ASSISTIVE TECHNOLOGY GUIDANCE AND CONSIDERATIONS

FOR STUDENTS WHO HAVE INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) AND SECTION 504 PLAN

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INTRODUCTION

This document provides guidance and considerations for state and local educational agencies (LEAs) for assistive technology (AT) devices and services for students with disabilities. It is intended to be a helpful resource for educators, service providers, families, and advocates who are involved in the decision-making and implementation of AT devices and services for children with disabilities.

ASSISTIVE TECHNOLOGY GUIDANCE

Assistive technology devices and services can be used for infants, toddlers, children, and youth with disabilities as required in both IDEA Parts B and C. The use of AT devices and services is critically important for many children with disabilities as it can greatly improve their educational experience, improve their educational and post-school outcomes, and help develop important skills and abilities. These devices and services must be available, accessible, and appropriate for children with disabilities and their families. We all have a role to play in ensuring access to necessary AT devices and services for children with disabilities (*US Department of Education, January 2024 Dear Colleague Letter*).

In accordance with the Individuals with Disabilities Education Act (IDEA):

- Each time an IEP Team develops, reviews, or revises any child's IEP, the IEP Team must consider whether the child requires AT devices and services.
- IEP Teams must consider AT devices and services for all children with IEPs and must provide and fully fund the AT devices and services if the IEP Team determines they are necessary to provide a free appropriate public education (FAPE) for the child.
- An AT evaluation can be included as an AT service for a child but is not required under the IDEA. (Utah State Board of Education Special Education Rules (SpEd Rules) III.I.1.b.(4).; *34 CFR § 300.324*)[1]

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[1] **N.B.:** Utah Board of Education Administrative Rules (Board Rules) fall under the Utah Admin. Code under title R277. These rules can be found in two places: the USBE Administrative Rules webpage or the Utah Office Administrative Rules webpage. Therefore, Board Rules R277-609 refers to the same rule as Utah Admin. Code R277-609. Similarly, though the Utah State Board of Education Special Education Rules (SpEd Rules) appear as a separate set of rules distinguished from Board Rules, they are in fact incorporated into Board Rules by reference (see Board Rules R277-750).

Many IEP teams quickly skip over AT consideration in the IEP simply because they are not sure what questions need to be asked to give an informed answer. The Utah Assistive Technology Teams (UATT) Leadership Council created this Assistive Technology Guidance and Considerations Document to help guide IEP teams while considering assistive technology on every student's IEP.

The IEP team considers the child's AT needs as a special factor after the IEP team has developed the present levels of academic achievement and functional performance (PLAAFP), annual IEP goals and determined the special education, related services, supplementary aides, program modifications and supports, as these will help determine the required need for AT devices and services. Once the goals are in place, the IEP team must ask, "Does the student need assistive technology tools (devices and services) to accomplish the task needed to "increase, maintain, or improve the functional capabilities of a student with disabilities across environments?" and "Are assistive technology tools (devices and services) needed for meaningful access and engagement in their education."

If IEP teams need further information when considering the child's AT devices, they should continue with the IEP and then evaluate the student for further AT needs and appropriate devices. Consideration for AT is an *ongoing process*.

The UATT Project gives every Local Education Agency (LEA) in the state access to an AT team. AT teams can collaborate with the IEP team to make informed, data driven decisions for the student.

Additional Federal Guidance for IEP teams when considering AT for all children.

- A [Dear Colleague Letter](#) on the provision of assistive technology devices and services for children with disabilities under the Individuals with Disabilities Education Act (IDEA).
- *[Myths and Facts Surrounding Assistive Technology Devices and Services](#)*, *U.S. Department of Education, January 2024*

LOW TO HIGH TECHNOLOGY DEVICES OR TOOLS

Assistive Technology is not only high-tech devices or tools (computer-based) but covers the range of low, mid and high-tech devices; items like visual schedules and calendars, binder clips, squishy balls, or stickers may also be considered AT.

Low-Tech: Devices that are readily available, inexpensive, and typically do not require batteries or electricity

Mid-Tech: Devices that are usually digital and may require batteries or another power source

High-Tech: Devices that are typically computer-based, likely to have sophisticated features, and can be tailored to the specific needs of an individual student

This is NOT meant to be an exhaustive list of Assistive Technology.

Low-Tech Devices	Mid-Tech Devices	High-Tech Devices
Graphic Organizer	Calculator	Tablet
Pencil Grip	Audio book	Screen reader
Page Holder	Digital recorder	Voice recognition software
Modified scissors	Basic communication Device	Braille note-taking device
Visual schedule	Electronic calendar	Power wheelchairs
Highlighters or color-coded labels	Voice amplifiers	Adjustable height tables
Adapted daily living devices (toothbrush holder)	Adapted switches	Text-to-speech

ASSISTIVE TECHNOLOGY CONSIDERATIONS FORM

Student Name:

Grade:

Case Manager:

Assistive Technology (AT) device *means* any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device (USBE SER I.E.4.).

Assistive technology service means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

    a. Evaluating the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment.

    b. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities.

    c. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices.

    d. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.

    e. Training or technical assistance for a student with a disability or, if appropriate, that student's family.

    f. Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities (USBE SER I.E.5.).

Determination of assistive technology devices/services must be driven by identified concern and areas of need, and should be considered at each initial placement, annual review, three- year reevaluation, etc. Completion of this form serves as documentation as to whether AT has been considered in order to provide free appropriate public education (FAPE).

The following is not a comprehensive list of AT recommendations but is a reference for IEP teams to utilize during the discussion of AT considerations. The IEP Team is required to identify specific support(s) based on the student's individual needs.

For further assistance, contact your local Utah Assistive Technology Team (http://uatt.org).

This is NOT meant to be an exhaustive list of Assistive Technology.

AREA OF ACADEMICS

READING:

- ❏ Text to speech
- ❏ Audio books/digital books (e.g., Bookshare)
- ❏ Colored overlays
- ❏ Line readers
- ❏ Sticky notes
- ❏ Highlighters

WRITTEN EXPRESSION:

- ❏ Graphic organizer
- ❏ Spell checker
- ❏ Word predictions
- ❏ Dictionary
- ❏ Adapted paper
- ❏ Speech to text
- ❏ Slant board
- ❏ Prewritten words/phrases/sentence
- ❏ Starters on cards or pocket charts
- ❏ Raised line paper/alternate paper
- ❏ Alternative writing utensils (including grips)

MATH:

- ❏ Abacus
- ❏ Number line
- ❏ Software for object manipulation
- ❏ Special paper for number alignment
- ❏ Calculator with/without large keys/display/voice output
- ❏ Grid paper
- ❏ Manipulatives

EXECUTIVE FUNCTION/LEARNING/STUDY:

- ❏ Print/picture schedule
- ❏ Aids to find materials (e.g., color coding)
- ❏ Electronic organizer
- ❏ Alternative seating (e.g., Cushion, balance ball chairs, wobble chair)
- ❏ Guided notes
- ❏ Smart pen
- ❏ Visual Timer
- ❏ Fidgets

AREA OF HEARING:

- ❑ Alerting/Signaling device
- ❑ Closed captioning
- ❑ Loop system/amplification frequency modulation (FM) system (personal or classroom)
- ❑ Personal amplifiers

AREA OF VISION:

- ❑ Magnifier/screen magnifier
- ❑ Screen color contrast
- ❑ Braille materials/braille translation/enlarged or braille labels for keyboard/ refreshable braille devices
- ❑ Screen-reader, text-to-speech, voice over
- ❑ Enlarged materials/Enlarged text
- ❑ Alternate color text/background
- ❑ Talking devices; calculators or word processor
- ❑ Large cursor

AREA OF SENSORY:

- ❑ Sensory Breaks: tactile objects, movement activity, quiet/calm room etc.
- ❑ Weighted vest/blanket/etc.
- ❑ Movement cushion
- ❑ Specialized seating
- ❑ Fidgets

AREA OF COMMUNICATION:

EXPRESSIVE/RECEPTIVE/FUNCTIONAL:

- ❑ Augmentative and alternative communication (AAC):
  - o Picture Exchange Communication System (PECS) with pictures/words/letters/objects
  - o Eye gaze board
  - o Switches; one or two mode
- ❑ Voice output device or software (e.g., iPad, Proloquo2Go, cough drop etc.)
- ❑ Repetitive/predictable books
- ❑ Fluency assistance devices
- ❑ Voice amplification systems
- ❑ Speech-to-text/Dictation/Scribe
- ❑ Text-to-Speech or voice over

AREA OF PHYSICAL ACCESS:

ENVIRONMENTAL CONTROL:

- ❑ Appliance controls
- ❑ Battery-operated toys/learning aids
- ❑ Key-guard
- ❑ Alternative keyboard
- ❑ Word prediction
- ❑ Track ball/joystick/head mouse

- ❑ Switch scanning; on screen keyboard
- ❑ Adaptive switches
- ❑ Adapted eating/drinking/ dressing/hygiene tools
- ❑ Alternative access software

POSITIONING/MOBILITY/SEATING:

- ❑ Custom seating system/ non-slip surface on chair/cushion
- ❑ Footrest/stander/positioning aids/ hand/arm support

- ❑ Adapted or alternate chair
- ❑ Lap tray
- ❑ Walker/ wheelchair/ crutches
- ❑ Grab bars/rails/ parallel bars.

AREA OF COMPUTER ACCESS:

- ❑ Touch screen
- ❑ Adapted mouse/ joystick/trackball/ head mouse/ touch pad
- ❑ Key guard
- ❑ Switch/switch adapter/ switch with scanning

- ❑ On-screen keyboard
- ❑ Text to speech
- ❑ Speech-to-text
- ❑ Word prediction
- ❑ Alternative keyboard
- ❑ Eye gaze

AREA OF BEHAVIOR- INATTENTIVENESS, FRUSTRATION:

- ❑ Timer (executive functioning, cool down period, break)
- ❑ Apps for cooling down, regulation
- ❑ Vision board (e.g., take a deep breath, calm down, count to five, rest in chair)
- ❑ Break cards

- ❑ Behavior consequence chart/reward chart
- ❑ Ear plugs/noise canceling headphones to reduce noise distraction
- ❑ Social Stories

AREA OF FUNCTIONAL SKILLS:

- ❏ Adaptive utensils
- ❏ Bathroom/toileting aides
- ❏ Dressing aids such as zipper pulls, button hooks, Velcro, etc.
- ❏ Lifts
- ❏ Pointer/Reacher/Grabber
- ❏ Book Stand/Page Holder