

NLSEC AT Consideration and Trial Process

This is the process to use when considering and trialing assistive technology (AT) for a specific student.

<https://tinyurl.com/yy27ckr4>

1. **AT should be considered once a year.** Select 1 of the 3 statements below for every IEP in SpEd Forms:

Assistive Technology (includes adaptive equipment)	<input type="radio"/> No	<input type="radio"/> Yes	<input checked="" type="radio"/> More data needed, explain:
Type below or select from this list---			
District Options			
---Edit---			
District Options			
Assistive Technology is not needed. Donald is able to independently accomplish tasks in all instructional areas u...			
Assistive Technology has been considered and is being used by Donald. Donald will			
Assistive Technology has been considered and extended considerations are needed in the area of (deficit area). Th...			

- No - AT is not needed. The student is able to independently accomplish tasks in all instructional areas using standard classroom tools.
- Yes - AT has been considered and is being used by the student. The student will _____.
- More data needed - AT has been considered and extended considerations are needed in the area of (*deficit area*). The following tools will be considered over (*time frame*): (*list Assistive Technology*).

2. If “More data needed”, means a trial is needed. Here is a list of [Example AT Tools](#). There are AT tools available for loan for 4-6 weeks through:

- [Lighthouse Center for Vital Living](#)
- [NLSEC AT Inventory](#)
- [Region 3 AT Lending Library](#)

*Contact one of the [NLSEC AT Members](#) to help with checkout of AT items to trial.

3. Use the [AT Consideration Guide](#) to decide what might be a good AT fit for this situation (Student, Environment, Task and Tools - SETT). This Google Doc can be used to guide AT consideration at every IEP and evaluation.

*Tip: make a copy of this Google doc for your own use! →

1. Describe the student. What is a student strength? What are student needs? What are the student's Baseline Competencies?
2. Identify areas of concern.
3. Think about specific tasks within the student's areas. What is it so hard for student to do it so often by educational program that they still able to do because of health disability?
4. Identify other accommodations. (There is the student experience to complete the student? Consider physical surroundings, other students, other people, and other factors having affect the student's performance of the task?)
5. Discuss current and proposed accommodations and assistive technology. List all of the goals in the IEP and list what strategies have been used to the goal. What was tried? How long was it used? Has been strategies that are used in other places that may help the student?
6. List other current strategies, etc. worked.
7. Think about other tools, accommodations and strategies that might help the student complete the specific tasks mentioned above? Think about things that are readily accessible in the classroom. Consider the Examples of AT user forms for additional forms to consider. Just an additional tip.
8. Document the discussion and process in the IEP. Document current strategies, accommodations and assistive technology tools in the student's technology section of the IEP. If necessary, include the additional data will be collected to determine which of any assistive technology tools will help with the specific tasks identified above.
9. Plan to implement assistive technology after the IEP is developed. Have you been consider determine the cost for all plan in the table. How will you measure whether or not the tool is accessible or helpful to student?

4. **Collect Data.** Use the [Data Collection Document](#) or similar document to assign roles and collect data.

5. Document trial results in AT section, progress report, PLAAFP or PWN.

6. If successful, amend IEP and complete the [AT Decision Documentation Form](#) and send to Business Manager. If no tools found yet, document trials in the progress report or next IEP.

Summary

- Remember to consider AT at every IEP
- Add AT to the IEP agenda
- Revisit AT when reviewing the goals, services, and accommodations
- Data collection is an ongoing process