

CCSD ASSISTIVE TECHNOLOGY TEAM

Describing Assistive Technology (AT) Services on the IEP

If you need help with AT on the IEP, it is typically better to email or call your friendly AT Team Leader, Tracy Skerik, PRIOR to the IEP. However, if you decide that you want an AT consult or evaluation during or after an IEP, don't write it in the IEP. You may choose to write something in the Prior Notice such as “school team to initiate referral to the Assistive Technology team” or “school team to start diagnostic trial of word prediction software” if that was discussed at your IEP meeting, but AT cannot be included on the IEP unless you know *what* AT the student needs.

Here are some basic rules to use when answering “YES” to Assistive Technology, then entering information into the “describe” box:

1. Avoid using brand names.

- a. There are many AT solutions that do the same job and we do not limit solutions by product name.

Try the following descriptions instead (call me if yours is not listed):

Brand Name	Description for IEP
Co:Writer	Word prediction software
Write: Outloud	Voice output word processor software
Dragon Naturally Speaking	Voice recognition software
Kurzweil	Scan and read software
Intellitools	Multisensory educational software (describe activities ie: cause & effect, math, colors)
Intellikeys	Adapted keyboard (describe the specific overlays)
Alphasmart / Fusion	Portable word processor
Pix Writer Clicker 5 First Author	Picture based writing software
Accent/Dynavox/Go Talk etc.	Voice output communication device (describe number of levels, number of choices and type of input ie: scanning, direct selection, typing)
iPad w/ specific software	Portable tablet with application (describe required apps ie. app for voice output with 24 locations)
Typing Tutor/ Type to Learn/ Customtyping.com	Software to teach keyboarding skills
Big mac	Switch with recording and playback capabilities

2. Describe only what is in place and working effectively for the student as documented by student data.

An IEP is a legal document and we are bound to provide what is written in there. If you have not tried something with a student yet, don't write it in the IEP.

No!	Yes!
<ul style="list-style-type: none">× Exploration of assistive technology options× Assessment by the AT team	<ul style="list-style-type: none">• Student uses word prediction on classroom computer for all written assignments longer than a paragraph.

3. Avoid the words would, could, should and might.

The question on the IEP is “Does this student need AT?” and the answer is either “yes” or “no,” Do not write a statement that sounds like a “maybe.”

CCSD ASSISTIVE TECHNOLOGY TEAM

Sample Components for IEP Documentation

When a student is currently using AT it needs to be documented in the IEP in the following locations: Annual Goals, Classroom Accommodations, Assessment Accommodations, Present Levels (PLAAFP), and the LRE. For example, Walter uses word prediction. You must document it in his IEP in the following locations:

1. Measurable Annual Goal:

The screenshot shows the 'Plan Goals' section of an IEP software interface. A goal titled 'Goal: Writing 1' is displayed. The goal text reads: 'Given academic and small group instruction with the use of word prediction software, Walter will improve writing by creating a three cohesive paragraphs from a 16 to a 44 as measured by Monitor Writing Intervention Progress Scoring Guide'. Below the goal, there are tabs for 'Levels & Area of Need', 'Measurement & Monitoring', 'Progress Reporting', 'Goal Details', and 'Objectives'. The 'Area of Need' tab is selected, showing a list of skills: 'a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.', 'b. Provide logically ordered reasons that are supported by facts and details.', and 'c. Link opin'. The 'Skill Area' tab shows a description: 'Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.11-12.1)'. The interface includes a sidebar with navigation options like 'Event Overview', 'IEP Info', 'PLAAFP', 'Goals', 'Assessments Accommodations', 'Services & LRE', 'LRE', 'Transition', 'BIP', 'ESY', 'Other Forms', 'Prior Written Notice', and 'Tasks/Contacts'. At the bottom, there are buttons for 'Save Goal', 'Back', 'Profile', 'Notes', and 'Attachments'.

2. Classroom Accommodations AND Assessment Accommodations:

The screenshot displays the 'Assessments/Accommodations' section of the IEP software. It is divided into two tabs: 'Assessments' and 'Accommodations'. The 'Accommodations' tab is active, showing a list of accommodations with checkboxes for selection and a 'Class Room' checkbox. The accommodations listed are: 'Student's Preferred Writing Tool', 'Talking Calculator (only 9th & 10th math assessment where it is used for all) (IEP & 504 only)', 'Underlining / Highlighting (must be transcribed if causes damage to book)', 'Use of calculator, arithmetic table, number chart, etc. as appropriate', 'Word Prediction (IEP & 504 only on writing)', and 'Allow non-disruptive movement during instruction'. Each accommodation has a 'Notes' field. The 'Word Prediction' accommodation is highlighted in blue and has its 'Class Room' checkbox checked. A search bar is located at the top right of the accommodations list. The sidebar on the left is the same as in the previous screenshot, with 'Assessments Accommodations' selected.

3. PLAAFP:

The screenshot shows the 'Present Level of Academic Achievement and Functional Performance' section of the IEP software. It includes a section for the 'Colorado English Language Assessment' with fields for 'Date of Testing', 'Listening', 'Speaking', 'Writing', 'Reading', 'Overall', and 'Comprehension'. Below this is a section titled 'Present Levels of Academic Achievement and Functional Performance' with a text area for describing the student's progress. There are two more text areas: 'Describe the student's strengths/interests:' and 'Describe the impact of the student's disability and prioritize the educational needs resulting from the disability.' The final text area contains the following text: 'Walter can currently read 62 words a minute in grade level text with 91% accuracy. He struggles putting a complete paragraph together with accuracy. Use of word prediction software increases his accuracy in punctuation, grammar, and spelling. He also has improved on his ability to use several strategies to solve mathematical problems.' The sidebar on the left is the same as in the previous screenshots, with 'PLAAFP' selected.

4.

CCSD ASSISTIVE TECHNOLOGY TEAM

4. LRE:

SPECIAL EDUCATION AND RELATED SERVICES

Service Delivery:
Describe services needed to address goals and objectives:

Does the student require:

Special Transportation?	<input type="radio"/> Yes <input type="radio"/> No	A behavior plan?	<input type="radio"/> Yes <input type="radio"/> No
Learning media plan? (For Vision disability)	<input type="radio"/> Yes <input type="radio"/> No	A health care plan?	<input type="radio"/> Yes <input type="radio"/> No
A communication plan? (For Hearing disability)	<input type="radio"/> Yes <input type="radio"/> No	A personal care plan?	<input type="radio"/> Yes <input type="radio"/> No
Assistive technology? (if yes, describe):	<input checked="" type="radio"/> Yes <input type="radio"/> No		

Word Predictive Software

Rationale for Recommended Placement in Least Restrictive Environment:

Extended School Year? Yes No To be determined by:

CONSIDERATIONS FOR AT: KEY QUESTIONS:

1. Is the student making adequate progress? Is the student independent and participating fully?
 - Yes: AT is not needed: Action: Document your consideration in EXCEED on the IEP by checking the option that AT has been considered, but it is not needed. Go the LRE page in EXCEED and check "NO" to the Assistive Technology box.
Assistive technology? (if yes, describe): Yes No
 - No – Go to Question 2
2. Is the student currently using AT successfully?
 - Yes: AT is necessary to meet IEP Goals. Action: Check "yes" to the AT box on the IEP, and refer to "Describing assistive Technology Services on the IEP" for assistance.
 - No: Go to question 3
3. Is the IEP team unsure if the student needs assistive technology?
 - Yes: Complete the AT Referral Forms
 - No: No action needed