

AT CYCLE: CONSIDER ASSISTIVE TECHNOLOGY

The Five-Step Consideration Process



PURPOSE:

The **Five-Step Consideration Process** form helps the IEP team determine *if* assistive technology is necessary and identifies categories of AT required by the student to achieve IEP goals and to participate and progress in the general curriculum.

COMPLETING THE CONSIDERATION FORM:

SECTION 1: Student Demographic Data, Team Members & Roles, Note IEP Goal(s) requiring AT

Include student demographic data from the IEP, and specify the roles each team member serves, indicating team members knowledgeable of assistive technology. Note the specific IEP goals where a student's achievement is expected to improve as a result of assistive technology implementation.

SECTION 2: Student, Environment, Tasks, and Tools

STEP 1: Review present levels of achievement and functional performance (ex. language processing, reading comprehension, mobility, etc.) Include areas of concern or barriers to achievement in general education. Identify areas of strength to apply and build upon in supporting the student's achievement. Note prior or current use of assistive technology and its effectiveness in helping the student reach the present levels of performance.

STEP 2: Review annual goals which require assistive technology to enable the student to attain the stated goals. Maintain high expectations for the student and consider access and progress as demonstrated through state content standards, school district curriculum, and required assessments.

STEP 3: Examine the environment and identify tasks to accomplish IEP goals. Consider location, room arrangement, available resources, concerns related to the student's functional performance, ways the student can participate with peers while attaining IEP goals, etc. List the specific tasks required in each environment and identify the student's functional capability to perform the critical elements of these tasks.

STEP 4: Determine the student's difficulty with tasks. Are there assistive technology devices and/or services the student needs to participate and progress in general education?

STEP 5: Identify appropriate supports and service, including AT. List tools, strategies, and services needed to support the student's achievement of IEP goals. Identify No/Low-, Mid-, and High-Tech assistive technology options. Note any state-approved assessment accommodations and assistive technology. Record assistive technology options by category (ex. voice output device) rather than identifying specific devices.