



# Child-Centered Assistive Technology (AT) Plan (IFSP)

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

Service Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Consideration of assistive technology (AT) is the process in which the child's Individual Family Service Plan (IFSP) team discusses the need for assistive technology in the context of daily routines and activities. As the team thinks about the child, his or her strengths, and his or her needs, use this two-page plan to document one of four possible outcomes when discussing assistive technology. **Note: You only need to select one outcome.**

Child's Strengths:

Child's Needs:

## 1. Including AT — First Possible Outcome: AT was considered and is not needed at this time.

Write below how current supports or adaptations are meeting the needs of the child in his or her family's everyday routines, activities, and locations.

Write something like the following in the IFSP, either in the designated section or other appropriate place such as "What is already happening":

- The team has discussed the child's needs and determined that he or she does not need assistive technology because \_\_\_\_\_ (fill in how current supports or adaptations are meeting the needs of the child in his or her family's everyday routines, activities, and places.)

## 2. Including AT — Second Possible Outcome: The child is successfully using assistive technology. AT is necessary to meet specific IFSP goals.

The child is successfully using AT. Document how the child is currently using AT in the home or early intervention setting.

Write something like the following statement into the IFSP, either in the designated section or other appropriate place such as "What is already happening":

- The child is currently using AT. He or she will use assistive technology to help him or her reach the following IFSP Child and Family Outcomes. (Briefly point to the Child and Family Outcomes where AT will help.)

**3. Including AT — Third Possible Outcome: The team has determined that the child needs assistive technology and has enough information to make decisions about specific AT.**

The child is not yet using AT and the team has determined that the child needs AT. Write how you have tried or will try different technology to meet the child’s needs.

Write something like the following statement into the IFSP, either in the designated section or other appropriate place such as “What will happen”:

- 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 IFSP Child and Family Outcomes. (Briefly point to the Child and Family Outcomes where AT will help.)

**4. Including AT — Fourth Possible Outcome: The child needs assistive technology but the team needs information to determine the type of AT that would meet the needs of the child.**

Document the different technology you would like to try, or how you will gather the information you need to make an informed decision about assistive technology and how it may help this child.

*\*For this option you may want to utilize the TIKES’ “Expanded Child-Centered AT Plan (IFSP)” for more detailed support of the AT Consideration Process.*

**Routines or activities in which the child is experiencing difficulty completing or meeting IFSP outcomes:**

- |   |  |   |   |
|---|--|---|---|
| <input type="checkbox"/> Bathtime                 | <input type="checkbox"/> Diapering/Toileting   | <input type="checkbox"/> Mealtime               | <input type="checkbox"/> Sleeping Routines    |
| <input type="checkbox"/> Bedtime                  | <input type="checkbox"/> Dressing/Undressing   | <input type="checkbox"/> Orientation & Mobility | <input type="checkbox"/> Vision               |
| <input type="checkbox"/> Communication            | <input type="checkbox"/> Early Literacy        | <input type="checkbox"/> Play                   | <input type="checkbox"/> Other Area(s): _____ |
| <input type="checkbox"/> Community Activities     | <input type="checkbox"/> Environmental Control | <input type="checkbox"/> Seating & Positioning  |   |
| <input type="checkbox"/> Computer & Tablet Access | <input type="checkbox"/> Hearing               | <input type="checkbox"/> Sensory                |   |

Environment(s)	Daily Routine or Activity	Tools to Consider

Write something like the following statement into the IFSP, either in the designated section or other appropriate place such as “What will happen”:

- The team has discussed the child’s needs and determined that we need more information. The team will try different technology to determine what will best meet the child’s needs. We will try (list the features of the AT you think will benefit the child) and meet again with more information. (Document the amount of time you will need to try the technology and when you will meet to discuss it. Also assign roles so there is clear communication about responsibilities.)

**Action Items:**

Date and check when you have completed the following:

- Date need for AT was documented in the IFSP: \_\_\_\_\_
- Information written in the IFSP is consistent with our AT decision. (For example, a visual strategy, a common early intervention 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.*

