



# Expanded Child-Centered Assistive Technology (AT) Plan (IEP)

Child: \_\_\_\_\_ Parent(s)/Guardian(s): \_\_\_\_\_

Case Manager: \_\_\_\_\_ Date: \_\_\_\_\_

## Current Assistive Technology Use

Document what assistive technology is currently being used. Consider if the assistive technology being used is meeting the current needs of the student or if a different AT solution will allow the student to better access his or her environment.

Assistive Technology	What need is being met?	Are needs being met successfully?*	Documented in IEP? (Yes/No)

## Areas of Need

Consider the educational activities the student participates in on a daily basis. Is the student able to participate independently or does the student need assistance? Describe what that support looks like. As we identify what educational activities the student may need help with, and the environments these activities occur in, the team can begin to identify and match assistive technology to the need.

Based on the information gathered by considering the student's current needs, think about what you want the student to be able to do (desired outcome). Remember to discuss how you will measure progress toward the desired outcome. Then identify some specific features of assistive technology support you may want to try with the student.

*\*If current AT options are not meeting the child's needs, use this space to document new/updated AT solutions to try.*

Educational Activity	Environment	Level of Current Support	Desired Outcome	Features of Tool(s) to Try

## **Trying Assistive Technology**

Document what assistive technology is to be tested or tried with the student. Use the “Features of Tools to Try” on the previous page to guide your decisions. Document the start and end dates. Consider what progress measurement you will use to determine a successful outcome for the AT you are trying. Document the student’s performance results for each device tried throughout the process. Also document this in the student’s IEP.

Device	Environment	Start Date	End Date	Progress Measurement	Child Performance Results	Documented in IEP? (Yes/No)

## **Training**

If any training is required, document who is responsible for doing or coordinating the training, who needs to attend the training (including parents, related service providers, general education staff, and paraprofessionals), and on what date(s).

Device	Training Plan (topic, attendees, location, etc.)	Trainer	Date for Training(s)

## **Set-up and Maintenance**

Discuss and document the plan for setting up and maintaining the assistive technology, including making copies, charging, or updating.

Device	Initial Set-up Needed	Person Responsible	Regular Maintenance Needed	Person Responsible

## **Back-up Plan**

If the technology breaks down, who will fix it or take responsibility for having it fixed? Identify what the student will use in place of the technology while it is being repaired or replaced.

<b>Device</b>	<b>Back-up Plan for Area of Need</b>	<b>Person Responsible</b>

## **AT Roles**

Use this space to document each team member's role based on the "Training," "Set-up and Maintenance," and "Back-up Plan" sections, as well as any additional roles needed to help identify appropriate assistive technology. Be sure to specify who will be responsible for training, set-up, maintenance, and back-up for each technology you are planning to try.

<b>Name</b>	<b>IEP Team Role</b>	<b>Role for AT Implementation</b>

## **Documenting the AT Decisions**

*The team has identified that the child needs assistive technology and now has enough information to make decisions about specific AT.*

Write something like the following statement into the IEP, either in the designated section or other appropriate place such as "accomodations and modifications":

- The team has discussed the child's needs and determined that he or she does need assistive technology. He or she will use assistive technology to help him or her reach the following IEP goals and objectives. (Briefly point to the goals and objectives where assistive technology will help.)

## **Action Items:**

Date and check when you have completed the following:

- Date need for AT was documented in the IEP: \_\_\_\_\_
- Information written in the IEP is consistent with our AT decision. (For example, a visual strategy, a common early childhood AT, is appropriately identified as assistive technology throughout document.)

*The contents of this publication were developed under a grant from the U.S. Department of Education, # H327L120005. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. While permission to reprint this publication is not necessary, the citation should be: Simon Technology Center (2016). Technology to Improve Kids' Educational Success (TIKES), Minneapolis, MN, PACER Center. Alternate formats available upon request.*