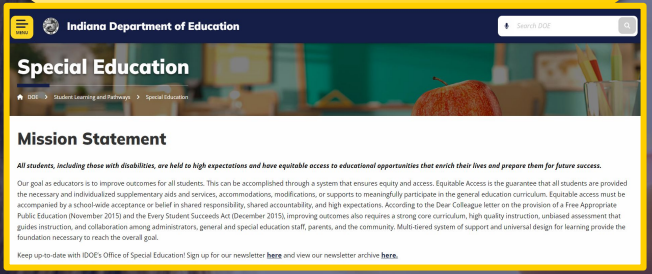
Assistive Technology (AT) in the IEP

Indiana Department of Education
Office of Special Education

June 26, 2025

Key Topics for Today

IDOE Special Education Webpage



1. Common AT Myths and Facts
2. AT Consideration in the IEP
3. Writing AT into the IEP
4. Resources

Common AT Myths and Facts

@EducateIN

MYTH 1

Myth

AT is considered at some IEP meetings

IDEAs that Work

U.S. Office of Special Education Programs

MYTH 1

Myth

AT is considered at some IEP meetings

Fact

AT is considered at every IEP meeting

IDEAs that Work
U.S. Office of Special Education Programs

MYTH 2

Myth

Providing AT devices and services is optional

IDEAs that Work
U.S. Office of Special Education Programs

MYTH 2

Myth

Providing AT devices and services is optional

Fact

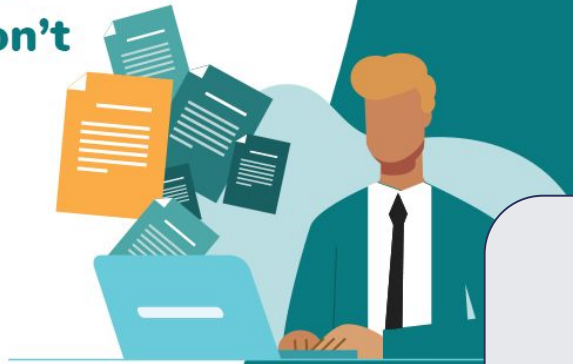
Providing AT devices and services is required if necessary to provide FAPE

IDEAs that Work
U.S. Office of Special Education Programs

MYTH 6

Myth

AT decisions don't need to be documented in the IEP



IDEAs that Work

U.S. Office of Special Education Programs

MYTH 6

Myth

AT decisions don't need to be documented in the IEP

Fact

IDEA requires documentation of AT decisions on the IEP

IDEAs that Work
U.S. Office of Special Education Programs

AT Consideration in the IEP

@EducateIN

DEVELOPING AN IEP

511 IAC 7-42-6: Developing an individualized education program; components and parent copy

(c) The CCC must also consider the following special factors when applicable:

(5) The student's need for assistive technology devices and services.

When developing a student's IEP, a Case Conference Committee (CCC) must consider the student's need for assistive technology devices **and** services when applicable.

INDIANA DEPARTMENT *of* EDUCATION

CCC CONSIDERATION OF ASSISTIVE TECHNOLOGY

1 Would AT of some kind enable the student to meet their goals?

NO → END

YES ↓

Consider:

- ❑ Handwriting
- ❑ Spelling
- ❑ Reading
- ❑ Math
- ❑ Written expression
- ❑ Daily Organization
- ❑ Communication
- ❑ Mobility
- ❑ Recreation
- ❑ Seating/positioning
- ❑ Seeing & Hearing
- ❑ Self-care
- ❑ Independence
- ❑ Cognitive processing

DESCRIBE WHAT HAS BEEN TRIED ALREADY

2

Describe what has been attempted to meet the student's special education needs.

Is it working?

YES

Provide documentation and evidence to support this conclusion

END

NO

STEP 3

DESCRIBE WHAT DID NOT WORK

3

What was tried? What were the results?

DESCRIBE

Consider:

- ❑ Strategies
- ❑ Devices
- ❑ Modifications
- ❑ Breaks in service
- ❑ Anticipated outcomes
- ❑ Progress Monitoring
- ❑ Student preferences

KNOWLEDGE AND RESOURCES OF THE CCC

4

Does the CCC have the necessary knowledge and resources to continue to try to meet the student's needs?

YES → **DESCRIBE**

NO → **SEEK ASSISTANCE**

easterseals Crossroads atlas project

TRY NEW IDEAS

5 What will be tried?

DESCRIBE

Consider

- ❑ Under what conditions will it be tried?
- ❑ In what environment(s) will it be tried?
- ❑ How long will it be tried?
- ❑ What is the criterion for determining whether or not the need is being met?

AT Consideration Examples

EXAMPLE #1

1

Colton
7 years old,
Cerebral Palsy

Present Levels Observations

- Unable to use a pencil to write letters and words clearly.
- Currently dictates to the teacher for many assignments.

Questions for consideration

- What expectations should his teacher have for Colton to independently write answers in his school assignments?
- Should AT be considered?

EXAMPLE #2

2

Jade

14 years old, Specific Learning Disability

Present Levels Observations

- Able to write assignments, but with significant spelling and grammar errors.
- Most assignments not legible by teachers.
- No additional supports are currently in place.

Questions for consideration

- What expectations should be considered for Jade to be able to correct spelling and grammar in her assignments?
- Should AT be considered?

EXAMPLE #3

3

Mia
8 years old,
Visual Impairment

Present Levels Observations

- The text in textbooks is too small for Mia to recognize.
- Other students currently read the text aloud to her.

Questions for consideration

- What expectations for increased independence are there for Mia to gain information from the text materials?
- Should AT be considered?

EXAMPLE #4

4

Ben

10 years old, Multiple Disabilities

Present Level Observations

- Ben initiates a few signs and uses gestures to obtain his wants and desires.
- Frequently displays behavioral outbursts during classroom activities when others don't understand what he is trying to communicate.
- Does not participate in the general education setting.

Questions for consideration

- What expectations are there for Ben to communicate more effectively?
- Should AT be considered?

Documenting AT in the IEP

DEVELOPING AN IEP

511 IAC 7-36-7: Instructional curricula, materials, equipment, and assistive technology devices and services

(k) The public agency shall provide instructional materials and equipment and assistive technology devices and services, as defined in 511 IAC 7-32-7 and 511 IAC 7-32-8, which are specified in the student's IEP.

On a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or in other settings is required if the student's CCC determines that the student needs access to those devices in order to receive a free appropriate public education.

WHERE TO INCLUDE AT IN THE IEP

Services and Other Provisions

- Accessible Materials: Does the student need AEM?
- Assistive Technology: Does the student need AT?
- AT services
- Transportation.

Annual Goals

Accommodations

- List AT accommodations for classroom **and** assessments.

Transition

- Transition Assessments
- Transition Services
- Adult services information

Existing Data

- Student Strengths
- Parent Concerns
- Progress Monitoring Data
- Present Levels of Academic Achievement and Functional Performance

EXAMPLE #1

1

Colton
7 years old, Cerebral Palsy

Present Levels of Academic Achievement and Functional Performance

Concerns of the parent: Reduced opportunities to engage with in-depth learning activities. Decreased confidence, motivation during writing homework.

Present Level of Performance: Difficulties of motor coordination, proprioception, and balancing writing utensils; noted left-handedness

Past use of AT: Does not currently use AT, has used a pencil grip in the past.

Current Accommodations: Teacher dictation, extra time

EXAMPLE #2

2

Jade
14 years old, Specific Learning Disability

Transition

Education and Training Goal: Jade will enroll in a technical school that offers information technology (IT) certification.

Services: Jade will complete online tours of two technical schools that offer IT certification with her teacher of record, searching the degree and certificate options and the disability services offices' webpages.
Jade will receive support to practice using AI-enhanced note-taking software.

EXAMPLE #3

3

Mia
8 years old,
Visual Impairment

Accommodations

Classroom Accommodations: additional breaks, AT to magnify/enlarge (video magnifier), extra time, large print, directions and content read aloud (TTS)

State Assessment - IREAD, ILEARN: additional breaks, AT to magnify/enlarge, provided large print paper version of test, read aloud (including items testing reading comprehension)

EXAMPLE #4

4

Ben

10 years old, Multiple Disabilities

Goals

Goal statement: Ben will use an augmentative and alternative communication (AAC) device to request preferred items or activities independently, using appropriate vocabulary, with 90% accuracy, before the end of the school year.

Specially Designed Instruction: Ben will receive direct support from the speech therapist to target age-appropriate language skills that will increase interaction and participation in language based activities.

DOCUMENTING A.T. CONSIDERATION

Services and Other Provisions

Accessible Materials

1. Does the student need instructional materials provided in an accessible format to receive a free appropriate public education (FAPE)?

Assistive Technology

1. Does the student need assistive technology?
2. If yes, describe the technology required.

EXAMPLE #1

1

Colton
7 years old, Cerebral Palsy

Services and Other Provisions

Service Narrative: Colton will receive indirect support in the special education class in the use of speech-to-text software, five times per week for 20 minutes per day.

Aids & Supports: Colton will need initial instruction to learn how to use speech-to-text software. This will be provided three times per week for 15 minutes per day.

RESOURCES

- IDOE Special Education webpage
- Article 7 (Indiana Special Education Rules)
- Myths and Facts Surrounding Assistive Technology Devices and Services (U.S. Department of Education)
- Considering Assistive Technology for Students with Disabilities (Center for Parent Information and Resources)
- FAQ from the Assistive Technology Guidance Webinar (Center on Inclusive Technology and Education Systems)
- ATLAS Project Webpage

THANK YOU!