"How to" add Assistive Technology to an IEP

Adding assistive technology to a student's IEP follows the REED process and requires parent consent to talk about and conduct an AT assessment for the student.

1. **If the IEP team determines there may be a need for assistive technology, complete the consideration guide with information obtained from the student's parent(s)/guardian(s). If the result indicates a need for AT, request permission to complete an AT evaluation using the REED process.**

2. **Document AT in the REED:**
   a. When creating a REED, choose "other" as the purpose of the REED and type in Assistive Technology Evaluation.

   Review of Existing Evaluation Data (REED) and Evaluation Plan

   ☐ Initial Evaluation   ☐ Re-evaluation   ☐ Consideration of Termination of Eligibility

   ☑ Other : AT Evaluation

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   b. Include data that establishes a need for AT consideration:
      i. Consider progress towards goals and objectives without AT
      ii. Consider current accommodations and modifications – Can AT support or enhance these?
      iii. Does the student have barriers to effective communication or progress in the general ed curriculum that AT could support?
   c. Under the additional data needed section, check "other" and type in Assistive Technology Evaluation. You may specify that the team will be using the SETT framework as an evaluation tool.

Assessment Area	Data/Assessments Needed/Reasons
☑ Other	Assistive Technology Evaluation

3. **After obtaining consent for the evaluation, complete an AT evaluation (SETT evaluation meeting)** – Invite MARESA staff if needed (If holding a REED meeting, consider completing the SETT evaluation right after to avoid having to schedule a separate meeting)
   a. Invite the student's IEP team, including the parents.
   b. Use the SETT framework as your guide to identify the student's needs and then match them to possible Assistive Technology tools. These forms can be found on the MARESA webpage under Assistive Technology.
   c. If a trial device is needed, submit the completed SETT form to MARESA along with an electronic device request. You may also use Alt+shift or MDRC to request trial devices.

4. **Document AT in the student's IEP**: *Places AT <u>might</u> be listed in an IEP*
**Determine as a team if a new IEP needs to be created or if there is enough information to write an amendment to the current IEP. An amendment would be appropriate if there are only minimal changes that need to be made. A REED will still need to be completed regardless of what direction the team chooses.

   a. *PLAAFP*: Document briefly the need for AT based on the student's deficit area(s). If AT devices are currently being used, comment on each one and their effectiveness.   If AT is being added to this IEP, remember to discuss the areas of need the AT will address and not place too much emphasis on the actual tool(s). This will allow for flexibility if it is broken, unavailable, or if there is a need for other tools to be explored.

   b. *Check the box for AT consideration*; end of Section 2B of PLAAFP

   c. *Goals and Objectives*: Consider how AT is supporting the student in making progress toward IEP goals. If AT is necessary for the implementation of a goal, it should be written into the goal. Remember not to list specific devices in the goal.
      i. For example: "By February of 2023, student will respond to wh-questions using a variety of communication means, including verbalizations, gestures, core boards, or a high-tech AAC device" **instead of:** "student will respond to wh-questions using an iPad with the TDSnap application installed."

   d. *State-determined and school-based assessments*: If the student requires the use of AT to participate in assessments, it will need to be listed in this section of the IEP.
      i. For example, a talking calculator

   e. *Transition Plan*: If the student has a transition plan and will need continued AT support, make sure to include it in the transition plan along with how it will help the student with their long-term vocational goals.

   f. *Supplementary Aids and Services*: Write in **"Assistive Technology Plan"**
      i. "To support the student's progress on IEP goals. To be developed and revised outside of the IEP process."

5. **Create an AT plan:**
   a. Developed and created outside of the IEP process. This form can be found on the MARESA webpage in the Assistive Technology section and should be changed or modified as needed. Use this form to document specific AT tools being trialed/used by the student. Document outcomes of the devices and how they address specific IEP goals.
   b. Provide training to staff members and the student's family on the devices or services if needed. MARESA's AT Consultant can provide this service.
   c. A copy of the AT plan should go into the student's CA60.