

AT in the IEP Checklist

Present Level of Academic Achievement and Functional Performance:

- _____ includes robust information about what the child is currently doing.
- _____ describes student's strengths.
- _____ describes student's needs related to the disability.
- _____ includes present use of accommodations, modifications, and/or assistive technology
- _____ includes parent concerns
- _____ describes how the student's disability affects progress in the general education curriculum.
- _____ establishes a baseline of information about the student.
- _____ is measurable (includes statements about observable actions).
- _____ is functional (reflects activities from the student's daily routine and environment).
- _____ is comprehensive (includes all academic and non-academic goal areas
- _____ includes a description of AT use if it impacted performance level.
- _____ is current (includes results of most recent evaluations and assessments).

Annual Goals:

- _____ reflect what the student can reasonably accomplish in the next 12 months.
- _____ are sufficiently ambitious to require teaching and learning to occur.
- _____ are related to the state and local academic standards/general education curriculum.
- _____ address all areas in which the student is not currently at an age appropriate level.
- _____ are measurable and describe the direction of change.
- _____ describe the behavior the student will be doing when the goal is reached.
- _____ include descriptions of the tools that will be used when AT is needed.

Short Term Objectives/Benchmarks:

- _____ are included where needed.
- _____ are measurable and describe the desired student behavior.
- _____ include any AT needed to achieve the objective or benchmark.

Special Factors:

- _____ include documentation of the discussion the IEP team had about the student's need for AT and any other special factor that applies to that student.

Supplementary Aids and Services:

- _____ clearly describe any aids or services needed to remain in the general education classroom including AT devices or services.

Supports for Staff:

- _____ describes any training needed, including training about AT devices.
- _____ includes any supports needed from consultants (e.g. AT, RTI, behavioral, etc.)
- _____ includes any actions needed from support staff (e.g. preparing materials, charging AT device, etc.)

State and Local Assessment:

- _____ includes all accommodations and modifications, including AT, that the student will use during high-stakes assessments.

Transition (if student is making a transition):

- _____ includes specific activities to help the student prepare for new setting.
- _____ addresses selection, acquisition, and use of AT that will be needed in new environment.
- _____ includes self-determination activities.
- _____ describes student's participation in planning and decision making.