?* Retrieved from www.specialchildren.about.com/od/504s/f/504faq1.htm
- IDEA 2004 Regulations.* Retrieved from www.wrightslaw.com/idea/law/idea.regs.subparte.pdf.
- Individuals with Disabilities Education Improvement Act of 2004, P.L.108-446*, (codified as amended at 20 U.S.C. 1401). Retrieved from www.copyright.gov/legislation/pl108-446.pdf
- Bowser, G. & Reed, P. (2011). *Assistive Technology in the IEP*. Roseburg, OR: National Assistive Technology in Education (NATE) Network, www.natenetwork.org/resources/nate-resources
- Federal Register. (2006). *Individual with Disabilities Education Improvement Act of 2004, Rules and Regulations*, 71 (156).
- QIAT Consortium. (2011). *Quality indicators for assistive technology services: Research based revisions 2005*. Retrieved from www.qiat.org

RESOURCES

Bateman, B. (1998). *Better IEPs: How to Develop Legally Correct and Educationally Useful Programs (3rd Edition)*. Longmont, CO: Sopris West

Although this book does not deal specifically with assistive technology, it is still one of the best references available about IEP development.

Bausch, M.E., Ault, J.J., & Hasselbring, T.S. (2006). *Assistive Technology Planner—from IEP Consideration to Classroom Implementation*, Lexington, KY: National Assistive Technology Research Institute. Available from Technology and Media Division of the Council for Exceptional Children, www.tamcec.org,

A kit of tools that IEP teams can use when considering, selecting, and implementing assistive technology for a student. The toolkit includes: user's guide, implementation planning tool, and individual AT Planners for teachers, administrators, and families.

Martin, N.R.M. (2005). *A Guide to Collaboration for IEP Teams*. Baltimore, MD: Paul H. Brookes.

Under federal law, public school personnel are expected to work with parents as a team to design, review, and modify IEPs for children designated as having special education needs. Few of these team participants have received adequate training. This skills-based book will help administrators, teachers, resource professionals, and parents work as a unified team to design, review, and modify IEPs. It addresses effective meeting management, negotiation, the emotional side, and conflict prevention.

Minnesota Department of Education. (2009). *Accommodations for Students with Disabilities: Instruction and Assessment*. www.education.state.mn.us or contact Kursten.dubbels@state.mn.us

Defines Accommodations and explains how they are used both in the classroom and on high stakes testing. Looks at how all students can reach the same outcomes through the accommodations they need. Uses a case study to illustrate steps.

Purcell, S.L., & Grant, D. (2004). *Sample IEP goals for literacy using assistive technology*. Verona, WI: Attainment Company. www.abcdvocacy.net/Sample%20A.T.%20IEP%20Goals%20408.htm

A page of sample goals for literacy that include AT. Can be helpful for individuals who are seeking ideas for writing IEP goals that include the AT as a condition used to achieve a content goal.

Purcell, S.L., & Grant, D. (2007). *Using Assistive Technology to Meet Literacy Standards for Grade K-3, 4-6, 7-12* Verona, WI: IEP Resources (1-800-651-0954), www.attainmentcompany.com

This set of three books (each can also be purchased separately) provide a wide range of AT options related to literacy and suggests wording to write them into IEP.

Reed, P., & Bowser, G. (2005). Assistive technology and the IEP. In *Handbook of special education technology research and practice*. Edyburn, D., Higgins, K., & Boone, R. (Eds). Whitefish Bay, WI: Knowledge by Design, p. 61-77. www.knowledge-by-design.com

..... This chapter provides a thorough overview of the legal requirements for including AT in the IEP.

Quality Indicators for Assistive Technology. (2009). Guiding Document for including Assistive Technology in the IEP. Download from:
www.natri.uky.edu/assoc_projects/qiat/resources.html

..... Describes how to include assistive technology in the IEP following each of the quality indicators. Provides guidance and concrete examples.

Websites

High Incidence Accessible Technology (HIAT), Montgomery County Public Schools –
www.montgomeryschoolsmd.org/departments/hiat/FAQs/consideration.shtm

..... Contains a wide variety of excellent, useful resources that have been thoroughly tested throughout one of the biggest school districts in the country. HIAT is primarily focused on meeting the needs of students with high incidence disabilities. Begin with the section on Considering AT.

National Center on Accessible Educational Materials – www.aem.cast.org

..... The AEM site serves as a resource to state- and district-level educators, parents, publishers, and others interested in learning more about and implementing AIM and NIMAS.

OSEP Ideas that Work; Toolkit on Teaching and Assessing Students with Disabilities –
www.osepideasthatwork.org/toolkit/index.asp

..... There is a wealth of information on this website including A Decision Framework for IEP Teams Related to Methods for Individual Student Participation in State Accountability Assessments.

UnderstandingSpecialEducation.com; IEP Collaboration Techniques –
www.understandingspecialeducation.com/iep-collaboration.html

..... Valuable suggestions for achieving collaboration and avoiding conflict during the development of the IEP/IFSP. Aimed at parents, but valuable for everyone.

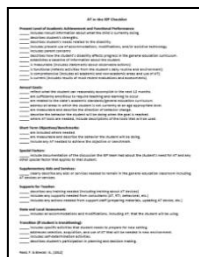


in the

PLAN DEVELOPMENT SECTION

of the Education Tech Points Website

For Use with Students

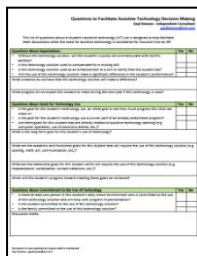


AT in the IEP Checklist (Reed & Bowser, 2012). The checklist is a tool to evaluate IEPs for compliance and thoroughness.



AT in the IEP Goal Planning Template (Reed & Bowser, 2012). The template is a simple form to

guide the writing of clear and effective goals for tasks including AT.



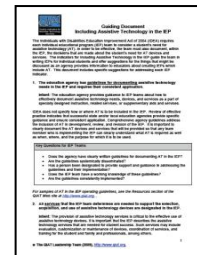
Questions to Facilitate AT Decision Making (Bowser, 2012). These questions are designed to facilitate teams discussion about a student's AT

use.

For Districts/Agencies



Documenting AT in the IEP (Bowser & Reed, 2011). Provides a thorough overview of factors for clearly including AT in the IEP. Includes numerous examples.



Guiding Document for Including AT in the IEP (QIAT) (2005). This comprehensive article provides guidance for effectively including assistive technology in IEPs.

