

Sample District Process

Assistive Technology Consideration and Referral Steps (Forms and procedures provided are in **bold**)

Step 1: As a tool to document that assistive technology was considered during the IEP process, fill out an **Assistive Technology Consideration Guide** prior to and during each students' IEP meeting, checking and considering areas only in which there are specific concerns.

Step 2: When the IEP Team is unsure about whether assistive technology or services would be appropriate, or what specific AT equipment/services would be most appropriate, start an **AT Assessment Procedure Guide**, and begin gathering information about the student's abilities, difficulties, environments and tasks they need to accomplish. Your tools for doing this include:

- Previous formal assessments
- Informal assessments
- **WATI Student Information Guide** (Fill out page 1-2, and distribute copies of specific pages to persons who would have knowledge in that area)
- **WATI Environmental Observation Guide** (Copy this form and ask members of the team to observe student in environments in which there are concerns)
- **Oregon Assistive Technology Consideration Guide** (Fill in as much as you can, ask for input from team members, bring to IEP for completion)
- Once this process is started, the person designated as the Assistive Technology (AT) Coordinator should be notified.

Step 3: Bring the information you have gathered and the members of the team together at an IEP meeting (be sure to invite the AT Coordinator). When you get to the Special Factors section of the IEP (Does the Student Need Assistive Technology Devices and Services?), take this opportunity to use the **Student Concerns Questionnaire** to summarize the information gathered in Step 2 and:

- Select *possible* solutions (brainstorm, use **WATI Assistive Technology Checklist**, ask AT Consultant for ideas/resources)
- Use the **Oregon Assistive Technology Consideration Guide** to consolidate this information and to further guide discussion.

Step 4: Unless the student already is using AT equipment/services successfully, the IEP Team will recommend, if appropriate, that a trial of AT equipment/services be initiated. In nearly all cases, the IEP Team will recommend general classes of equipment (i.e. sound field amplification, magnification, text-to-speech software) rather than specific brand names or products. If the IEP Team believes services of the AT Consultant will be needed in identifying, locating, procuring specific AT equipment, this can be included as a *Related Service*.

Step 5: Complete the planning steps outlined in the **AT Assessment Procedure Guide** and document the plan and schedule for implementation and follow-up

Step 6: Contact the AT Consultant after the meeting for debriefing.

Note: In all cases, the student's assigned Case Manager will be responsible for monitoring the AT implementation and follow-up plan. The AT Consultant will assist in evaluating equipment/services, recommend specific equipment/products, and help Team Members problem solve specific issues.