What process will be used to determine the need for AT, to determine the material, strategy or device that is appropriate for a given student and to evaluate the effectiveness of the agreed-upon AT material, strategy or device?

When a parent or staff member requests Assistive Technology for a student, the student's IEP Team will use the ECKCE AT Flowchart to guide discussion and insure that AT decisions result in those choices of unique AT devices and curriculum modifications that will provide educational benefit to the student in their current educational placement.

The IEP Team MAY choose to use a variety to tools as a means to guide and document the AT decision process.

Refer to the **First Steps Form** as well as the **Student Interview Form.** as examples of such tools. Teams MAY refer to tools that can be found the Wisconsin AT Initiative WATI), Georgia AT Project (GPAT) or other research- based websites noted in this AT Manual.

The **outcome** of Team discussion, trials of AT tools and final determination of an AT tool to put in place as part of the student's IEP may be **documented** in Team meeting minutes, IEP progress notes and /or notes kept by the staff member(s) with knowledge of and expertise using the designated AT tool.

Each Annual IEP document will include notation of current AT tools being used by the student. Staff will document these tools by describing the **features** of the tool but **NOT** using specific brand names.

> **For example**:
>
> Do NOT state that "the student uses Co-Writer software as well as Zen Tap on the iPad".
> DO state: "The student uses both word prediction software on the classroom computer as well as word prediction apps installed on her special education teacher's portable devices.
>
> **Another example of an appropriate notation on the IEP :**
>
> "Assistive technology devices and services to address student's unique needs
> are listed below as identified from the *Assistive Technology Planning Worksheet:*
>
> -Wheelchair and tray for positioning and movement
> -Wears glasses during the school day when able to keep them on
> -Computer access to cause and effect programs and software
> -Computer accessories necessary to utilize various programs
> -Switches and devices to assist with cause and effect transfer
> -Communication switches and devices to assist with communication
> -Transitional objects for various activities/classes throughout
> the school day
> -Visual object schedule for transitioning to different activities/
> classes
> -Choice board for making selection of preferred activities
> -Slant board for propping up materials
> -Adaptive feeding utensils for eating and drinking
> -Adaptive bathroom equipment for toileting
> -Reverse Walker
> -Stander