

## WATI Assistive Technology Consideration Procedure Guide

The consideration of a student's need for assistive technology (AT) must take place in every IEP meeting. This consideration is required by state and federal law to take place for every student who has an IFSP or IEP. There are no exceptions for age, type of disability, severity of disability, or any other factor. AT has been proven through research to be an important part of the program for students with disabilities. It may be part of special education, related services, or supplementary aids and services. It may also be a tool that is considered an accommodation or modification. (Note: Because the consideration of the need for AT is required by law, it is important for IEP teams and IFSP teams to recognize when a tool is AT and to document its use in the IEP or IFSP as AT, not just as an accommodation.)

### Preparing for the IEP or IFSP meeting

**Step 1:** Review the student's performance, thinking about where the student struggles and what specific tasks are problematic. Think about tasks where the student doesn't seem to be able to perform at the level you might expect considering his overall performance or performance on other tasks. **Question:** What tasks does the student have difficulty completing or completing in a timely manner?

**Step 2:** Think about any instances where you noted that the student has performed well. **Questions:** What was unique about that setting? What tools were available to the student in that setting?

**Step 3:** Think about tools the student appears to find helpful in her daily life. **Question:** What tools does the student seek out or talk about as helpful (e.g., word prediction when texting on her phone)?

**Step 4:** Look for information about AT tools that relate to the tasks of concern for this student and how they are used. Check websites and textbooks about AT, such as AT Internet Modules ([atinternetmodules.org](http://atinternetmodules.org)). **Question:** Where can I find the information we need to help us identify an appropriate tool?

### During the IEP or IFSP meeting

**Step 1.** Use a form to guide AT Consideration, such as the **WATI AT Consideration Guide**. Follow the steps listed on the Guide. Don't worry about being able to name every AT tool that a student might need. The most important steps are identifying the tasks, describing what assistance the student needs (e.g., Mary needs to hear new words pronounced to help her decode them. Thad attends better when seated in the bean bag chairs in the reading area, is there a seat cushion that can duplicate that effect at his desk?)

**Step 2:** Once your team identifies what the student needs the AT to do, you can begin to talk about a tool that will accomplish that.

**Step 3:** Identify the tool or tools you think might work and document your decision in the IEP or IFSP document. Don't forget that specific services such as training, technical assistance, or troubleshooting may be needed and should be planned and documented along with the tool.)

**Step 4:** If your team does not have enough information to make a decision, schedule an AT Assessment and follow the steps to complete it (see **WATI Procedure Guide-Assessment 2017**).

### **Following the meeting**

- Step 1:** Obtain and try the AT. If you were able to identify a specific tool to try, locate that tool and conduct a short trial to ensure that it works as your team intended. If you were only able to describe what you need a tool to do, contact a knowledgeable AT person in your district, region, or professional association and ask what potential tools they can suggest. Again, locate, borrow, or rent the tool for a trial to ensure that it works as intended.
- Step 2:** Collect data so you can determine if long term use is warranted.
- Step 3:** If the data showed the desired effect, implement long term use and document in the IFSP or IEP if you have not already done so. If the data did not show the expected change in performance, consider another tool, or conduct an AT Assessment (see ***WATI Procedure Guide-Assessment 2017***).