



BSED AT CONSIDERATION FORM


Student Name: _____ Grade _____ Date _____

School: _____ Case Manager: _____

Disability Area: _____ Teacher: _____

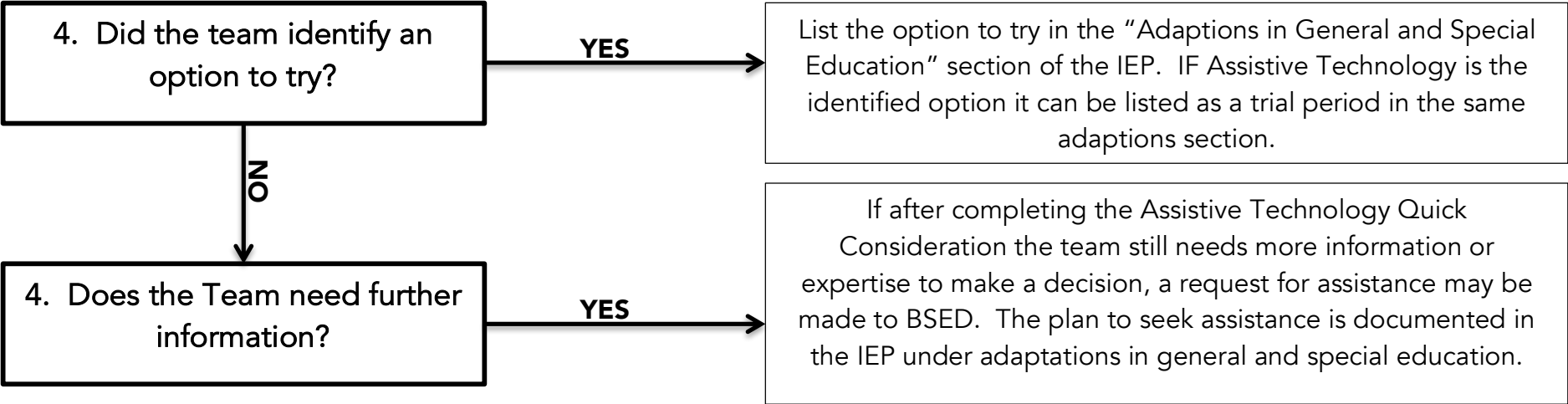
Is the student making adequate progress on IEP goals/objectives in the following areas?

	Yes	Yes with Accommodations and/or AT	No		Yes	Yes with Accommodations and/or AT	No
Academic				Mobility/Gross Motor			
Written Work				Fine Motor Skills			
Reading				Hearing, Vision			
Math				Communication			
Computer Access							

1. If the answer was "Yes" to all of the above questions, stop here.	
2. If the answer was "No" to any of the above questions, continue on to complete page 2 or the AT Quick Consideration and determine if the team needs to complete SETT process to identify appropriate AT supports.	
3. If you answered "Yes with Accommodations and/or AT" continue on to question 4.	
4. Are the accommodations/AT still appropriate and helping with IEP goal/objective progress? If "Yes" document AT tools in the IEP. If "No", continue on to complete page 2 or the AT Quick Consideration and determine if the team needs to complete SETT process to identify appropriate AT supports.	
Additional Comments:	

Assistive Technology Quick Consideration

<u>Student:</u> What are the student's strengths, abilities and skills	<u>Environment:</u> Classes and situations where help is needed	<u>Tasks:</u> What are the tasks the student needs to be able to accomplish to meet IEP goals and/or make progress in the general curriculum?	<u>Tools:</u> What are the AT items or services required to address these tasks? What features would the item or service need to have?



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After a need for Assistive Technology has been determined, it is appropriate to state in the IEP, the specific features of the AT that have been found to be necessary for learning. This assures that the appropriate assistive technology will be made available. Typically, the type of device or features is noted, rather than the specific device name (e.g. talking software vs. Write OutLoud) to allow for flexibility using different tools to meet IEP objectives.

There are six areas on the IEP forms where it is most appropriate to include AT. The six areas include:

- Present Level of Educational Performance
- Transition (as appropriate)
- Annual Instructional Goals and Objectives
- Comprehensive Assessment and Standards Assessment
- Adaptations in General and Special Education
- Special Education and Related Services