



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.

ECATS ECATS Training Site, Welcome, Ec Ty

MAIN MENU STUDENTS WIZARDS PROGRESS MONITORING MY ACCOUNT REPORTING ADMIN

STUDENT INFORMATION DOCUMENTS PLAN OF CARE EC PROCESS

I. Discussion of Student's Strengths (Must address all areas)

Reading:	Parent indicates that Ty recognizes his name and will turn his head in the direction of the speaker. In answering "yes/no" questions about hunger, restroom use, and preferred activities, Ty will bang on the tray of his wheelchair once for "yes" and twice for "no".
Math:	While engaging in educational videos and with prompting from his mother, Ty will bang out 1:1 counting for numbers 1-5.
Written Language:	Ty recognizes letters "a", "m", "t", and "y" using his "yes/no" banging responses to flashcards of the letters of the alphabet independently.
Functional Skills (e.g. personal care, campus access/mobility, study skills, work skills)	
Functional Skills:	Ty will assist with diaper changes by using his legs to push up, in order to raise up his bottom from the changing surface. Given repeated directions, Ty will roll himself to one side when changing clothes or lift his arms so his tray can be placed onto his wheelchair.
Behavior/Social Skills:	Ty will smile at familiar family members, family pets, teachers, other familiar school staff, and his classmates. He moves, as if to dance, when preferred music is playing. He has been known to actively "high five" familiar adults and peers with a closed fist.
Communication Skills:	Given "yes/no" questions regarding familiar activities, Ty will bang on his tray to indicate selections of yes or no. He will use single utterances (grunts or moans) when hungry, wet, or cold.

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.

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MAIN MENU STUDENTS WIZARDS PROGRESS MONITORING MY ACCOUNT REPORTING ADMIN

STUDENT INFORMATION DOCUMENTS PLAN OF CARE **EC PROCESS**

Reason for Referral TStudent130 C

III. Reason(s) for Referral/Areas of Suspected Need

i Based on the existing available data, the following targeted areas of academic, behavioral, and/or functional need are noted by t

Targeted Areas of Need:

Ty is non-verbal and requires the assistance of his parents and siblings to navigate the routine activities of life. He does not consistently engage in academic tasks on his correct grade level, and has significant difficulty communicating his wants and needs without the intervention of others. His current communication is limited to hand-banging, based on limited choice options (yes/no). He is unable to feed, toilet, or ambulate independently. His limited dexterity does not allow him to grasp and hold items for more than a few minutes, although he will reach toward some object choices with mild prompting.

BACK SHOW SECTION SAVE SAVE & CONTINUE >>

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.

The screenshot displays the ECATS Training Site interface. The top navigation bar includes links for MAIN MENU, STUDENTS, WIZARDS, PROGRESS MONITORING, MY ACCOUNT, REPORTING, and ADMIN. The EC PROCESS dropdown menu is expanded, showing options for STUDENT INFORMATION, DOCUMENTS, PLAN OF CARE, and EC PROCESS. The current page is titled 'IEP Team Determination' and is associated with the user 'TStudent130 Cl'. The form section is titled 'Areas of Suspected Disability' and contains three input fields: 'Area 1: Intellectual Disabilities-Severe (ID)', 'Area 2: Orthopedic Impairment (OI)', and 'Area 3: Multiple Disabilities (MU)'. A green button at the bottom right asks 'ARE ALL AREAS MET FOR ELIGIBILITY DETERMINATION?'. Three blue arrows point from the text box on the left to each of the three area input fields.

Area	Disability Type
Area 1:	Intellectual Disabilities-Severe (ID)
Area 2:	Orthopedic Impairment (OI)
Area 3:	Multiple Disabilities (MU)

ARE ALL AREAS MET FOR ELIGIBILITY DETERMINATION?

IV. IEP Team Determination (Select One)

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.

ECATS ECATS Training Site, Welcome, Ec Ty130 | My Calendar | Message Board | Logout

MAIN MENU **STUDENTS** **WIZARDS** **PROGRESS MONITORING** **MY ACCOUNT** **REPORTING** **ADMIN**

STUDENT INFORMATION **DOCUMENTS** **PLAN OF CARE** **EC PROCESS**

Screenings and Evaluations

Screening(s)/Evaluation(s) Needed:

☒ *Review of educational history/records	☐ Audiological Evaluation	☒ Motor Evaluation	☒ Psychological Evaluation
☒ *Review of existing data	☐ Behavioral/Emotional Evaluation	☒ Motor Screening	☒ Social/Developmental History
☒ *Review of existing data/Rtl documentation of problem-solving	☒ Educational Evaluation	☒ Observation	☒ Speech-Language Screening
☒ *Summary of Conference(s) with parents	☐ Functional Vision Assessment	☐ Ophthalmological or Optometric Evaluation	☒ Speech-Language/Communication Evaluation
☒ Adaptive Behavior Evaluation	☒ Health Screening	☐ Otological Evaluation	☐ Vocational Evaluation
☐ Assessment/behavior rating tool specific to Autism	☒ Medical Evaluation	☐ Progress Monitoring	☐ Braille Skills Inventory and/or Media Assessment
Health Screening	☐ Health screening	☐ Hearing screening	☐ Review of medical history/records
Screenings/Evaluation(s) Needed:	☐ Psychological evaluation	☐ Psychological evaluation for TBI	☐ Psychological evaluation including cognitive/social-emotional measures
Psychological Evaluation	☐ Psychological evaluation	☐ Psychological evaluation including cognitive/social-emotional measures	☒ Psychological evaluation including intellectual evaluation
Screenings/Evaluation(s) Needed:	☐ Articulation/fluency/language/voice/resonance screening	☒ Speech-language screening	
Speech-Language Screening	☐ Articulation/fluency/language/voice/resonance evaluation	☒ Communication evaluation including receptive, expressive and augmentative skills	☐ Speech-language evaluation - including language semantics and pragmatics
Speech-Language/Communication	☐ Communication evaluation		☐ Speech-language evaluation
Screenings/Evaluation(s) Needed:			

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.



Select the screening/evaluations needed based on the student's suspected area of disability. This generates the consent for evaluation with the appropriate description to provide the parent/guardian/student an opportunity for informed consent.

Screenings and Evaluations Needed

- | | | | |
|--|---|--|---|
| ☐ *Review of educational history/records | ☐ Audiological Evaluation | ☐ Medical Evaluation | ☐ Progress Monitoring |
| ☐ *Review of existing data | ☐ Behavioral/Emotional Evaluation | ☐ Motor Evaluation | ☐ Psychological Evaluation |
| ☐ *Review of existing data/RtI documentation of problem-solving | ☐ Braille Skills Inventory/Learning Media Assessment | ☐ Motor Screening | ☐ Sensory Processing Evaluation |
| ☐ *Summary of Conference(s) with parents | ☐ Educational Evaluation | ☐ Observation | ☐ Social/Developmental History |
| ☐ Adapted Physical Education | ☐ Functional Behavioral Assessment | ☐ Ophthalmological or Optometric Evaluation | ☐ Speech-Language Screening |
| ☐ Adaptive Behavior Evaluation | ☐ Functional Vision Assessment | ☐ Orientation and Mobility Evaluation | ☐ Speech-Language/Communication Evaluation |
| ☐ Assessment/Behavior Rating Tool Specific to Autism | ☐ Health Screening | ☐ Otological Evaluation | ☐ Vocational Evaluation |
| ☒ Assistive Technology Evaluation | | | |

Eligibility Determination

Documenting Assessment Results

ECATS ECATS Training Site,

MENU STUDENTS ▾ WIZARDS PROGRESS MONITORING MY ACCOUNT ▾ REPORTING ▾ ADM

INFORMATION ▾ DOCUMENTS PLAN OF CARE EC PROCESS ▾

Determination

 Meeting Purpose and Suspected Disability

 Assessment Summary

Summary

Update assessment information below

There are currently no assessments for this student.

ADD ASSESSMENT(S)

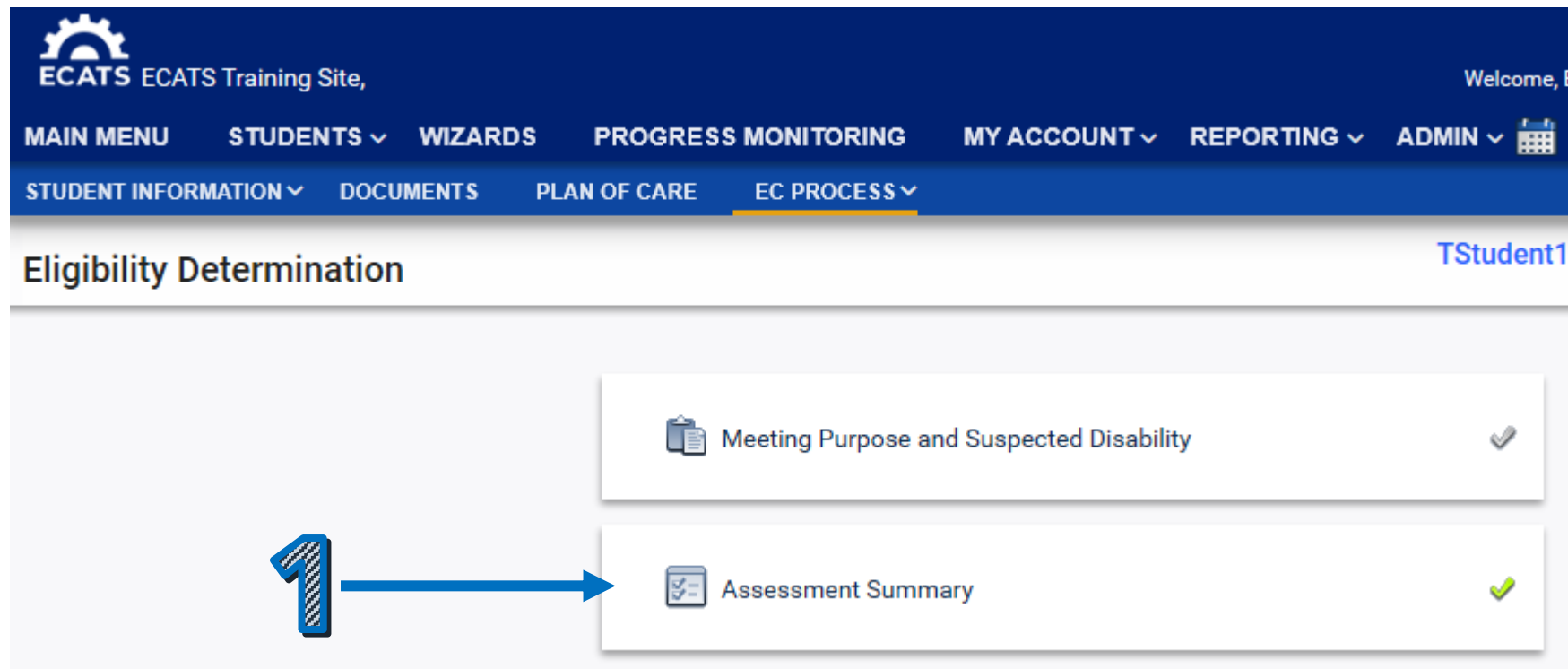
ADD MULTIPLE ASSESSMENT(S)

BACK

SAVE

SAVE & CONTINUE >>

A 3-Step Process



The screenshot displays the ECATS Training Site interface. The top navigation bar is dark blue with the ECATS logo and text "ECATS Training Site," on the left, and "Welcome, B" on the right. Below this is a secondary navigation bar with links: MAIN MENU, STUDENTS v, WIZARDS, PROGRESS MONITORING, MY ACCOUNT v, REPORTING v, and ADMIN v. A third navigation bar contains links: STUDENT INFORMATION v, DOCUMENTS, PLAN OF CARE, and EC PROCESS v (which is highlighted with an orange underline). Below the navigation bars, the page title "Eligibility Determination" is visible on the left, and "TStudent1" is on the right. The main content area shows two steps in a list:

- Step 1: Meeting Purpose and Suspected Disability (marked with a grey checkmark icon)
- Step 2: Assessment Summary (marked with a green checkmark icon)

A large blue number "1" with a blue arrow pointing to the "Assessment Summary" step is overlaid on the left side of the list, indicating the current step in the process.

A 3-Step Process

Assessment Summary

TS

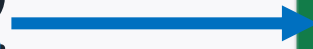


Add/Update assessment information below



There are currently no assessments for this student.

2



ADD ASSESSMENT(S)

ADD MULTIPLE ASSESSMENT(S)

BACK

SAVE

SAVE & CONTINUE >>

A 3-Step Process

Add Assessments

TStude

Assessments

Custom Assessments

Assessment Area

Assessment

Subject Area

Score(s) Reported

Speech-Languag ▾

Other - Augmentative and Alt ▾

▾

- ☐ Std Score
- ☐ Age Equiv
- ☐ Grade Equiv
- ☐ Percentile
- ☐ # Errors
- ☐ stanine
- ☐ quotient
- ☒ text desc.

Speech-Languag ▾

Other - Assistive Technology ▾

▾

- ☐ Std Score
- ☐ Age Equiv
- ☐ Grade Equiv
- ☐ Percentile
- ☐ # Errors
- ☐ stanine
- ☐ quotient
- ☒ text desc.

3

A 3-Step Process

3

Assessment Summary TStudent130 Charter High - TCS000380 | 06/03/2003
Extras | EXT

 Add/Update assessment information below

Del	Pos	New Pos	Date		Assessment Area	Assessment	Subject Area	Scores Reported	Actions
☐	1		02/12/2020 		Speech-Langua ▾	Other - Assistive Technology Evaluation		text desc.	DETAILS LOG
☐	2		02/12/2020 		Speech-Langua ▾	Other - Augmentative and Alternative Communication Evaluation		text desc.	DETAILS LOG

The IEP

Entry Options

IEP

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Meeting Purpose



Annual Goals



Student Profile

Services



Assessment Summary

Services Goal Integration



Source Of Relevant Info

Accommodations



Present Level(s) of Academic and Functional Performance

ESY Services



Special Factors

ESY Services Goal Integration



Secondary Transition

Create IEP



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

Entry Options

IEP

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Extras | EXT

 Meeting Purpose



 Student Profile



 Assessment Summary



 Source Of Relevant Info



 Present Level(s) of Academic and Functional Performance



 Special Factors



 Secondary Transition



 Annual Goals



 Services



 Services Goal Integration



 Accommodations



 ESY Services



 ESY Services Goal Integration



 Create IEP



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

Student Profile

Student Profile

Student's overall strengths that contribute to success in the educational environment:

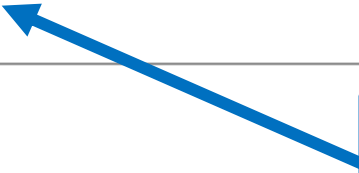


abc ✓

Parental concerns, if any, about their child's academic and functional performance in school:

abc ✓

Parent /student's vision for the future (Include, specifically, vision for after high school, if appropriate.):



abc ✓

Strengths specific to the use of natural, technological, or mechanical supports can be listed

Special consideration should be given to transition needs noted

Assessment Summary

Assessment Summary

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Extras | EXT

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
☐	1		02/12/2020 	Speech-Language ▾	Other - Assistive Technology Evaluation		text desc.	DETAILS LOG
☐	2		02/12/2020 	Speech-Language ▾	Other - Augmentative and Alternative Communication Evaluation		text desc.	DETAILS LOG

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

Source Of Relevant Info

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Extras | EXT

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

Relevant Data

ADD/REMOVE ADDITIONAL AREAS

⊞ Assistive Technology Instruction

ADD/REMOVE EXISTING DATA

⊞ Behavior

ADD/REMOVE EXISTING DATA

⊞ Reading

Add Existing Data

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Extras | EXT

⊞ Add Assessment(s)

Add	Assessment(s)	Date
☒	Other - Assistive Technology Evaluation	02/12/2020
☒	Other - Augmentative and Alternative Communication Evaluation	02/12/2020

ADD/REMOVE EXISTING DATA

⊞ Math Reasoning

Present Level(s) of Academic and Functional Performance

PLAAFP

Present Level(s) of Academic and Functional Performance

Present Levels

Specific data can be documented within the fields indicating present level, including skills specific to the use of assistive technology devices.



For each Area(s) Assessed, specify the Present Level of Academic and Functional Performance.

Assistive Technology Instruction:

Based on informal teacher-made assessments and checklists, Sally is able to...

Behavior:

Based on classroom-based checklists, running records, and interval data collection,

Reading:

According to reading assessments completed over the last 3 months, Sally shows

Present Level(s) of Academic and Functional Performance

PLAAFP

Present Level(s) of Academic and Functional Performance

TStudent130 Chart

Additional Information

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.

abc ✓

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

Reduced cognitive and motor functioning impedes Sally's ability to...

abc ✓

Special Factors

Special Factors

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Extras | E

Consideration of Special Factors



Consideration of Special Factors: below are the special factors that must be considered before th

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?

Does the student require assistive technology devices or services?

Yes/No

Location

Additional Information

☐ Goals

☐ Services

☐ Accommodations

☐ Communication Plan Worksheet



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

Adult Living Skills

Employment Development

Functional Vocational Evaluation (if appropriate)

Instruction

Related Services

Community Experiences

Daily Living Skills (if appropriate)

Transition Area: Adult Living Skills

[ADD ADULT LIVING SKILLS SERVICES](#)

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

Annual Goals

TStudent130 Charter High - TCS000380 | 0

Measurable Annual Goals

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

Goals can be added for all areas requiring SDI.

Annual Goals

Add Goals

TStudent130 Charter High - TCS00

Area of Need

Area Assessed: Writing

Present Level of Performance: Collected writing samples and completed rubrics indicate that Sally...

Add Goal(s)

Additional space is available for additional goals, as needed.

Annual Goal 1:

abc ✓

Annual Goal 2:

abc ✓

Annual Goals

Goals

Del	Pos	New Pos	Annual Goal	ESY	# Obj	Details
☐	1		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. abc ✓	☐	0	GOAL DETAILS/OBJECTIVES

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

Services

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Extras | EXT



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

ADD SPECIAL ED SERVICE(S)

What services, if any, are needed?

Related Services

ADD RELATED SERVICE(S)

Services

Additional Service Information

Describe consultation and/or training for school staff to meet the unique needs of the student:



☐ Not applicable at this time

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

Accommodations

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Extras | EXT



To advance appropriately toward attaining annual goals; to be involved and progress in the general curriculum; to be educated and participate with other nondisabled children in academic, nonacademic and extracurricular activities, the following supplemental aids/services, and accommodations/modifications will be provided (if applicable). Also include in the table below any supplemental aids/services and accommodations/modifications that will be provided in special education classes.

Classroom Activities

[ADD CLASS ACTIVITY](#)

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

Accommodations

Classroom Activities



Select the "Participation Level" for activities/assessments as appropriate.

- ☐ Art - All
- ☐ Assemblies - All
- ☐ Career Technical Education Class
- ☐ Computer Skills
- ☐ Economics - HS
- ☒ English Language Arts - Middle/HS

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.

Classroom Activities Selected

English Language Arts - Middle/HS

Participation Level

- Participating in Regular Class/Activity
- Participating with Accommodations**
- Not Participating

Accommodations

English Language Arts - Middle/HS

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

Accommodations

District Assessments

ADD DISTRICT ASSESSMENT

State Tests

ADD STATE TEST

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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Exceptional Children Division

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