Assistive Technology and the IEP

Connecting the EC Student with Critical Supports
Initial Evaluation / Reevaluation
Evaluating the Need for AT Support

- In addressing access to instruction
- In response to student’s physical and communication needs

A thorough review should include information provided by the parent and teachers in identifying the student’s current levels of functioning.
Evaluating the Need for AT Support

- In addressing access to instruction
- In response to student’s physical and communication needs

A thorough review should include information provided by the parent and teachers in identifying the depth of the student’s needs.
Evaluating the Need for AT Support

- In addressing access to instruction
- In response to student’s physical and communication needs

The IEP team must carefully consider all areas suspected based on the information available.
Evaluating the Need for AT Support

- In addressing access to instruction
- In response to student’s physical and communication needs

In addition to those assessments needed for eligibility, the IEP team may request assessments specific to programming.
Evaluating the Need for AT Support

- In addressing access to instruction
- In response to student’s physical and communication needs

The ECATS live sites has been updated to include Assistive Technology.
Eligibility Determination
Documenting Assessment Results
A 3-Step Process
A 3-Step Process

Assessment Summary

Add/Update assessment information below

There are currently no assessments for this student.

2

ADD ASSESSMENT(S)  ADD MULTIPLE ASSESSMENT(S)
BACK  SAVE  SAVE & CONTINUE >>
A 3-Step Process

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Assessment</th>
<th>Subject Area</th>
<th>Score(s) Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech-Language</td>
<td>Other - Augmentative and Alt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech-Language</td>
<td>Other - Assistive Technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A 3-Step Process
The IEP
Relevant to the unique needs of the student, assistive technology can be addressed in several areas of the IEP development.
Entry Options

Relevant to the unique needs of the student, assistive technology can be addressed in several areas of the IEP development.
# Student Profile

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's overall strengths that contribute to success in the educational environment:</td>
<td>Strengths specific to the use of natural, technological, or mechanical supports can be listed in this section.</td>
</tr>
<tr>
<td>Parental concerns, if any, about their child's academic and functional performance in school:</td>
<td>Special consideration should be given to transition needs noted.</td>
</tr>
</tbody>
</table>
Evaluation information can also be pulled in to support the use of assistive technology within PLAAFPs and the Prior Written Notice.
Source of Relevant Info

Clicking on the ADD/REMOVE will allow for the import of assessment data.

Add Existing Data

Add Assesment(s)

<table>
<thead>
<tr>
<th>Add Assessment(s)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other - Assistive Technology Evaluation</td>
<td>02/12/2020</td>
</tr>
<tr>
<td>Other - Augmentative and Alternative Communication Evaluation</td>
<td>02/12/2020</td>
</tr>
</tbody>
</table>
Specific data can be documented within the fields indicating present level, including skills specific to the use of assistive technology devices.
Present Level(s) of Academic and Functional Performance

Any specifics around potential causes for a student’s limitations, as well as statements of impact can be located in this section.

Describe any relevant medical information:

Sally is diagnosed with cerebral palsy, impacting gross and fine motor functioning. There are additional implications for breath control and vocalization limitations.

Describe how the disability impacts involvement and progress in the general curriculum:

Reduced cognitive and motor functioning impedes Sally’s ability to...
How will assistive technology be used to support the student?
- As a goal?
- To support a goal?
- As a direct service?
- Used as an accommodation?
- As part of a communication plan?
Transition Planning

Postsecondary Goals and Supports

Education/Training:
Sally will enroll in an adult day treatment center to receive instruction in sorting items by size and color.

Employment:
Sally will be employed as a volunteer at the Scrap Exchange as a sorter.

Independent Living (if appropriate):
Sally will live in an assisted living facility with supervision.
Transition Planning

Where needed, the use of assistive technology devices should be addressed in assisting the student in reaching their post-secondary goals and accessing community resources after IEP services have been discontinued.
## Annual Goals

### Measurable Annual Goals

<table>
<thead>
<tr>
<th>Area(s) in Need of SDI</th>
<th>Present Level of Performance</th>
<th>Details</th>
<th>Number of Goals</th>
<th>Number of Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>Based on classroom-based checklists, running records, and interval data collection, Sally demonstrates the ability to...</td>
<td>ADD/DELETE GOALS</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>According to reading assessments completed over the last 3 months, Sally shows proficiency in...</td>
<td>ADD/DELETE GOALS</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>Collected writing samples and completed rubrics indicate that Sally...</td>
<td>ADD/DELETE GOALS</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Math Reasoning</td>
<td>According to bi-weekly math assessments, Sally is demonstrating proficiency in...</td>
<td>ADD/DELETE GOALS</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Goals can be added for all areas requiring SDI.
Annual Goals

Additional space is available for additional goals, as needed.
Annual Goals

Goal details specific to the use of AT, connection to transition, and progress monitoring can be added here. This is also where objectives can be added for those students on the Extended Content Standards.
Annual Goals

Goal Details

Annual Goal: Given a close sentence with word blanks, Sally will use a core board to identify the word needed out of 4 options to correctly complete the sentence over 10 consecutive attempts.

Is this goal related to transition goals? Yes

Indicate which transition goals this goal is related to: Education/Training

Is Assistive Technology Required? Yes

Method of Measuring Progress:
- Skills checklist
- Student work samples
## Services

Indicate the least restrictive environment in which the student can achieve the goal(s). If the student will be removed from nondisabled peers for any part of the day (general education classroom, nonacademic services and activities), explain why the services cannot be delivered with nondisabled peers with the use of supplemental aids and services. Please ensure you also enter where services will be rendered under Additional Service Information, if the student is 6 years or older and the student is 100% removed from the traditional school setting or if the student is less than 6 years.

### Specially Designed Instruction

What services, if any, are needed?

### Related Services

Add Related Service(s)
In cases where special technical assistance is needed for teachers and other staff working with the student, those details can also be included here.
Accommodations

Where applicable, it should be indicated what AT is needed in order for the student to access the curriculum presented in specified areas.
Accommodations

Once the class/activity is selected, the participation level will need to be selected at the bottom of the page for each class or activity indicated.
Accommodations

English Language Arts - Middle/HS

- Assistive Technology Devices (Specify)
- Braille Writer/Slate and Stylus (Braille Paper)
- Interpreter/Transliterator Signs/Cues Test
- Braille Edition (EBA)
- Cranmer Abacus
- Large Print Edition (not for online assessments)
Accommodations

Where applicable, it should be indicated what AT is needed in order for the student to access state and district assessments.
Questions?

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