

Howard County Public School System Assistive Technology Guide for IEPs and 504 Plans



HCPSS Assistive Technology Guide

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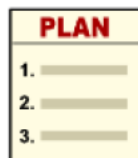
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Overview of AT in the IEP

IDEA and COMAR make it clear that public education agencies must make assistive technology devices and services available to children and youth who require them in order to receive a Free and Appropriate Public Education (FAPE).

IDEA Mandate to make AT available:

(a) Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in §§ 300.5 and 300.6, respectively, are made available to a child with a disability if required as a part of the child's—

- (1) Special education under § 300.39;
- (2) Related services under § 300.34; or
- (3) Supplementary aids and services under §§ 300.42 and 300.114(a)(2)(ii).

(b) On a case-by-case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's IEP Team determines that the child needs access to those devices in order to receive FAPE.

(34 C.F.R § 300.105 Assistive technology)

As a result of the federal mandate, consideration and documentation of AT is a required part of the IEP development process in Maryland. ([COMAR 13A.05.01.08A\(3\)\(e\).](#))

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Defining AT

Both IDEA and COMAR define assistive technology devices and services.

Definition: Assistive Technology Device

(4) Assistive Technology Device.

(a) "Assistive technology device" means an item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability, in accordance with 34 CFR §300.5.

(b) "Assistive technology device" does not include a medical device that is surgically implanted, or the replacement of such a device.

IDEA 34 CFR 300.5

(COMAR 13A.05.01.03B(4))

Definition: Assistive Technology Service

(5) Assistive Technology Service.

(a) "Assistive technology service" means a service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device,

(b) "Assistive technology service" includes:

(i) The evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment;

(ii) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;

(iii) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

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Defining AT

Definition: Assistive Technology Service Cont't

- (iv) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;*
- (v) Training or technical assistance for a student with a disability or, if appropriate, the student's family; and*
- (vi) Training or technical assistance for professionals, including individuals providing education or rehabilitation services, employers, or other individuals who provide services, employ, or are otherwise substantially involved in the major life functions of a student with a disability, in accordance with 34 CFR §300.6.*

34 CFR 300.6

(COMAR 13A.05.01.03B(5))

AT is a special consideration that is documented in various places throughout the IEP. As noted in the IDEA mandate, AT can be a component of a student's special education, special considerations or supplementary aids and services, as such, AT is not limited by the definition of these terms. AT devices and services used to support the educational programming must be documented in the IEP where appropriate, including any of the following: Present Level of Academic Achievement and Functional Performance (PLAAFP), Special Considerations, Instructional and Testing Accommodations, Supplementary Aids & Services, Extended School Year, (ESY), Postsecondary Transition Services, Measurable Annual Goals and Prior Written Notice. AT is not listed on the Related Services page as a direct related service. Therefore, in developing an IEP, the consideration and documentation of AT need not be limited to any one section of the IEP. AT must be incorporated wherever it impacts the student's educational program.

[COMAR 13A.05.01.03\(65\)](#)

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Considering AT

IDEA and COMAR provide a clear mandate for IEP teams to consider the need for assistive technology on behalf of *all* students with disabilities who receive special education services. [\[34 C.F.R. § 300.105; COMAR 13A.05.01.08A\(3\)\(e\)\]](#). Since the purpose of providing assistive technology is to increase a student's access to communication and the educational program, this consideration must always be done in the context of effective instructional practices. There should be a direct connection between a student's educational goals and the provision of AT. The intent of the IEP must be clear to the reader with regard to the role AT plays in supporting the student in narrowing the gap. Consideration of AT is an ongoing process that is guided by a thoughtful examination of barriers impacting academic achievement. IEP team members will collaborate to gather data needed for decision-making during the consideration of special factors segment of the meeting. AT consideration may include but is not limited to:

- Using a process to guide discussion among team members and plan for AT needs
- Conducting trials with AT devices and collecting data on effectiveness.
- Collecting work samples or other data supporting the effectiveness of AT that the student has tried.
- Soliciting support from AT personnel within the district.

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IEP Team Responsibilities

COMAR states “In developing an IEP, the IEP team SHALL consider and document whether the student requires AT devices and services.” [COMAR 13A.05.01.08A\(3\)\(e\)](#).

IEP teams must:

- Document the results of their consideration of need for AT during each IEP meeting
- Describe the AT devices and AT services required in the IEP if consideration discussions indicate there is a need.
- Provide the AT devices and services as specified in the IEP.
- Reconsider the student’s AT requirements ‘as needed, or at least yearly’ ([COMAR 13A.05.01.08B\(1\)](#)) making adjustments to the IEP as indicated.

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Referral Process to IAT

- Go to the Instructional Access Team's Canvas Community to complete the appropriate grade-level referral form.
- <https://hcpss.instructure.com> [REDACTED]
- Please select the **"Referring and Documenting AT"** button
- Referral forms are organized by grade levels: PS/PK (birth-PK), ES, MS, and HS
- Select **Functional Communication** for your grade level and complete the form
- Once completed, select submit and the referral form will automatically be sent to the appropriate Instructional Access Team member who will contact you via email.

Reasons for Referral:

- Considering AAC for the first time
- Changing an AAC system or vocabulary
- Removing AAC/AT from the IEP

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Referral Process Overview

1. Complete referral for IAT
2. Consult with IA team member regarding submitted referral
3. Conduct an IEP meeting to recommend the trial
4. Collect Data
5. Prior to sending the draft IEP home, notify your IAT representative that the student's IEP is ready for review . Request needed material(s) for the student from IAT at this time.
6. Conduct an IEP meeting to review trial data
7. Document AT in the IEP

[AAC Documentation Examples](#)

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IEP Meeting to Recommend an AT Trial

IEP Meeting to Recommend an AT Trial

- Hold an IEP meeting to discuss and recommend an AT trial. **An IEP meeting must be convened and the AT trial documented.**
- There is no “Permission to Assess or Evaluate Form” completed for an AT consult or trial. Parents should just be aware and give verbal permission. **Make sure parent agreement or disagreement is documented in the IEP Team Report.**

IEP Meeting Notice: Propose an Assistive Technology Trial

- The IEP team will meet to discuss possible assistive technology options for communication.
- The IEP team will meet to review current assistive technology options for communication.

IEP Team Report: Propose an Assistive Technology Trial

Document any decisions about AT that are proposed, accepted, or rejected in the IEP Team Report in the appropriate sections.

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IEP Meeting to Recommend an AT Trial

Present Level of Academic and Functional Performance 1: Assistive Technology Trial

In the section of the PLAAFP 1 that the tool will support (listening and speaking, articulation, communication, etc.), update with:

- Date trial is beginning
- Why current means are not sufficient for the academic task or to meet communication needs (accessing the environment, functional communication, writing, reading etc.)
- Why the trial is being requested
- Who will be trialing the tool
- The results will be reviewed with the IEP team

Example: “Date: (Student) currently has difficulty independently communicating in order to participate in the academic environment due to _____. The IEP team is recommending an assistive technology trial. The IEP team will trial a variety of assistive technology tools to support communication. The IEP team will reconvene to discuss trial results.”

***PLEASE DO NOT NAME THE DEVICE, TOOL, OR APPLICATION (describe)**

(Refer to [Guidance on Specificity and Using Name Brands.](#))

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IEP Meeting to Recommend an AT Trial

Special Considerations and Accommodations: Assistive Technology Trial

If the team believes that Assistive Technology may be needed, you must conduct a trial to determine the appropriate tool(s). Through the AT trial, data must be collected to support the IEP team's decision.

Given that the IEP team has not yet determined that AT is required, "No" for "The student needs an AT Device" is selected. Since AT services include evaluating a student's need for AT, "Yes" for "The student needs an AT service(s)" is selected.

The plan to conduct further investigations should be written in the **Document basis for decision(s) on AT service(s) including implementation of trials**. The IEP team describes the student's barriers impacting academic and/or functional performance for which the investigation of potential AT tools may be required. The IEP team should follow the procedures established in their district for requesting support with AT trials and data collection.

ASSISTIVE TECHNOLOGY (AT) (required)

Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.

Decision(s):	Requires an AT device(s)	Requires an AT service(s)
☐ The student does not require AT device(s) or AT service(s).	No	No
☐ The student does not require AT device(s) but does require AT service(s).	No	Yes Additional data collection with trials is needed
☐ The student requires AT device(s) and requires AT service(s).	Yes	Yes Services may address the required device(s) or additional data collection with trials is needed
☐ The student requires AT device(s) but does not require AT service(s).	Yes	No

Document basis for decision(s) on AT device(s) including description of device(s): _____

Document basis for decision(s) on AT service(s) including implementation of trials: _____

Example:

Document basis for decision(s): "Date: (Student) currently has difficulty independently communicating in order to participate in the academic environment due to _____. The IEP team is recommending an assistive technology trial. The IEP team will trial a variety of assistive technology tools to support communication. The IEP team will reconvene to discuss trial results."

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IEP Meeting to Recommend an AT Trial

Supplementary Aids, Services, Program Modifications, and Supports

I. SERVICE NATURE: INSTRUCTIONAL SUPPORTS

Education Program (IEP)

Department of Education (MSDE)

Instruction/Early Intervention Services (Form approved by MSDE for use July 1, 2020)

III. Special Considerations And A

Agency: The Howard County Public School System

Aids, Services, Program Modifications And Supports

Service Nature	Service Description Anticipated Frequency	Begin Date	End Date	Duration	Provider(s)
Speech/Language Pathology	Daily	11/17/2021	02/16/2022	13 weeks	P Speech/Language Pathologist C Special Ed Teacher C Instructional Assistant

Manner in which Supplementary Aids, Services, Program Modifications and Supports to or, on behalf of, the student will be provided:

(Student) currently has difficulty independently communicating in order to participate in the academic environment due to _____. The IEP team is recommending an assistive technology trial. The IEP team will reconvene to discuss trial results.

Please indicate 13 weeks for the length of the trial. You may end the trial earlier, but this gives you enough time to implement a variety of tools (if necessary), collect data, and share the results with the family prior to holding the IEP meeting to make recommendations.

Clarify the location and manner in which Supplementary Aids, Services, Program Modifications and Supports to or, on behalf of, the student will be provided:

Example:

“Date: (Student) currently has difficulty independently communicating in order to participate in the academic environment due to _____. The IEP team is recommending an assistive technology trial. The IEP team will trial a variety of assistive technology tools to support communication. The IEP team will reconvene to discuss trial results.”

EMERGENCY CONDITIONS

Emergency Conditions for Instructional Supports:

Supplementary aids, services, program modifications, and supports be implemented as written during emergency conditions resulting in the physical closure of the school for an extended period of time. (If so, describe the changes to existing supplementary aids, services, program modification, and supports.)

MENT BELOW ***

When considering if a trial can occur during emergency conditions, consider the type of trial, type of equipment being trialed, and if alternative means can be used to collect data. If you have specific questions please contact your IAT representative

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IEP Meeting to Recommend an AT Trial Con't

Supplementary Aids, Services, Program Modifications, and Supports

II. SERVICE NATURE: SCHOOL/PERSONNEL SUPPORTS

Education Program (IEP)

Department of Education (MSDE)

Supplementary Aids, Services, Program Modifications and Supports (Form approved by MSDE for use July 1, 2020)

III. Special Considerations And A

Agency: The Howard County Public School System

Supplementary Aids, Services, Program Modifications And Supports

Service Nature	Service Description Anticipated Frequency	Begin Date	End Date	Duration	Provided by
	Other: as requested	11/17/2021	2/16/2022	13 weeks	☐ Speech/Language P ☐ Special Ed Teacher ☐ Instructional Assista

Describe the nature and manner in which Supplementary Aids, Services, Program Modifications and Supports to or, on behalf of, the student will be provided by School Personnel/Parental Supports:

PLEASE BELOW***

Example: Any member of the IEP Team can request an AT Consult at any time to support with the trial of AT tools. This can include: acquisition or provision of AT tools (if needed), selecting, designing, customizing communication systems during the trial, and training for staff.

Additional Information:

***Please list any additional providers needed for the AT Consult in the discussion box.**

****The AT Consult can be provided by school-based instructional staff, as well as, members of the Instructional Access Team.**

EMERGENCY CONDITIONS

Emergency Conditions for School Personnel/Parental Supports:

Supplementary aids, services, program modifications, and supports be implemented as written during emergency conditions resulting in the physical closure of the school. (Describe the changes to existing supplementary aids, services, program modification, and supports.)

*If another provider indicates a School Personnel/Parental Support cannot be implemented during emergency conditions, please note that "An AT Consult can occur. "

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Data Collection

Data Collection for an AT Trial

- Collect data (ask your IAT representative if you have questions about what this could look like for your student). In general you are looking for progress over baseline.
*Examples:
Increase in length of utterance
Increase in communicative functions (protesting, labeling, commenting, describing, etc.)
Increase in independent initiation of communication
Increase in social communication
Improvement in academic participation
Decrease in prompting
Decrease in interfering behaviors related to communication challenges
- Your data should answer this question: **Is the child/student better able to communicate with the tool than without it as documented through quantitative and/or qualitative measures?**
Communicate:
 - their wants and needs
 - pre-academic or academic knowledge
 - socially with peers and adults
 - to engage in vocational tasks
- Data should be reviewed with families within 90 days of the original IEP meeting requesting a trial. This is approximately 13 weeks. Use the reevaluation calendar provided by the office of Special Education to assist with dates.
- Please use staff assigned equipment or tools (iPads) found in your building to collect data. Tools are not provided by IAT for most trials. Please contact your IAT representative with individual questions.

During trials, students should NOT be using staff-assigned devices all day without supervision. Teacher and therapist devices are provided for instruction by the office of Special Education (not the Instructional Access Team) and are not replaced if students break staff assigned devices. Initially, student's do not understand how to use communication devices and will require modeling and explicit instruction to learn how to use the tool. Data should be collected during instructional times (i.e. snack time, IST, small group instruction, reading group, etc.) . Try to collect data across a variety of environments. Data sheets samples are available in the IAT Canvas Community.

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Review Trial Data

Prepare for an IEP Meeting to Review Findings

- Once enough data has been collected to make a determination about the appropriateness of the tool, contact your IAT representative prior to an IEP meeting. They will review the IEP. **This should occur prior to the draft going home to the family.**
- Doing so allows the IAT representative an opportunity to review wording, preventing the need for IEP amendments, and time for IAT to begin preparing or ordering tools/devices for delivery. Setting up devices that we have on hand can take up to two weeks and even longer for delivery.
- Make sure you have included case or peripheral material recommendations in your email to your IAT representative. Often, this requires special ordering which takes additional time.
- Occasionally, the IEP team may require more time to collect data or trial another tool. Please document a continuation the same way you requested the initial trial.
- Trials should not continue during ESY or the summer. The purpose of ESY is not new skill acquisition. Finalize all trials by the last day of school or extend the trial.
- If the IEP team does not have enough information to make a determination by the end of the school year and you would like the trial to be continued at the beginning of the following school year, please amend the IEP to reflect your baseline data and progress to date in the PLAAFP and Special Considerations sections. Adjust the Supplementary Aids and Services page to reflect the first day of school as the start day of the trial and continue it for another 13 weeks. Make sure to communicate this information with new case managers, therapists, or the receiving school staff as appropriate..
- You will need to **conduct and document** Family Device Training during the IEP meeting. Use the tool on which the trial occurred. **Document the training in the IEP Team Report.** Dedicated devices will not be delivered to the student until the IEP is finalized. Email your IAT representative and technical assistant when the IEP is finalized and you are ready for tool. Devices may not go home until Family Training has occurred. [Please see more information in the Family Training Section](#)

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Documenting AT in the IEP (AAC Documentation Examples)

IEP Meeting Notice: Reviewing Data from an Assistive Technology Trial

- The IEP team will review the results from the assistive technology trial.

IEP Meeting Notice: Modifying, changing, or discontinuing the use of an assistive technology tool

- The IEP team will meet to discuss the need for continued use of assistive technology.

IEP Team Report

- Document any decisions about AT that are proposed, accepted, or rejected in the IEP Team Report in the appropriate sections.
- Document the Family Device training. [Please see the Family Device Training Section.](#)

Present Level of Academic and Functional Performance 1: Assistive Technology Trial Review

Provide a reason why the tool is necessary to support the student in the academic environment for communication. In the section of the PLAAFP 1 that the tool will support (listen and speaking, communication, etc.), update with:

- Dates of the trial (IEP meeting date to request the trial-IEP meeting date to discuss the results of the trial and/or make recommendations)
- Why current means are not sufficient for the academic task or to meet communication needs.
- [Result data](#) from the trial must be provided. Progress over baseline must be documented before devices can be assigned. This can be reported in percentages, increased length of utterance, increased use of communicative functions, increased amount of written output, increased comprehension etc.
- What tool is required (describe) and Why?
- How the will student use the tool?
- During which task(s) does the student require access to the device?
- Where will the student use the tool?

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Documenting AT in the IEP

Present Level of Academic & Functional Performance

Present Level of Academic and Functional Performance 1: Assistive Technology Trial Review (continued)

Examples

These examples are meant to be used as a guide. Please do not cut, copy, and paste them into your student's PLAAFP.

AAC Example 1 (Generic AAC trial results):

_____ previously used a picture exchange communication system to make requests for food and highly reinforcing toys. He had been introduced to more "core" words such as "open" "go" and "eat" to expand his functional vocabulary. He was consistently adding a word to a sentences strip containing "I want" to form a phrase and then points to the words for the adult to read. His current system was determined not to be robust enough for _____ and an AAC trial was initiated on 9/15/2017. An AT trial was conducted from 9/15/2017 to 11/27/2017. _____ uses a dynamic display, tablet-based, speech generating device to communicate with 14 cells accessible on the home page. He has access to other pages (such as social, actions, groups, etc.) which have about 5-15 cells active depending on the page. _____ is now communicating in 1-3 word phrases (45% of his utterances are single words, 41% 2-word utterances, and 3-word are about 17% of his utterances). In structured settings, he is able to navigate through non-functional pages (such as "groups") to access needed vocabulary as well as navigating back to the home page with 100% accuracy. He tends to need more prompts with navigation when engaged in something new or when introduced to new vocabulary. He consistently chains words together with linked pages, such as "play (toy)" or "eat cookies." Across settings 70% of all his utterances are purposeful, although he still does some exploration of the device and perseverates on specific cells. He currently uses the device to request, greet, and comment, as well as using "finished" to refuse.

The IEP team has determined that currently requires the use of a tablet-based, dynamic-display, speech-generating device installed with an icon-based communication application with word prediction capabilities. This system is required for ____ to engage with peers, communicate wants and needs, and demonstrate academic knowledge.

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Documenting AT in the IEP

Present Level of Academic & Functional Performance Con't

Present Level of Academic and Functional Performance 1: Assistive Technology Trial Review (continued)

AAC Example 2 (AAC trial to review results-changing an AAC system):

A trial to find a more appropriate AT device was conducted between 11/15/17-1/30/2018. Three different systems were evaluated- a static display 32 cell speech generating device; a dynamic display speech generating device on a tablet with an application designed for motor planning; and a tablet-based, dynamic display, speech generating device with a non-motor planning application.

_____ showed a preference for the dynamic display device over the static display. Once that was determined, the SLP and classroom staff only presented the dynamic display device during trial testing. It also became clear that _____ was demonstrating some motor planning tendencies, meaning that _____ would rely on a motor plan to help her to remember the sequence for how to request highly preferred items. When the SLP moved preferred items from their original location, _____ consistently went to the original location rather than looking and searching for the icon. This meant that _____ would do better with a motor planning based application. Trials began with a communication motor planning-based app and data collected revealed that _____ was able to access the small cells, although a key guard may increase her independence and accuracy, because she leaned on the device screen and flicked the screen at times which caused some mishits and for the screen to not respond. Also data and observation has shown that the angle of the device needs to be upright to help with access. _____ has shown an increased communication initiation with the dynamic display device with a motor planning based app versus her previous 8 cell static display app. _____ used the device to request highly preferred items/actions such as: "nerds," "bubbles," "toy," "drink," "marshmallow," "pretzel," "raisin," "finished," "up," "eat," and "out." Overall _____ accuracy, persistence, and independence requesting those items using the device has increased over the trial period. For example "nerds" went from 4% independent to 50% independent, and she needs to navigate down 2 levels to get to that cell. _____ has also learned how to hit the "home" button or "clear" button to self correct errors and does so at times. It is recommended that a dynamic display speech generating system with a motor planning app be _____ new functional communication system. (INSERT STATEMENT OF

NECESSITY See Slides 18)

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Documenting AT in the IEP

Present Level of Academic & Functional Performance Con't

Present Level of Academic and Functional Performance 1: Assistive Technology Trial Review (continued)

AAC Example 3 (continuation of an AAC trial between separate educational environments/programs):

_____ began an AT trial with Infants and Toddlers on 12/5/2018. Of note, a picture exchange communication system was previously trialed in Infants and Toddlers, however _____ was resistant to physical prompts. Initial data revealed that _____ was verbalizing infrequently, with mostly "random" words and some scripting. Normally, she would pull an adult by the hand to desired object. Communication attempts for making choices and requesting objects and actions was described as gestural in nature, and other acts of communication, including answering questions was absent. During the trial period in Infants and Toddlers, data revealed that _____ was requesting up to 2 times per session verbally for a limited amount of single words (ie: music, bubbles, apples, cereal, and juice). 3/12/2019 The AT trial has continued since her transition to MINC-EL classroom on (1/11/2019) to determine if an AAC system would support functional communication. Exposure to a static display core vocabulary board and a tablet-based, dynamic display, speech generating device were provided to _____ to support functional communication in the school setting. Since her transition to MINC-EL, verbalizations have increased. She has been noted to verbalize single words (or close approximations of single words) for >10 times during a session, small group lesson, or task. The device seems to be a bridge to verbalizations as _____ will often repeat words given the auditory feedback provided by the device. She is also selecting icons with increasing frequency, especially for highly preferred items, including goldfish, sandwich, playdough, juice, and bubbles. Current data shows that _____ has used the device to request these items up to 15 times during a session, small group lesson, or task at an Independent level. Prompting, including gestural and visual cues, has been effective to facilitate increased selection of icons to request items. For example, when given gestural cues, pointing towards icon, or when other non-appropriate icons are hidden, _____ has shown accurate selection up to 78% accuracy. _____ has also been observed to independently navigate from food page to drink page to request juice/water. _____ is able to communicate more effectively with the use of a tablet-based, speech generating device with a word prediction application.

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Documenting AT in the IEP

Present Level of Academic & Functional Performance Con't

Present Level of Academic and Functional Performance 1: Assistive Technology Trial Review (continued)

AAC Example #4 (continuation of a trial with no change in placement-carried over from the previous school year)

___ previously used a combination of vocalizations, gestures, and a few word approximations ("yeah,") to communication. Due to limited verbal vocabulary, articulation difficulties, and the gap between her receptive and expressive language skills, an Assistive Technology (AT) trial was recommended. An AT trial was conducted from 6/7/2018 to 6/14/2018 and from 9/6/2018 to 10/24/2018. XXXX uses a dynamic display speech generating device with a tablet-based categorically arranged vocabulary program with 60 cells accessible on the home page to communicate. She has access to other pages (such as people, social, actions, groups, etc.) which have about 30-50 cells active, depending on the page. ___ independently navigates from the "home" page to other pages where frequently used vocabulary (such as food items) is located. Previously, ___ used limited spontaneous language in the classroom. In addition, she only used word approximations for a few purposes - responding to yes/no questions, responding to greetings/farewells, and labeling a limited number of objects/pictures. With access to the previously mentioned Augmentative/Alternative Communication device (AAC device), ___ now initiates communication independently and communicates for a variety of purposes. She uses words to gain attention by calling a teacher's name, request actions (including "help," and "open,"), request items or objects (including food and toys), makes choices, protests ("no,"), and answers questions. ___ independently locates and activates the following words on an AAC device independently: help, open, on, more, no, stop, finish. She also independently uses words to request familiar food items (such as goldfish, popcorn, pancakes, etc), and label all classmates and staff members. With minimal prompts and models, ___ uses the following words on an AAC device: turn, put, play, in, out, boy, girl.

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Documenting AT in the IEP

Present Level of Academic & Functional Performance Con't

Present Level of Academic and Functional Performance 1: Addition of AT

Continuation of the Tool or Device

Provide a reason why the tool (describe) continues to be necessary to support the student's communication needs in the academic environment. In the section of the PLAAFP 1 that the tool will support (listen and speaking, communication, etc.), update with:

- Why is the current tool required to support communication needs for academic, social, or vocational tasks?
- How will the student use the tool?
- Which task(s) does the student need access to the device?
- Where will the student use the tool?

Example: The IEP team has determined that ___ requires (continues to require) the use of a tablet-based, dynamic-display, speech-generating device installed with an icon-based communication application with word prediction capabilities. This system is required for ___ to engage with peers, communicate wants and needs, and demonstrate academic knowledge.

If no changes are being made to the current assistive technology tool or services, it is not necessary to submit this information to IAT; however the continued need for AT needs to be documented in the PLAAFP.

Present Level of Academic and Functional Performance 1: Removal of the Tool or Device

- Provide a reason why the tool is no longer necessary to support the student's communication needs in the academic environment. In the section of the PLAAFP 1 that the tool will support (listen and speaking, communication, etc.), update with the reason why the tool is no longer needed to support communication. **This must be a data driven decision.**
- Make sure to remove AT for communication from the Special Considerations, Instructional and Testing Accommodations, and Supplementary Aids and Services Sections of the IEP. Contact your IAT representative to arrange device pick-up once the IEP has been finalized.

HCPSS Assistive Technology Guide: Communication Support



Documenting AT in the IEP Special Considerations

The four AT specific decisions documented on the 2019 Maryland IEP are:

1. The student does not require AT device(s) or AT service(s).
2. The student does not require AT device(s) but does require AT service(s).
3. The student requires AT device(s) and requires AT service(s).
4. The student requires AT device(s) but does not require AT service(s).

The Student Does Not Require AT Device(s) or Service(s).

If the student is making adequate progress toward IEP objectives and/or the data does not indicate a specific barrier to progress that could be addressed with technology, then the team may determine that no AT device(s) or service(s) are required. The IEP team selects the first decision and documents their basis for the decision. **The decisions for AT devices and AT services are considered and documented separately.**

1

ASSISTIVE TECHNOLOGY (AT) (required)

Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.

Decision(s):	Requires an AT device(s)	Requires an AT service(s)
☐ The student does not require AT device(s) or AT service(s).	No	No
☐ The student does not require AT device(s) but does require AT service(s).	No	Yes Additional data collection with trials is needed
☐ The student requires AT device(s) and requires AT service(s).	Yes	Yes Services may address the required device(s) or additional data collection with trials is needed
☐ The student requires AT device(s) but does not require AT service(s).	Yes	No

Document basis for decision(s) on AT device(s) including description of device(s): _____

Document basis for decision(s) on AT service(s) including implementation of trials: _____

Example:

Document basis for decision(s) on AT device(s) including description of device(s)

Example: At this time, the student does not require assistive technology devices to make accelerated progress in the curriculum and in functional skills.

Document basis for decision(s) on AT service(s) including implementation of trials

Example: At this time, the student does not require assistive technology services to make accelerated progress in the curriculum and in functional skills.

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Documenting AT in the IEP Special Considerations Con't

The student does not require AT device(s) but does require AT Service(s).

2

If the team believes that AT may be appropriate, but lacks data to identify specific AT needs, then additional data collection with trials is required.

ASSISTIVE TECHNOLOGY (AT) (required)

Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.

Decision(s):	Requires an AT device(s)	Requires an AT service(s)
☐ The student does not require AT device(s) or AT service(s).	No	No
☐ The student does not require AT device(s) but does require AT service(s).	No	Yes Additional data collection with trials is needed
☐ The student requires AT device(s) and requires AT service(s).	Yes	Yes Services may address the required device(s) or additional data collection with trials is needed
☐ The student requires AT device(s) but does not require AT service(s).	Yes	No

Document basis for decision(s) on AT device(s) including description of device(s):

Document basis for decision(s) on AT service(s) including implementation of trials:

Given that the IEP team has not yet determined that AT is required, "No" for "The student needs an AT Device" is selected. Since AT services include evaluating a student's need for AT, "Yes" for "The student needs an AT service(s)" is selected.

Document basis for decision(s) on AT device(s) including description of device(s)

Example: The IEP team is exploring which assistive technology tool will provide the student with improved access to communication.

Document basis for decision(s) on AT service(s) including implementation of trials

Using the following Guiding Questions, the IEP team determines which services will be required for the Assistive Technology trial. Document the specific details of AT service delivery in the Supplementary Aids & Services, Program Modifications and Supports section of the IEP.

Who is responsible for collecting AT trial data?

Who is responsible for implementing the AT device/tool?

Who will be responsible for training the student & staff to use & implement the AT device/tool?

What data will be collected (related to the use of the tool to support learning)?

Who will design, customize and adapt AT device/tool?

Which member(s) of the IEP team, providing the AT service, will be responsible for contacting the Assistive Technology Team (Instructional Access Team/IAT) for additional support as needed? (identify position, not name of current provider)

Example: The _____ will collect trial data and/or implement the AT device/tool. _____ will design, customize, and adapt the AT device/tool. _____ will train the student/staff to use the AT device/tool.

HCPSS Assistive Technology Guide

Communication Support



Documenting AT in the IEP Special Considerations Con't

The student **does not require AT device(s) but does require AT Service(s).**

2

****The team can decide to continue an AT trial if more data is required to be able to identify specific AT devices and services.****

ASSISTIVE TECHNOLOGY (AT) (required)

Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.

Decision(s):	Requires an AT device(s)	Requires an AT service(s)
☐ The student does not require AT device(s) or AT service(s).	No	No
☐ The student does not require AT device(s) but does require AT service(s).	No	Yes Additional data collection with trials is needed
☐ The student requires AT device(s) and requires AT service(s).	Yes	Yes Services may address the required device(s) or additional data collection with trials is needed
☐ The student requires AT device(s) but does not require AT service(s).	Yes	No

Document basis for decision(s) on AT device(s) including description of device(s):

Document basis for decision(s) on AT service(s) including implementation of trials:

Given that the IEP team has not yet determined that AT is required, "No" for "The student needs an AT Device" is selected. Since AT services include evaluating a student's need for AT, "Yes" for "The student needs an AT service(s)" is selected.

Document basis for decision(s) on AT device(s) including description of device(s)

Example: Currently there is not enough data to make a determination for an appropriate AAC tool due to _____. The IEP team would like to continue the trial and collect more data. The team will reconvene within 13 weeks to review the data.

Supplementary aids and services: Document new trial dates and 13 weeks

*** There may be some flexibility in the timeline for a continuation if the team feels they only need a few more weeks.**

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Communication Support



Documenting AT in the IEP

Special Considerations Con't

The Student Does Require AT Device(s) and Service(s)

3

If an AT device is required for the student to access the curriculum or overcome some barrier to progress toward an IEP goal, then “Yes” for “The student requires an AT device(s)” will be selected. **If the student requires an AT device, the student will ALWAYS require an AT service.**

ASSISTIVE TECHNOLOGY (AT) (required)		
Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.		
Decision(s):	Requires an AT device(s)	Requires an AT service(s)
☐ The student does not require AT device(s) or AT service(s).	No	No
☐ The student does not require AT device(s) but does require AT service(s).	No	Yes Additional data collection with trials is needed
☐ The student requires AT device(s) and requires AT service(s).	Yes	Yes Services may address the required device(s) or additional data collection with trials is needed
☐ The student requires AT device(s) but does not require AT service(s).	Yes	No

Document basis for decision(s) on AT device(s) including description of device(s): _____

Document basis for decision(s) on AT service(s) including implementation of trials: _____

Example: Student requires the use of tablet-based, dynamic display, speech-generating device for expressive communication, participation in academic tasks, and social engagement.

Using the following Guiding Questions, the IEP team determines which tool or devices will be required. Document the specific details of AT service delivery in the Supplementary Aids & Services, Program Modifications and Supports section of the IEP.

- Describe AT devices and features (When listing devices, brand names should not be used)
- Why is the current tool required to support student needs for communication, academic, social, or vocational tasks?
- How will the student use the tool?
- For which task(s) does the student need access to the device?
- When will the student use the tool?



Select the Statement Bank icon to access the guiding questions.

***When listing devices, brand names shall not be used ([Guidance on Specificity and Using Name Brands.](#))**

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Communication Support



Documenting AT in the IEP

Special Considerations Con't

Document basis for decision(s) on AT service(s) including implementation of trials:

Example: The _____ will implement the AT device/tool. _____ will design, customize, and adapt the AT device/tool. _____ will train the student/staff to use the AT device/tool.

Using the following Guiding Questions, the IEP team determines which services will be required. Document the specific details of AT service delivery in the Supplementary Aids & Services, Program Modifications and Supports section of the IEP.

- Who is responsible for implementing the AT device/tool?
- Who will be responsible for training the student & staff to use & implement the AT device/tool?
- What data will be collected (related to the use of the tool to support learning)?
- Who will design, customize and adapt AT device/tool?
- Which member(s) of the IEP team providing the AT service, will be responsible for contacting the Assistive Technology Team (Instructional Access Team/IAT) for additional support as needed? (identify position, not name of current provider)



Select the Statement Bank icon to access the guiding questions.

HCPSS Assistive Technology Guide

Communication Support



Documenting AT in the IEP Special Considerations Con't

The Student Does Require AT Device(s) but does not require AT Service(s).

4

In the **Document basis for decision(s) on AT device(s) including description of devices** section of the form, the team lists the device(s) required and the reason or purpose of the device(s). When listing devices, brand names should not be used ([Guidance on Specificity and Using Name Brands](#)). No assistive technology services would be documented.

ASSISTIVE TECHNOLOGY (AT) (required)		
Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.		
Decision(s):	Requires an AT device(s)	Requires an AT service(s)
☐ The student does not require AT device(s) or AT service(s).	No	No
☐ The student does not require AT device(s) but does require AT service(s).	No	Yes Additional data collection with trials is needed
☐ The student requires AT device(s) and requires AT service(s).	Yes	Yes Services may address the required device(s) or additional data collection with trials is needed
☐ The student requires AT device(s) but does not require AT service(s).	Yes	No
Document basis for decision(s) on AT device(s) including description of device(s): _____		
Document basis for decision(s) on AT service(s) including implementation of trials: _____		

If the student requires an AT device, the student will ALWAYS require an AT service.

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Documenting AT in the IEP

Instructional & Testing Accommodations

Instructional & Testing Accommodations: Assistive Technology is Required

The Instructional and Testing Accommodations section of the IEP provides a list of accommodations. Note that any accommodation intended for assessment must also be provided during instruction. Be sure that the selections made here match with the AT devices specified under Special Considerations.

If a student will use an AAC device to demonstrate academic knowledge, the device must be documented for students in grades K-12. Please select the following accommodations in the Response Accommodations Section on the Instructional & Testing Accommodations page.

✓ 4a Assistive Technology

✓ 4g Human Scribe Response

- The student produces the response on the device and a human scribe records the response.
- If an accommodation is used for assessment, it should also be provided during instruction. It is possible, however, for a student to use an accommodation during instruction that will not be used for assessment. The IEP team should make this clear under “Document basis for the decision.” Assessments in Maryland may have specific eligibility criteria for some accommodations. Follow the procedures in the specific assessments testing manual.

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Communication Support



Documenting AT in the IEP Supplementary Aids & Services

Supplementary Aids & Services: Assistive Technology is Required

This should be tailored to the student's individual needs as a direct result of data collected during the AT trial. If the tool has not been trialed, you may not add it.

I. SERVICE NATURE: INSTRUCTIONAL SUPPORTS

Education Program (IEP)

Department of Education (MSDE)

Instruction/Early Intervention Services (Form approved by MSDE for use July 1, 2020)

III. Special Considerations And

Agency: The Howard County Public School System

Aids, Services, Program Modifications And Supports

Service Nature	Service Description Anticipated Frequency	Begin Date	End Date	Duration	Provider
ports Dynamic Display Speech Generating Device	Daily	11/17/2021	11/16/2022	36 weeks	P O O Speech/Language Pathologist Special Ed Teacher Instructional Assistant
ports Low-tech Communication board/book	Daily	11/17/2021	11/16/2022	36 weeks	P O O Speech/Language Pathologist Special Ed Teacher Instructional Assistant

manner in which Supplementary Aids, Services, Program Modifications and Supports to or, on behalf of, the student will be provided:

requires the use of (dynamic display/static display/single message) speech-generating device/for expressive communication, participation in academic tasks, and social engagement with a low-tech communication board/book for when the high-tech device is not available or practical.
PECS or a print based system, please describe.

Example: Student requires the use of (dynamic display/static display/single message) speech-generating device/for expressive communication, participation in academic tasks, and social engagement. Student will be provided with a low-tech communication board/book for when the high-tech device is not available or practical.**If student is using PECS or a print based system, please describe.

Emergency Conditions for Instructional Supports:

Supplementary aids, services, program modifications, and supports be implemented as written during emergency conditions resulting in the physical closure of the school for (no, describe the changes to existing supplementary aids, services, program modification, and supports.)

MENT BELOW ***

*If another provider indicates an Instructional Support cannot be implemented during emergency conditions, please note that "Students will have access to AT."

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Communication Support



Documenting AT in the IEP Supplementary Aids & Services CON'T

II. SERVICE NATURE: SCHOOL/PERSONNEL SUPPORTS

Education Program (IEP)

Department of Education (MSDE)

Supplementary Aids and Services (Form approved by MSDE for use July 1, 2020)

Save, Done Editing

Save, Done

III. Special Considerations And

Agency: The Howard County Public School System

Aids, Services, Program Modifications And Supports

Service Nature	Service Description Anticipated Frequency	Begin Date	End Date	Duration	Provider
	Other: as requested	11/17/2021	11/16/2022	36 weeks	 Speech/Language P O Special Ed Teacher O Instructional Assista

Describe the nature and manner in which Supplementary Aids, Services, Program Modifications and Supports to or, on behalf of, the student will be provided by School Personnel/Parental Supports:

PLEASE BELOW***

Example: Any member of the IEP Team can request an AT Consult at any time. This can include: the acquisition or provision of AT tools (if needed), selecting, designing, customizing, maintenance of communication systems, and training for staff.

Additional Information:

*Please list any additional providers needed for the AT Consult in the discussion box.

**The AT Consult can be provided by school-based instructional staff, as well as, members of the Instructional Access Team.

Emergency Conditions for School Personnel/Parental Supports:

Supplementary aids, services, program modifications, and supports be implemented as written during emergency conditions resulting in the physical closure of the school. Describe the changes to existing supplementary aids, services, program modification, and supports.)

*If another provider indicates a School Personnel/Parental Support cannot be implemented during emergency conditions, please note that "An AT Consult can occur. "

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Communication Support



Documenting AT in the IEP

Measurable Annual Goals/Objectives

Measurable Annual Goals/Objectives: Assistive Technology is Required

Remember you are writing the goal or objective for the targeted language skill NOT the device. We don't measure tool use, but the language skill necessary to access the curriculum or communication target. If a child requires an AT device in order to accomplish an IEP goal or objective, specify the AT needed.

Examples:

- 1) Given a picture prompt from kindergarten level text, the student will describe a picture using words, word approximations, or speech generating device 3 using word combinations with 70% accuracy in 4 out of 5 opportunities across using a data collection sheet by September 21, 2022.
- 2) Student will independently use at least 10 targeted core vocabulary words (more, go, stop, turn, come, look, my, help, on, off) using his preferred means of communication (word approximations, speech, speech generating device), during self-directed tasks within the school setting with 70% accuracy in 4 out 5 sessions as measured using a data collection sheet by September 21, 2022.
- 3) Given no more than 2 gestural prompts, the student will combine at least 2 words to comment on and/or describe objects/pictures (e.g., red hat, little bird, etc.) in response to a question presented orally (e.g., "What color is it?" "What do you see?"), using multi-modal communication (e.g., verbal approximations, voice output device, core board, gestures), with at least 80% accuracy in 3 out of 4 sessions by September 22, 2022.
- 4) By September 22, 2022, Student will be able to demonstrate knowledge of the stories' setting when presented with second-grade level read aloud to them, using his speech generating device, with 80% accuracy across 3 separate days.

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Communication Support



Documenting AT in the IEP

Measurable Annual Goals/Objectives Con't

Measurable Annual Goals/Objectives: Assistive Technology is Required

Remember you are writing the goal or objective for the targeted language skill NOT the device. We don't measure tool use, but the language skill necessary to access the curriculum or communication target. If a child requires an AT device in order to accomplish an IEP goal or objective, specify the AT needed.

Examples:

Vocational/Community Career Exploration:

- 1) Given visual supports, Student will engage in various communicative functions given verbal prompt, for 75% of targeted interactions within one quarter.; recorded on a rubric
- 2) During work tasks, Student will use multimodal communication (e.g., verbalizations, gesture, pictures or SGD) to request materials/assistance given verbal prompt for 2/3 targeted opportunities monthly; recorded on a data sheet.
- 3) Following completion of work tasks, Student will use multimodal communication (e.g., verbalizations, gesture, pictures or SGD) to express thoughts/opinions about work sites/tasks, once per task, noted on a data sheet, for 75% of opportunities quarterly
- 4) When presented with various tasks, Student will use multimodal communication (e.g., verbalizations, gesture, pictures or SGD) to request clarification of task steps/components, once per task, noted on a data sheet, for 75% of opportunities quarterly
- 5) When asked a question, Student will independently use their SGD to express the need for more time to think/develop response, formulating and stating the request within 3 minutes, for 3/4 targeted questions over 7 targeted opportunities., recorded on a data sheet.

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Communication Support



Documenting AT in the IFSP

[AAC Documentation Examples](#)

Before the AT Trial

- Discuss the reason why you would like to trial Assistive Technology with the family
- Complete a referral to the Instructional Access Team (see the Referral Section of this guide)
- Schedule a home visit with your IAT representative if necessary
- Create a new IFSP meeting and in the meeting notes document the purpose for the AT trial. Please do not name tool brand names.

[AAC Documentation Examples](#)

Conduct the Trial

- Please see the [Data Collection Section](#) of this guide.
- Depending on tool being trialed and its purpose, you may be unable to leave it with the family (i.e. staff iPad). You may need to create a low tech option for the child and family to continue practicing the skill while you are not with the family. Please ask your IAT representative for ideas if needed.

Review of the Data

- See the [Review Trial Data](#) Section of this guide
- Send your data summary to you IAT representative with the equipment needed
- In the PWN write “the family accepted the data and recommendations for the assistive technology”. Also document the family was trained how to use care for and use the tool. ([See Family Device Care Training and Documentation Section](#))
- You will not be documenting direct AT services. AT is implemented through natural and inclusive routines by the Primary Service Provider as a **Strategy.**
- AT should also be addressed in Part IV, Early Intervention Supports & Services Discussion of EI Services(s) Delivery.

HCPSS Assistive Technology Guide

Communication Support



Family Device Care Training and Documentation

- You will need to **conduct and document** Family Device Care Training during the IEP meeting using the tool on which the trial occurred.
- Document the training in the IEP Team Report or PLAAFP 1 or 2 (See next slide)
- Dedicated devices will not be delivered to the student until the IEP is finalized.
Email your IAT representative and technical assistant when the IEP is finalized and you are ready for tool delivery

When the IEP meeting for “Documenting the Need for an AT/AAC device” or tool occurs, make sure the parent is trained in device care. Feel free to copy and paste applicable bullet points that you cover with the family into the team report. Please conduct the generic training contained within this document at the IEP meeting and additional trainings as needed for implementation.

These agreements should be documented in the IEP or meeting minutes. You may include them in the PLAAFP 1, PLAAFP 2 if you think it will be or is an ongoing concern.

(Insert date of meeting) The device will assist in the communication of the student’s wants and needs, allowing for the participation in the academic curriculum, and interaction with others. The student will require continued modeling and praise for using the device in all areas across the school day. Parents were informed that it will be sent home each night for home use and sent back to school each morning with a full charge each day.

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Communication Support



Family Device Care Training and Documentation

All Communication Devices

The following statements must be reviewed with the family and documented in the IFSP Prior Written Notice or in the IEP PLAAFP 1 or 2, or Team Report:
(cut, copy and paste the relevant tool information directly into the IFSP or IEP)

- **If the device is battery operated, make sure they are working. (OMIT if a tablet-based device)**
- The AT device is the sole property of Howard County Public School System and is on loan to the child for the purposes documented in the IEP.
- The AT device must come to school charged or in working order each school day.
- The charger must travel with the device to school.
- If water, moisture, (meal time, bathing, pools) or heat damage is a concern, the family agrees that the device will not be used.
- The device should not be used for any purpose other than what is described on the IEP.
- Only HCPSS staff should program devices. Parents and private therapists should contact the school-based staff for required additions to the student's vocabulary.
- Parents agree to report any instances of device malfunction, loss or theft to school-based staff immediately. School staff will then contact their IAT representatives.
- HCPSS is responsible for maintaining and repairing HCPSS devices/property. Parents may not repair, alter, or update devices themselves, unless specifically directed, guided by, or in consultation with HCPSS staff.
- Devices must be surrendered if the student moves out of county or is no longer enrolled in HCPSS.
- Parents may choose to purchase the described app(s) if applicable, at their own expense for their personal home devices. For communication apps, HCPSS will download the student's current vocabulary set for the parents. Parent's must be willing to bring their personal devices to a HCPSS location.
- HCPSS is not responsible for a family's personal technology. Please share this [form](#) with the family if they elect to provide a device for school use
- AT devices requiring chargers should only be charged using equipment certified for that device by the manufacturer. Take precautions to prevent damage to the device and its charger. An initial charger will be provided by HCPSS. Additional chargers are the responsibility of the school of attendance.

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Family Device Care Training and Documentation

Demonstrate Guided Access for the iPad. When devices lose their charge, they will come out of guided access. (<https://support.apple.com/en-us/HT202612>). Parents should know how to enable this feature by triple clicking on the home button.

- Static display, voice output devices require 4 AA batteries. The Instructional Access Team does not provide the batteries. Make sure you turn off the device when not in use.
- Demonstrate how to use the low tech backup system (designed by the school staff) for the times when technology breakdowns occur. Make sure parents have copies of these at home. Contact your IAT representative if you need ideas for a low-tech back-up communication system or supports.

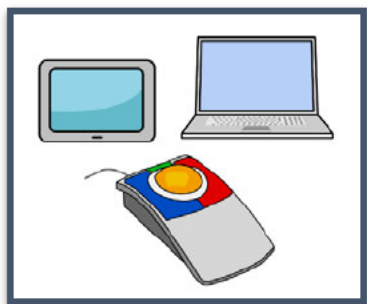
Additional Resources:

- [Family Training: Modeling Communication Devices at Home](#) Can be downloaded as a pdf. and shared with families. The accompanying [handout](#) can be shared as a pdf.
- If a family would like a more in-depth guide for AAC use in the home, feel free to **download** this pdf. and share it with them digitally or print it for them. If you share the link directly from this guide, they will not have access.

<https://drive.google.com/> [REDACTED]

HCPSS Assistive Technology Guide

Curriculum Support



IEP Team Responsibilities

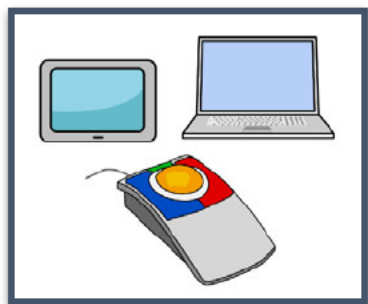
COMAR states “In developing an IEP, the IEP team SHALL consider and document whether the student requires AT devices and services.” [COMAR 13A.05.01.08A\(3\)\(e\)](#).

IEP teams must:

- Document the results of their consideration of need for AT during each IEP meeting
- Describe the AT devices and AT services required in the IEP if consideration discussions indicate there is a need.
- Provide the AT devices and services as specified in the IEP.
- Reconsider the student’s AT requirements ‘as needed, or at least yearly’ ([COMAR 13A.05.01.08B\(1\)](#)) making adjustments to the IEP as indicated.

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Curriculum Support



Referral Process Overview

1. Complete referral to IAT
2. Consult with IA team member regarding submitted referral
3. Conduct an IEP/504 meeting to recommend the trial
4. Collect Data
5. Conduct an IEP meeting to review trial data
6. Document AT in the IEP

Middle and High School. There may be instances in which the IAT Consult serves as the AT trial. Therefore, Middle and High Schools should follow the process in the order listed below:

1. Conduct an IEP meeting to recommend a referral to IAT
2. Complete referral for to IAT
3. Consult with IA team member regarding submitted referral
4. IAT to complete consult, collecting Data. The data will be shared with the person who made the referral.
5. Conduct an IEP meeting to review trial data
6. Document AT in the IEP

HCPSS Assistive Technology Guide

Curriculum Support



AT Referral Process

- Go to the Instructional Access Team's Canvas Community to complete the appropriate referral form. <https://hcpss.instructure.com> [REDACTED]
[REDACTED]
- Please select the **"Referring and Documenting AT"** button
- Referral forms are organized by grade levels (RECC, ES, and MS/HS) and area(s) of concern (Functional Communication,, Executive Functioning, Reading,/Writing, Math, Vision).
- Select the appropriate form for your student's grade level and area(s) of concern and complete the form(s)
- Once completed, select submit and the referral form will automatically go to the appropriate Instructional Access Team member who will contact you via email.

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Curriculum Support



IEP Meeting to Recommend an AT Trial

IEP Meeting to Recommend an AT Trial and/or Consult

- Hold an IEP meeting to discuss and recommend an AT trial and/or consult. **An IEP meeting must be convened and the AT trial and/or consult request documented.**
- There is no “Permission to Assess or Evaluate Form” completed for an AT consult or trial. Parents should just be aware and give verbal permission. **Make sure parent agreement or disagreement is documented in the IEP Team Report.**

IEP Meeting Notice: Propose an Assistive Technology Trial and/or Consult

The IEP team will meet to discuss possible assistive technology options for curriculum access, reading, writing, math, etc.

IEP Team Report: Propose an Assistive Technology Trial and/or Consult

Document any decisions about AT that are proposed, accepted, or rejected in the IEP Team Report in the appropriate sections.

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Curriculum Support



IEP Meeting to Recommend an AT Trial

Present Level of Academic and Functional Performance 1: Assistive Technology Trial

In the section of the PLAAFP 1 that the tool will support (reading comprehension, written language, math, etc.), update with:

- Date trial is beginning
- Why current means are not sufficient for the academic task or to meet academic needs (accessing the environment, writing, reading etc.)
- Why the trial is being requested
- Who will be trialing the tool
- The results will be reviewed with the IEP team

Example: “Date: (Student) currently has difficulty independently completing writing tasks in order to participate in the academic environment due to _____. The IEP team is recommending an assistive technology trial. The IEP team will trial a variety of assistive technology tools to support writing. The IEP team will reconvene to discuss trial results.”

Date trial is beginning : *In some instances, an IAT Consult may serve as the AT trial. In these instances, the start date of the trial would not be recorded here. The need for an IAT referral would be noted as well as the four remaining items.*

Example: The team believes that (Student) may benefit from the use of assistive technology to support their reading/writing/environmental access/organizational skills. A referral to the Instructional Access Team will be made.

***PLEASE DO NOT NAME THE DEVICE, TOOL, OR APPLICATION (describe)**
(Refer to [Guidance on Specificity and Using Name Brands.](#))

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Curriculum Support



IEP Meeting to Recommend an AT Trial

Special Considerations and Accommodations: Assistive Technology Trial

If the team believes that Assistive Technology may be needed, you must conduct a trial to determine the appropriate tool(s). Through the AT trial, data must be collected to support the IEP team's decision.

Given that the IEP team has not yet determined that AT is required, "No" for "The student needs an AT Device" is selected. Since AT services include evaluating a student's need for AT, "Yes" for "The student needs an AT service(s)" is selected.

The plan to conduct further investigations should be written in the **Document basis for decision(s) on AT service(s) including implementation of trials**. The IEP team describes the student's barriers impacting academic and/or functional performance for which the investigation of potential AT tools may be required. The IEP team should follow the procedures established in their district for requesting support with AT trials and data collection.

ASSISTIVE TECHNOLOGY (AT) (required)		
Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.		
Decision(s):	Requires an AT device(s)	Requires an AT service(s)
☐ The student does not require AT device(s) or AT service(s).	No	No
☐ The student does not require AT device(s) but does require AT service(s).	No	Yes Additional data collection with trials is needed
☐ The student requires AT device(s) and requires AT service(s).	Yes	Yes Services may address the required device(s) or additional data collection with trials is needed
☐ The student requires AT device(s) but does not require AT service(s).	Yes	No
Document basis for decision(s) on AT device(s) including description of device(s): _____		
Document basis for decision(s) on AT service(s) including implementation of trials: _____		

Example:

Document basis for decision(s): "Date: (Student) currently has difficulty independently completing writing tasks in order to participate in the curriculum. The IEP team is recommending an assistive technology trial. The IEP team will trial a variety of assistive technology tools to support writing. The IEP team will reconvene to discuss trial results."

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IEP Meeting to Recommend an AT Trial

Supplementary Aids, Services, Program Modifications, and Supports

I. SERVICE NATURE: INSTRUCTIONAL SUPPORTS

Education Program (IEP)

Department of Education (MSDE)

Instruction/Early Intervention Services (Form approved by MSDE for use July 1, 2020)

III. Special Considerations And

Agency: The Howard County Public School System

Supplementary Aids, Services, Program Modifications And Supports

Service Nature	Service Description Anticipated Frequency	Begin Date	End Date	Duration	Provided by
Instructional Supports	Daily	11/17/2021	02/23/2022	13 weeks	☒ Special Ed Teacher ☐ General Education Teacher ☐ Instructional Assistant

Manner in which Supplementary Aids, Services, Program Modifications and Supports to or, on behalf of, the student will be provided:

(Student) currently has difficulty independently completing writing tasks in order to participate in the curriculum. The IEP team is recommending an assistive technology trial. The IEP team will reconvene to discuss trial results.

Please indicate 13 weeks for the length of the trial. You may end the trial earlier, but this gives you enough time to implement a variety of tools (if necessary), collect data, and share the results with the family prior to holding the IEP meeting to make recommendations.

Clarify the location and manner in which Supplementary Aids, Services, Program Modifications and Supports to or, on behalf of, the student will be provided:

Example: "Date: (Student) currently has difficulty independently completing writing tasks in order to participate in the academic environment due to _____. The IEP team is recommending an assistive technology trial. The IEP team will trial a variety of assistive technology tools to support writing. The IEP team will reconvene to discuss trial results."

Emergency Conditions for Instructional Supports:

Supplementary aids, services, program modifications, and supports be implemented as written during emergency conditions resulting in the physical closure of the school for _____. No, describe the changes to existing supplementary aids, services, program modification, and supports.)

MENT BELOW ***

When considering if a trial can occur during emergency conditions, consider the type of trial, type of equipment being trialed, and if alternative means can be used to collect data.

****Do Not Print**** September 2022 If you have a specific question, please contact your IAT representative

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IEP Meeting to Recommend an AT Trial Con't

Supplementary Aids, Services, Program Modifications, and Supports

II. SERVICE NATURE: SCHOOL/PERSONNEL SUPPORTS

Education Program (IEP)

ment of Education (MSDE)

ation/Early Intervention Services (Form approved by MSDE for use July 1, 2020)

III. Special Considerations And A

Agency: The Howard County Public School System

is, Services, Program Modifications And Supports

Service Nature	Service Description Anticipated Frequency	Begin Date	End Date	Duration	Pro
	Other: as requested	11/17/2021	2/16/2022	13 weeks	P Special Ed Teacher O Occupational Thera O General Education

tion and manner in which Supplementary Aids, Services, Program Modifications and Supports to or, on behalf of, the student with
nel/Parental Supports:

PLEASE BELOW***

Any member of the IEP Team can request an AT Consult at any time to support with the trial of AT tools. This can include: acquisition or provision of AT tools (if needed), selecting, designing, customizing AT tools during the trial, and training for staff.

Additional Information:

***Please list any additional providers needed for the AT Consult in the discussion box.**

****The AT Consult can be provided by school-based instructional staff, as well as, members of the Instructional Access Team.**

EMERGENCY CONDITIONS

Emergency Conditions for School Personnel/Parental Supports:

ids, services, program modifications, and supports be implemented as written during emergency conditions resulting in the physical closure of the
Describe the changes to existing supplementary aids, services, program modification, and supports.)

***If another provider indicates a School Personnel/Parental Support cannot be implemented during emergency conditions, please note that "An AT Consult can occur. "**

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Data Collection

Data Collection for an AT Trial

- Collect data (ask your IAT representative if you have questions about what this could look like for your student). In general you are looking for progress over baseline.

Examples:

Increase in quality of written response.

Increase in quantity of written response

Increase in time on task

Increase in independence level

Improvement in academic participation

Decrease in prompting

Decrease in interfering behaviors related to frustration

- Through your data, you should be able to answer this question:
Through quantitative and/or qualitative measures is the child/student better able or more independently able to complete the academic task with the tool than without it?
- Data should be reviewed with families within 90 days of the original IEP meeting requesting a trial. This is approximately 13 weeks. Use the reevaluation calendar provided by the office of Special Education to assist with dates.
- Please use staff assigned equipment or tools (iPads, laptops, etc.) found in your building to collect data. Tools are not provided by IAT for most trials. Please contact your IAT representative with individual questions.

During trials, students should NOT be using staff-assigned devices all day without supervision. Teacher and therapist devices are provided for instruction by the office of Special Education (not the Instructional Access Team) and are not replaced if students break staff assigned devices. Initially, student's may not understand how to use technology devices and will require modeling and explicit instruction to learn how to use the tool. Data sheets samples are available in the IAT Canvas Community.

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Review Trial Data

Prepare for an IEP Meeting to Review Findings

- Once enough data has been collected to make a determination about the appropriateness of the tool, send your **PLAAFP** (present levels) with a data statement to your IAT representative prior to an IEP meeting. **This should occur prior to the draft going home to the family.**
- Doing so, allows the IAT representative an opportunity to review wording, preventing the need for IEP amendments, and time for IAT to begin preparing or ordering tools/devices for delivery. Ordering and setting up devices can take up to two weeks and even longer for delivery.
- Occasionally, the IEP team may require more time to collect data or trial another tool. Please document a continuation the same way you requested the initial trial.
- Trials should not continue during ESY or the summer. The purpose of ESY is not new skill acquisition. Finalize all trials by the last day of school.
- If the IEP team does not have enough information to make a determination by the end of the school year and you would like the trial to be continued at the beginning of the following school year, please amend the IEP to reflect your baseline data and progress to date in the PLAAFP and Special Considerations sections. Adjust the Supplementary Aids and Services page to reflect the first day of school as the start day of the trial and continue it for another 13 weeks. Make sure to communicate this information with new case managers, therapists, or the receiving school staff as appropriate..
- You will need to **conduct and document Family Device Training during the IEP** meeting. Document the training in the IEP Team Report. Dedicated devices will not be delivered to the student until the IEP is finalized. Email your IAT representative and technical assistant when the IEP is finalized and you are ready for tool and loan form delivery. Devices may not go home until Family Training has occurred. [*Please see more information in the Family Training Section*](#)

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Documenting AT in the IEP

IEP Meeting Notice: Reviewing Data from an Assistive Technology Trial and/or Consult

- The IEP team will review the results from the assistive technology trial and/or consult. .

IEP Meeting Notice: Modifying, changing, or discontinuing the use of an assistive technology tool

- The IEP team will meet to discuss the need for continued use of assistive technology.

IEP Team Report

- Document any decisions about AT that are proposed, accepted, or rejected in the IEP Team Report in the appropriate sections.

Present Level of Academic and Functional Performance 1: Assistive Technology Trial and/or Consult Review

Provide a reason why the tool is necessary to support the student in the academic environment. In the section of the PLAAFP 1 that the tool will support (Reading Literature, Reading Informational Text, , Writing, etc.), update with:

- Dates of the trial (IEP meeting date to request the trial-IEP meeting date to discuss the results of the trial and/or make recommendations)
- Why current means are not sufficient for the academic task.
- [Result data](#) from the trial must be provided. Progress over baseline must be documented before devices can be assigned. This can be reported in percentages, increased increased amount of written output, increased comprehension etc.
- Describe the assistive technology features that are required and why?
- During which task(s) does the student require access to the AT features?
- Where will the student use the assistive technology?

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Documenting AT in the IEP

Present Level of Academic & Functional Performance

Present Level of Academic and Functional Performance 1: Assistive Technology Trial Review (continued)

Examples

These examples are meant to be used as a guide. Please do not cut, copy, and paste them into your student's PLAAFP.

Academic Access Example 1: (Trial Results)

Trial data for assistive technology: In the pull-out setting, xxxx has been provided with a device that has speech-to-text, text-to-speech, word prediction, and a dictionary. xxxx has been receptive and has utilized the device appropriately given teacher modeling. During the trial, he uses it complete written assignments. When given an assignment to write four sentences it took xxxx 13 minutes and 4 seconds to complete the assignments with multiple prompts. The assignment was not intelligible to the teacher and xxxx had a difficult time reading or understanding what he wrote. When given the device to complete a similar assignment using the speech to text feature it took xxxx 4 minutes and 27 seconds to complete the assignment with minimal teacher support and 1 minute and 48 seconds to complete revisions using the text-to-speech feature. When using the text-to-speech, speech-to text, and word prediction features xxxx is able to be more independent with his written assignments. The emphasis has been to increase xxxx exposure to and comfort with the device in order to enable him to become proficient enough to use it to supplement his reading and written assignments, enabling him to become more independent.

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Documenting AT in the IEP

Present Level of Academic & Functional Performance Con't

Present Level of Academic and Functional Performance 1: Continuation of the Tool or Device

Examples

These examples are meant to be used a guide. Please do not cut ,copy, and paste them into your student's PLAAFP.

Academic Access Example 2: (Continuation of AT Usage)

An informal writing assessment was conducted on 03/20/2019. Standardization of the Woodcock Johnson-IV, Form B, in the core area of writing, was broken for this testing session. S was permitted to utilize his approved assistive technology accommodations of speech-to-text on his dedicated laptop. His written output on the WJ-IV, FORM B utilizing these accommodations was compared to his written output on the WJ-IV, FORM A, that was administered with standardized procedures in October 2018.

The Writing Samples test measures skill in writing responses to a variety of demands. S was administered the same block of items on the WJIV Form B that he had received on the Form A in the Fall 2018, this time with his assistive technology accommodations. On both test forms with and without accommodations, S's responses earned 16 out of 24 possible points. His responses on the Form B contained fewer overall spelling errors and were easier to read. Spelling and punctuation, and basic grammar mistakes did not impact scoring based on WJ-IV standardized practice. On this test assistive technology showed no impact in increasing his amount of output in this area of achievement.

The Sentence Writing Fluency test requires the student to formulate and write simple sentences quickly. On the Fall 2018 administration of the WJ-IV Form A, S completed 8 out of 10 attempted items correctly in the five minute period. Given his assistive technology accommodations on the WJ-IV, Form B, S correctly completed 22 out of 26 attempted items in the five minutes. Overall when given accommodations, he increased his successful output on this test from 8 correct sentences to 22 sentences, an overall increase of 275%.

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Documenting AT in the IEP

Present Level of Academic & Functional Performance Con't

Present Level of Academic and Functional Performance 1: Continuation of the tool or device

Examples

These examples are meant to be used as a guide. Please do not cut, copy, and paste them into your student's PLAAFP.

Academic Access Example 3: (Continuation of the tool or device)

xxxx has achieved all of his current written language objectives. He has been given a word processor to use for writing tasks. xxxx needs moderate assistance to open the word processor. He is able to start to open, but because of the tight hinge, he is unable to lift the top all the way up. xxxx is independent with turning the power on/off, logging in, navigating to Google docs, starting a new document, changing size of font, giving document a title, finding recent document, typing text, and closing the lid. He is able to highlight text on the second trial, and change fonts after a demonstration. xxxx continues to be proficient in using spring-loaded self-opening scissors with accuracy. He is accessing materials with minimal assistance needed at times. xxxx is on grade level for his writing skills.

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Documenting AT in the IEP

Present Level of Academic & Functional Performance Con't

Present Level of Academic and Functional Performance 1: Continuation of the Tool or Device

Provide a reason why the tool (describe) continues to be necessary to support the student's educational needs in the academic environment. In the section of the PLAAFP 1 that the tool will support (reading comprehension, written language, math, etc.), update with:

- Why is the current tool required (describe the barriers)?
- How will the student use the tool?
- Which task(s) does the student needs access to the device?
- Where will the student use the tool?

Example: "Date: (Student) continues to have difficulty independently completing writing tasks in order to participate in the academic environment . The IEP team recommends (Student) continue to use (describe tool) to (describe task) in (which environment(s)).

If no changes are being made to the current assistive technology tool or services, it is not necessary to submit this information to IAT; however the continued need for AT needs to be documented in the PLAAFP.

Present Level of Academic and Functional Performance 1: Removal of the Tool or Device

- Provide a reason why the tool is no longer necessary to support the student's educational needs in the academic environment. In the section of the PLAAFP 1 that the tool will supported (reading comprehension, written language, math, etc.), update with the reason why the tool is no longer needed. **This must be a data driven decision.**
- Make sure to remove AT from the Special Considerations, Instructional and Testing Accommodations, and Supplementary Aids and Services Sections of the IEP. Contact your IAT representative to arrange device pick-up once the IEP has been finalized.

HCPSS Assistive Technology Guide:

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Documenting AT in the IEP

Special Considerations

The four AT specific decisions documented on the 2019 Maryland IEP are::

1. The student does not require AT device(s) or AT service(s).
2. The student does not require AT device(s) but does require AT service(s).
3. The student requires AT device(s) and requires AT service(s).
4. The student requires AT device(s) but does not require AT service(s).

The Student Does Not Require AT Device(s) or Service(s).

If the student is making adequate progress toward IEP objectives and/or the data does not indicate a specific barrier to progress that could be addressed with technology, then the team may determine that no AT device(s) or service(s) are required. The IEP team selects the first decision and documents their basis for the decision. **The decisions for AT devices and AT services are considered and documented separately.**

1

ASSISTIVE TECHNOLOGY (AT) (required)

Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.

Decision(s):	Requires an AT device(s)	Requires an AT service(s)
☐ The student does not require AT device(s) or AT service(s).	No	No
☐ The student does not require AT device(s) but does require AT service(s).	No	Yes Additional data collection with trials is needed
☐ The student requires AT device(s) and requires AT service(s).	Yes	Yes Services may address the required device(s) or additional data collection with trials is needed
☐ The student requires AT device(s) but does not require AT service(s).	Yes	No

Document basis for decision(s) on AT device(s) including description of device(s): _____

Document basis for decision(s) on AT service(s) including implementation of trials: _____

Example:

Document basis for decision(s) on AT device(s) including description of device(s)

Example: At this time, the student does not require assistive technology devices to make accelerated progress in the curriculum and in functional skills.

Document basis for decision(s) on AT service(s) including implementation of trials

Example: At this time, the student does not require assistive technology services to make accelerated progress in the curriculum and in functional skills.

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Documenting AT in the IEP Special Considerations Con't

The student **does not require AT device(s) but does require AT Service(s).**

2

If the team believes that AT may be appropriate, but lacks data to identify specific AT needs, then additional data collection with trials is required.

ASSISTIVE TECHNOLOGY (AT) (required)

Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.

Decision(s):	Requires an AT device(s)	Requires an AT service(s)
☐ The student does not require AT device(s) or AT service(s).	No	No
☐ The student does not require AT device(s) but does require AT service(s).	No	Yes Additional data collection with trials is needed
☐ The student requires AT device(s) and requires AT service(s).	Yes	Yes Services may address the required device(s) or additional data collection with trials is needed
☐ The student requires AT device(s) but does not require AT service(s).	Yes	No

Document basis for decision(s) on AT device(s) including description of device(s): _____

Document basis for decision(s) on AT service(s) including implementation of trials: _____

Given that the IEP team has not yet determined that AT is required, "No" for "The student needs an AT Device" is selected. Since AT services include evaluating a student's need for AT, "Yes" for "The student needs an AT service(s)" is selected.

Document basis for decision(s) on AT device(s) including description of device(s)

Example: The IEP team is exploring which grammar/spelling tools will provide the student with improved access to writing tasks.

Document basis for decision(s) on AT service(s) including implementation of trials

Using the following Guiding Questions, the IEP team determines which services will be required for the Assistive Technology trial. Document the specific details of AT service delivery in the Supplementary Aids & Services, Program Modifications and Supports section of the IEP.

Who is responsible for collecting AT trial data?

Who is responsible for implementing the AT device/tool?

Who will be responsible for training the student & staff to use & implement the AT device/tool?

What data will be collected (related to the use of the tool to support learning)?

Who will design, customize and adapt AT device/tool?

Which member(s) of the IEP team, providing the AT service, will be responsible for contacting the Assistive Technology Team (Instructional Access Team/IAT) for additional support as needed? (identify position, not name of current provider)

Example: The _____ will collect trial data and/or implement the AT device/tool. _____ will design, customize, and adapt the AT device/tool. _____ will train the student/staff to use the AT device/tool.

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Documenting AT in the IEP Special Considerations Con't

The student **does not require AT device(s) but does require AT Service(s).**

2

****The team can decide to continue an AT trial if more data is required to be able to identify specific AT devices and services.****

ASSISTIVE TECHNOLOGY (AT) (required)

Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.

Decision(s):	Requires an AT device(s)	Requires an AT service(s)
☐ The student does not require AT device(s) or AT service(s).	No	No
☐ The student does not require AT device(s) but does require AT service(s).	No	Yes Additional data collection with trials is needed
☐ The student requires AT device(s) and requires AT service(s).	Yes	Yes Services may address the required device(s) or additional data collection with trials is needed
☐ The student requires AT device(s) but does not require AT service(s).	Yes	No

Document basis for decision(s) on AT device(s) including description of device(s):

Document basis for decision(s) on AT service(s) including implementation of trials:

Given that the IEP team has not yet determined that AT is required, "No" for "The student needs an AT Device" is selected. Since AT services include evaluating a student's need for AT, "Yes" for "The student needs an AT service(s)" is selected.

Document basis for decision(s) on AT device(s) including description of device(s)

Example: The IEP team has started to explore the use of grammar/spelling tools to support the student's independence during writing tasks. Data shows that the student will only choose to use the grammar and spelling tools when prompted by staff and on an inconsistent basis. The team agrees that more data is required to be able to determine if the student's use of the grammar and spelling tools are increasing the student's independence and progress during writing tasks. The team will continue to take data during ELA class as during writing tasks for science and social studies. The team will meet to discuss data collected within thirteen weeks.

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Documenting AT in the IEP Special Considerations Con't

The Student Does Require AT Device(s) and Service(s)

3

If an AT device is required for the student to access the curriculum or overcome some barrier to progress toward an IEP goal, then “Yes” for “The student requires an AT device(s)” will be selected. **If the student requires an AT device, the student will require an AT service in most cases. Students in elementary school may require AT services for the use of a calculator to support learning how to use the tool. Students in middle and high schools may not require an AT service for the use of a calculator because they are independently able to use the tool without support.**

ASSISTIVE TECHNOLOGY (AT) (required)		
Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.		
Decision(s):	Requires an AT device(s)	Requires an AT service(s)
☐ The student does not require AT device(s) or AT service(s).	No	No
☐ The student does not require AT device(s) but does require AT service(s).	No	Yes Additional data collection with trials is needed
☐ The student requires AT device(s) and requires AT service(s).	Yes	Yes Services may address the required device(s) or additional data collection with trials is needed
☐ The student requires AT device(s) but does not require AT service(s).	Yes	No
Document basis for decision(s) on AT device(s) including description of device(s): _____		
Document basis for decision(s) on AT service(s) including implementation of trials: _____		

Document basis for decision(s) on AT device(s) including description of devices

Example: Student requires the use of a touchscreen word processor, text to speech for reading materials, digital worksheets, interactive word banks that include picture support, digital standard aligned content with symbol support, enlarged touch screen device, high-contrast and enlarged keyboard stickers, cloud-based storage, and a digital annotator for the worksheets to support written instruction. Student also requires the use of a large-button calculator to support mathematics instruction and vision of the number/symbols on the device.

Example: Student requires a word processor, text to speech, speech to text, digital voice recording for content areas, a digital word bank, digital personal dictionary, digital worksheets, PDF annotator and cloud based storage for all writing responses.

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Documenting AT in the IEP Special Considerations Con't

Using the following Guiding Questions, the IEP team determines which tool or devices will be required. Document the specific details of AT service delivery in the Supplementary Aids & Services, Program Modifications and Supports section of the IEP.

- Describe AT devices and features (When listing devices, brand names should not be used)
- Why is the current tool required to support student needs for communication, academic, social, or vocational tasks?
- How will the student use the tool?
- For which task(s) does the student need access to the device?
- When will the student use the tool?

*When listing devices, brand names shall not be used ([Guidance on Specificity and Using Name Brands.](#))



Select the Statement Bank icon to access the guiding questions.

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Documenting AT in the IEP Special Considerations Con't

Document basis for decision(s) on AT services including implementation of trials

Example: Ongoing maintenance of the AT device, program, and/or app will be monitored by the student's IEP team and case manager as needed. Additional training and/or support can be provided by the local assistive technology team as requested through the case manager.

Using the following Guiding Questions, the IEP team determines which services will be required. Document the specific details of AT service delivery in the Supplementary Aids & Services, Program Modifications and Supports section of the IEP.

- Who is responsible for implementing the AT device/tool?
- Who will be responsible for training the student & staff to use & implement the AT device/tool?
- What data will be collected (related to the use of the tool to support learning)?
- Who will design, customize and adapt AT device/tool?
- Which member(s) of the IEP team providing the AT service, will be responsible for contacting the Assistive Technology Team (Instructional Access Team/IAT) for additional support as needed? (identify position, not name of current provider)



Select the Statement
Bank icon to access
the guiding questions.

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Documenting AT in the IEP Special Considerations Con't

The Student Does Require AT Device(s) but does not require AT Service(s).

4

In the **Document basis for decision(s) on AT device(s) including description of devices** section of the form, the team lists the device(s) required and the reason or purpose of the device(s). When listing devices, brand names should not be used ([Guidance on Specificity and Using Name Brands.](#)). No assistive technology services would be documented.

If the student requires an AT device, the student will require an AT service in most cases. Students in elementary school may require AT services for the use of a calculator to support learning how to use the tool. Students in middle and high schools may not require an AT service for the use of a calculator because they are independently able to use the tool without support.

Document basis for decision(s) on AT device(s) including description of devices

ASSISTIVE TECHNOLOGY (AT) (required)		
Consider AT device(s) and service(s) that are needed to increase, maintain or improve functional capabilities of a student with a disability.		
Decision(s):	Requires an AT device(s)	Requires an AT service(s)
☐ The student does not require AT device(s) or AT service(s).	No	No
☐ The student does not require AT device(s) but does require AT service(s).	No	Yes Additional data collection with trials is needed
☐ The student requires AT device(s) and requires AT service(s).	Yes	Yes Services may address the required device(s) or additional data collection with trials is needed
☐ The student requires AT device(s) but does not require AT service(s).	Yes	No
Document basis for decision(s) on AT device(s) including description of device(s): _____		
Document basis for decision(s) on AT service(s) including implementation of trials: _____		

Document basis for decision(s) on AT device(s) including description of devices

Example: Student requires the use of a calculator

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Documenting AT in the IEP

Instructional & Testing Accommodations

Instructional & Testing Accommodations: Assistive Technology is Required

The Instructional and Testing Accommodations section of the IEP provides a list of accommodations. Note that any accommodation intended for assessment must also be provided during instruction. Be sure that the selections made here match with the AT devices specified under Special Considerations.

Under “Document basis for the decision” explain the conditions under which the accommodation is needed. For example, if a student has human reader and/or text to speech software, explain the circumstances under which each of the methods would be used.

*It is possible for a student to use an accommodation during instruction that will not be provided during assessment. The IEP team should make this clear under “Document basis for the decision.”

- Some response accommodations are marked with an asterisk because they may refer to one or more devices. For those accommodations marked with an asterisk, complete the section “Provide specific description stating the type of accommodation and how the accommodation will be administered.”
- If an accommodation is used for assessment, it should also be provided during instruction. It is possible, however, for a student to use an accommodation during instruction that will not be used for assessment. The IEP team should make this clear under “Document basis for the decision.” Assessments in Maryland may have specific eligibility criteria for some accommodations. Follow the procedures in the specific assessments testing manual.

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Documenting AT in the IEP

Instructional & Testing Accommodations

Text-to-Speech (Presentation)

- ✓ 3i -Text to Speech for the ELA/Literacy Assessments, including items, response options, and passages ¹

Assistive Technology Non-Screen Reader (Presentation)

- ✓ 3a -Assistive Technology (Non-Screen Reader)

Word Processing (Response)

- ✓ 4a - Assistive Technology

Speech-to-Text (Response)

- ✓ 4f -ELA/Literacy Selected Response Speech-to-Text
- ✓ 4j -Mathematics, Science, Government Response Speech-to-Text
- ✓ 4n -ELA/L Constructed Response Speech-to-Text

Word Prediction (Response)

- ✓ 4s -Word Prediction External Device

Calculator (Response)

- ✓ 4d - Calculation device and mathematics tools (on Calculation Sections of the Mathematics Assessments)
- ✓ 4e - Calculation device and mathematics tools (on NON Calculation Sections of the Mathematics Assessments)

Assistive Technology for Response (if student requires alternate keyboard, mouse, trackball, etc.)

- ✓ 4a -Assistive Technology

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Documenting AT in the IEP Supplementary Aids & Services

Supplementary Aids & Services: Assistive Technology is Required

This should be tailored to the student's individual needs as a direct result of data collected during the AT trial. If the tool has not been trialed, you may not add it.

I. SERVICE NATURE: INSTRUCTIONAL SUPPORTS

Education Program (IEP)

Department of Education (MSDE)

Education/Early Intervention Services (Form approved by MSDE for use July 1, 2020)

III. Special Considerations And Accommodations

Agency: The Howard County Public School System

Supplementary Aids, Services, Program Modifications And Supports

Service Nature	Service Description Anticipated Frequency	Begin Date	End Date	Duration	Provider(s)
Instructional Supports	Daily	11/17/2021	11/16/2022	36 weeks	☒ Special Ed Teacher ☐ General Education Teacher ☐ Instructional Assistant
Word processor with word prediction					

Location and manner in which Supplementary Aids, Services, Program Modifications and Supports to or, on behalf of, the student will be provided:

Supports:

Example: The student requires access to a word processor with word-prediction, digital worksheets, PDF Annotator, and cloud based storage for all written responses longer than one paragraph.

Emergency Conditions for Instructional Supports:

Supplementary aids, services, program modifications, and supports be implemented as written during emergency conditions resulting in the physical closure of the school for 10 or more days. If implemented, describe the changes to existing supplementary aids, services, program modification, and supports.)

ATTENTION: SEE INSTRUCTIONS BELOW ***

Please select YES. Students will have access to documented AT.

*If another provider indicates an Instructional Support cannot be implemented during emergency conditions, please note that "Students will have access to AT."

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Documenting AT in the IEP Supplementary Aids & Services

II. SERVICE NATURE: SCHOOL/PERSONNEL SUPPORTS

Supplementary Aids & Services: Assistive Technology is Required

This should be tailored to the student's individual needs as a direct result of data collected during the AT trial. If the tool has not been trialed, you may not add it.

Education Program (IEP)

Department of Education (MSDE)

Education/Early Intervention Services (Form approved by MSDE for use July 1, 2020)

III. Special Considerations And

Agency: The Howard County Public School System

Aids, Services, Program Modifications And Supports

Service Nature	Service Description Anticipated Frequency	Begin Date	End Date	Duration	P
	Other: as requested	11/17/2021	11/16/2022	36 weeks	P Special Ed Teach O Instructional Assi O General Educatio

ation and manner in which Supplementary Aids, Services, Program Modifications and Supports to or, on behalf of, the student w
nnel/Parental Supports:

MPLE BELOW***

Example: Any member of the IEP Team can request an AT Consult at anytime. This can include: acquisition or provision of AT tools (if needed), selecting, designing, customizing, maintenance of AT tools and training for staff.

Additional Information:

***Please list any additional providers needed for the AT Consult in the discussion box.**

****The AT Consult can be provided by school-based instructional staff, as well as, members of the Instructional Access Team.**

Emergency Conditions for Instructional Supports:

ry aids, services, program modifications, and supports be implemented as written during emergency conditions resulting in the physical closure of the school for 1
no, describe the changes to existing supplementary aids, services, program modification, and supports.)

IENT BELOW ***

*If another provider indicates a School Personnel/Parental Support cannot be implemented during emergency conditions, please note that "An AT Consult can occur. "

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Documenting AT in the IEP

Measurable Annual Goals/Objectives

Measurable Annual Goals/Objectives: Assistive Technology is Required

Remember you are writing the goal or objective for the targeted language skill NOT the device. We don't measure tool use, but the language skill necessary to access the curriculum or communication target. If a child requires an AT device in order to accomplish an IEP goal or objective, specify the AT needed.

Examples:

When Provided with speech-to-text word processor and or scribe, Student will produce 5 written sentences, submitted to the teacher for 3/4 assignments over one quarter.

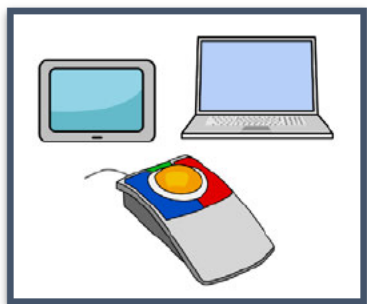
When given a topic and word processor, Student will provide the name and two to three facts or pieces of information about that topic in written form, for three of the five trials, for one assignment daily for two quarters.

When using his word processor, Student will use the onboard spelling and grammar check to help edit his work for one assignment daily, submitted to the teacher for 3 classes per week over two quarters.

Given a word processor and an information card, Student will fill out personal information (e.g., name, DOB, address, phone) on a form/application (e.g., to obtain state ID, obtain a library card, complete a job application) for 4 pieces of information, for 5 practice forms, submitted to the teacher.

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Referral Process Overview

1. Complete referral to IAT [↗](#)
2. Consult with IA team member regarding submitted referral
3. Conduct a 504 meeting to recommend the trial [↗](#)
4. Collect Data [↗](#)
5. Conduct a 504 meeting to review trial data [↗](#)
6. Document AT in the 504 plan [↗](#)

Middle and High School. There may be instances in which the IAT Consult serves as the AT trial. Therefore, Middle and High Schools should follow the process in the order listed below:

1. Conduct an 504 meeting to recommend a referral to IAT [↗](#)
2. Complete referral for to IAT [↗](#)
3. Consult with IA team member regarding submitted referral
4. IAT to complete consult, collecting data. The data will be shared with the person who made the referral. [↗](#)
5. Conduct a 504 meeting to review trial data [↗](#)
6. Document AT in the 504 plan. [↗](#)

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AT Referral Process

- Go to the Instructional Access Team's Canvas Community to complete the appropriate referral form. <https://hcpss.instructure.com> [REDACTED]
- Please select the **"Referring and Documenting AT"** button
- Referral forms are organized by grade levels (ES, MS or HS) and area(s) of concern (Executive Functioning, Reading, Writing)
- Select the appropriate form for your student's grade level and area(s) of concern and complete the form.
- Once completed, select submit and the referral form will automatically go to the appropriate Instructional Access Team member who will contact you via email.

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504 Meeting to Recommend an AT Trial and/or Consult

504 Meeting to Recommend an AT Trial and/or Consult

- Hold a 504 meeting to discuss and recommend an AT trial and/or consult. **A 504 meeting must be convened and the AT trial and/or consult request documented.**

Summary of 504 Team Discussion: Propose an Assistive Technology Trial and/or Consult

Document any decisions about AT that are proposed, accepted, or rejected in the 504 Summary of Team Discussion.

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504 Meeting to Recommend an AT Trial and/or Consult

Summary of 504 Team Discussion: Assistive Technology Trial

In this section of the 504 plan document the following information:

- Date trial is beginning
- Why current means are not sufficient for the academic task or to meet academic needs (accessing the environment, writing, reading etc.)
- Why the trial is being requested
- Who will be trialing the tool
- The results will be reviewed with the 504 team

Example: “Date: (Student) currently has difficulty independently completing writing tasks in order to participate in the academic environment due to _____. The 504 team is recommending an assistive technology trial. The 504 team will trial a variety of assistive technology tools to support writing. The 504 team will reconvene to discuss trial results.”

Date trial is beginning : *In some instances, an IAT Consult may serve as the AT trial. In these instances, the start date of the trial would not be recorded here. The need for an IAT referral would be noted as well as the four remaining items.*

Example: The team believes that (Student) may benefit from the use of assistive technology to support their reading/writing/environmental access/organizational skills. A referral to the Instructional Access Team will be made.

***PLEASE DO NOT NAME THE DEVICE, TOOL, OR APPLICATION (describe)**
(Refer to [Guidance on Specificity and Using Name Brands.](#))

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Data Collection

Data Collection for an AT Trial

- Collect data (ask your IAT representative if you have questions about what this could look like for your student). In general you are looking for progress over baseline.

Examples:

Increase in quality of written response.

Increase in quantity of written response

Increase in time on task

Increase in independence level

Improvement in academic participation

Decrease in prompting

Decrease in interfering behaviors related to frustration

- Through your data, you should be able to answer this question:
Through quantitative and/or qualitative measures is the child/student better able or more independently able to complete the academic task with the tool than without it?
- Data should be reviewed with families within 90 days of the original 504 meeting requesting a trial. This is approximately 13 weeks. Use the reevaluation calendar provided by the office of Special Education to assist with dates.
- Please use staff assigned equipment or tools (iPads, laptops, etc.) found in your building to collect data. Tools are not provided by IAT for most trials. Please contact your IAT representative with individual questions.

During trials, students should NOT be using staff-assigned devices all day without supervision. Teacher and therapist devices are provided for instruction by the office of Special Education (not the Instructional Access Team) and are not replaced if students break staff assigned devices. Initially, student's may not understand how to use technology devices and will require modeling and explicit instruction to learn how to use the tool. Data sheets samples are available in the IAT Canvas Community.

In some instances, an IAT Consult may serve as the AT trial. In these instances, the trial data will be gathered from the IAT Support Plan. It may be determined that additional information is required. If so, the 504 team will collect data.

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Review Trial Data

Prepare for an 504 Meeting to Review Findings

- Once enough data has been collected to make a determination about the appropriateness of the tool, send your data statement to your IAT representative prior to the 504 meeting. Doing so, allows the IAT representative an opportunity to review wording, preventing the need for 504 amendments, and time for IAT to begin preparing or ordering tools/devices for delivery.
- Occasionally, the 504 team may require more time to collect data or trial another tool. Please document a continuation the same way you requested the initial trial.
- Finalize all trials by the last day of school.
- If the 504 team does not have enough information to make a determination by the end of the school year and you would like the trial to be continued at the beginning of the following school year, please amend the 504 to reflect your baseline data and progress to date. Make sure to communicate this information with new case managers or the receiving school staff as appropriate..

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Documenting AT in the 504 Plan

504 Summary/Initial Authorization

- Document any decisions about AT that are proposed, accepted, or rejected in the 504 summary in the appropriate sections.

Assistive Technology Trial and/or Consult Review

Provide a reason why the tool is necessary to support the student in the academic environment. In the Testing and Instructional Accommodations, “Document Basis for Decision” section of the 504 plan include the following information:

- Dates of the trial (504 meeting date to request the trial-504 meeting date to discuss the results of the trial and/or make recommendations)
- Why current means are not sufficient for the academic task.
- Result data from the trial must be provided. Progress over baseline must be documented before devices can be assigned. This can be reported in percentages, increased amount of written output, increased comprehension etc.
- Describe the assistive technology features that are required and why? ([Guidance on Specificity and Using Name Brands.](#))
- During which task(s) does the student require access to the AT features?
- Where will the student use the assistive technology?

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Documenting AT in the 504

Assistive Technology Trial Review (continued)

Examples

These examples are meant to be used as a guide. Please do not cut, copy, and paste them into your student's 504 Plan.

Academic Access Example 1: (Trial Results)

Trial data for assistive technology: In the pull-out setting, xxxx has been provided with a device that has speech-to-text, text-to-speech, word prediction, and a dictionary. xxxx has been receptive and has utilized the device appropriately given teacher modeling. During the trial, he uses it complete written assignments. When given an assignment to write four sentences it took xxxx 13 minutes and 4 seconds to complete the assignments with multiple prompts. The assignment was not intelligible to the teacher and xxxx had a difficult time reading or understanding what he wrote. When given the device to complete a similar assignment using the speech to text feature it took xxxx 4 minutes and 27 seconds to complete the assignment with minimal teacher support and 1 minute and 48 seconds to complete revisions using the text-to-speech feature. When using the text-to-speech, speech-to text, and word prediction features xxxx is able to be more independent with his written assignments. The emphasis has been to increase xxxx exposure to and comfort with the device in order to enable him to become proficient enough to use it to supplement his reading and written assignments, enabling him to become more independent.

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Documenting AT in the 504

Continuation of the assistive technology tool or device

Examples

These examples are meant to be used as a guide. Please do not cut, copy, and paste them into your student's 504 Plan.

Academic Access Example 2: (Continuation of the tool or device)

Given a word processor to use for writing tasks, xxxx needs moderate assistance to open the word processor. He is able to start to open, but because of the tight hinge, he is unable to lift the top all the way up. xxxx is independent with turning the power on/off, logging in, navigating to Google docs, starting a new document, changing size of font, giving document a title, finding recent document, typing text, and closing the lid. He is able to highlight text on the second trial, and change fonts after a demonstration. xxxx continues to be proficient in using spring-loaded self-opening scissors with accuracy. He is accessing materials with minimal assistance needed at times. xxxx is on grade level for his writing skills.

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Documenting AT in the 504

Removal of the Tool or Device

- If the school team has data indicating that a student no longer requires the use of AT, a 504 meeting should be convened.
- Provide **data** to support the decision that the tool is no longer necessary to support the student's educational needs in the academic environment.
- Make sure to remove AT Instructional and Testing Accommodations in the 504 Plan.
- Contact your IAT representative to arrange device pick-up once the 504 has been finalized.

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Documenting AT in the 504 Instructional & Testing Accommodations

Instructional & Testing Accommodations: Assistive Technology is Required

The Instructional and Testing Accommodations section of the 504 provides a list of accommodations. Note that any accommodation intended for assessment must also be provided during instruction.

Under “Document basis for the decision” explain the conditions under which the accommodation is needed. For example, if a student has human reader and/or text to speech software, explain the circumstances under which each of the methods would be used.

*It is possible for a student to use an accommodation during instruction that will not be provided during assessment. The 504 team should make this clear under “Document basis for the decision.”

- Some response accommodations are marked with an asterisk because they may refer to one or more devices. For those accommodations marked with an asterisk, complete the section “Provide specific description stating the type of accommodation and how the accommodation will be administered.”
- If an accommodation is used for assessment, it should also be provided during instruction. It is possible, however, for a student to use an accommodation during instruction that will not be used for assessment. The 504 team should make this clear under “Document basis for the decision.” Assessments in Maryland may have specific eligibility criteria for some accommodations. Follow the procedures in the specific assessments testing manual.

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Documenting AT in the 504 **Instructional & Testing Accommodations**

Text-to-Speech (Presentation)

- ✓ 3i -Text to Speech for the ELA/Literacy Assessments, including items, response options, and passages ¹

Assistive Technology Non-Screen Reader (Presentation)

- ✓ 3a -Assistive Technology (Non-Screen Reader)

Word Processing (Response)

- ✓ 4a - Assistive Technology

Speech-to-Text (Response)

- ✓ 4f -ELA/Literacy Selected Response Speech-to-Text
- ✓ 4j -Mathematics, Science, Government Response Speech-to-Text
- ✓ 4n -ELA/L Constructed Response Speech-to-Text

Word Prediction (Response)

- ✓ 4s -Word Prediction External Device

Calculator (Response)

- ✓ 4d - Calculation device and mathematics tools (on Calculation Sections of the Mathematics Assessments)
- ✓ 4e - Calculation device and mathematics tools (on NON Calculation Sections of the Mathematics Assessments)

Assistive Technology for Response (if student requires alternate keyboard, mouse, trackball, etc.)

- ✓ 4a -Assistive Technology

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Guidance on Specificity and Using Name Brands

When listing AT in the IEP/504, devices and tools should be described specifically, but without brand names. Most devices and software have multiple features, not all of which may be required by the student for a free and appropriate public education.

- Example of specificity: Instead of “tablet,” write “access on a touchscreen device.”
- Example of avoiding name brands: Instead of “Read&Write for Google Toolbar,” explain the actual feature that the student requires, such as “word prediction” or “text to speech.”
- Example of avoiding name brands: Instead of “TouchChat”, explain the actual feature that the student requires, such as “language prediction”, “symbol-based”.

Listing the features may provide a more accurate description of what is needed by the student. This may be particularly helpful in providing back-up or temporary replacement for the AT in the event of breakdown. Avoiding name brands can help to ensure that the student will have access to the assistive technology needed, even if the specific brand of device becomes unavailable.

When a student is using an AT device in school that is provided by the family, it is important that the IEP describes the specific features needed rather than the branded device. If the student-owned device should break or otherwise be unavailable it is the school’s responsibility to provide an alternative that meets the description listed in the IEP.

Example 1: If a student is using an Accent 1000 that is in need of repair, the school system must provide the student with a means of communicating in the interim. The IEP should state “a dynamic display speech generating device with a 10 inch screen” instead of an Accent 1000.

Example 2: If a student needs a photo of the board at the end of class, he/she may prefer to use a personal device, such as a cell phone, for this purpose. The cell phone, however, has many other features that are not required AT for this student. A screenshot, camera, or tablet, would all serve the same purpose. The IEP should state “photo of notes and homework assignments from board” rather than “iPhone” or “chromebook ”