

# OPERATING PROCEDURES

## SPECIAL FACTORS – ASSISTIVE TECHNOLOGY

Goose Creek CISD

101911

Legal Framework: [Special Factors—Assistive Technology](#)

Category: Admission, Review, and Dismissal Committee

Template update Oct 2016

“The definition of assistive technology device does not list specific devices, nor would it be practical or possible to include an exhaustive list of assistive technology devices. Whether an augmentative communication device, playback devices, or other devices could be considered an assistive technology device for a child depends on whether the device is used to increase, maintain, or improve the functional capabilities of a child with a disability, and whether the child’s individualized education program (IEP) Team determines that the child needs the device in order to receive a free appropriate public education (FAPE). However, medical devices that are surgically implanted, including those used for breathing, nutrition, and other bodily functions, are excluded from the definition of an assistive technology device in section 602(1)(B) of the Act. The exclusion applicable to a medical device that is surgically implanted includes both the implanted component of the device, as well as its external components.” 71 Fed. Reg. 46547 (August 14, 2006).

“Section 300.320(a)(4) requires the IEP to include a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child. This would include any assistive technology devices and services determined by the IEP Team to be needed by the child in order for the child to receive FAPE.” 71 Fed. Reg. 46685 (August 14, 2006).

### **Application Guidance**

- [Assistive Technology](#) (TEA)
- [Texas Assistive Technology Network \(TATN\)](#) (Region 4 ESC)

Through the implementation of the Goose Creek CISD policies and procedures as outlined in the [Legal Framework](#) for the Child-Centered Special Education Process, the Goose Creek CISD ensures that the admission, review, and dismissal (ARD) committee considers whether the child needs assistive technology devices and services as required by the Individuals with Disabilities Education Action (IDEA) and its accompanying federal regulations, state statutes and regulations.

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**PERSONS RESPONSIBLE:** AT Specialist, Program Coordinators, and Director of Special Education

**TIMELINES:** 2020-2021 at each Annual ARD

**MATERIALS:** AT Consideration on eSped forms

**METHODS:** Assistive Technology Trainings

### **Assistive Technology (AT)**

**34 CFR §§ 300.5, 300.6, 300.105, 300.324**

When developing a child’s IEP, the “ARDC must consider whether the child needs assistive technology devices and services.”

### Legal/Federal Definitions

As defined in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) “Assistive Technologies are tools and/or strategies used to help support academic goals within the Individualized Education Program (IEP).

### Assistive Technology Device

An Assistive Technology Device is “any 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 the child with a disability.”

“The term Assistive Technology device (ATD) Assistive Technology does not include a medical device that is surgically implanted” (e.g., cochlear implant), “or the replacement of such a device.” However, this does not limit the responsibility of the Local Education Agency to provide monitoring and maintenance of the external equipment to maintain a student’s health, safety, and educational goals, if written in the IEP. Therefore, supports for use of the implanted device could be provided and considered as an AT service. As a general matter, schools are not responsible for providing personal devices such as eyeglasses, hearing aids, or braces, that a child with a disability requires regardless of whether he/she is attending school.

### Assistive Technology Service

IDEA 2004 defines an Assistive Technology Service as “any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device” and includes, but is not limited to:

1. The evaluation of the needs of the child, including a functional evaluation of the child in the child’s customary environment;
2. Purchasing, leasing, or otherwise providing for the acquisition of AT by the child;
3. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing AT;
4. Coordinating and using other therapies, interventions, or services with AT, such as those associated with existing education and rehabilitation plans and programs;
5. Training or technical assistance for the child or, where appropriate, the family of the child; and
6. Training or technical assistance for professionals, including individuals providing education and rehabilitation services, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the child.

### Procedures Aligned with Federal/Legal Requirements

1. Consider Assistive Technology needs for every student with a disability who

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- qualifies for special education services within the student's Full Individual Evaluation and in all subsequent re-evaluations or specialty evaluations (including functional and related service evaluations).
2. Consider/Discuss Assistive Technology needs for every special education student at **every** IEP/ARD meeting. The need for AT must be discussed regardless of the student's prior needs/recommendations as the student's goals and needs may change.
  3. Complete the communication needs of the student (ESPED): --student communication is adequate to enable the student to be involved and progress in the general curriculum.  
---Student has communication deficits that should be addressed through supplementary aids and services, IEP, AT, and/or speech therapy (Specify).
  4. Every IEP/ARD committee must address one of four statements:
    - a. The student is making progress with standard classroom tools. AT is not required for this student at this time. Check no on the AT indicator on the Assistive Technology needs of the student in ESPED.
    - b. The student can accomplish required tasks using standard classroom tools, accommodations, and/or modifications that are currently in place. AT is not required for this student at this time. Check no on the AT indicator on the Assistive Technology needs of the student section of the ARD.
    - c. The student can accomplish required tasks with standard classroom tools, accommodations, and/or modifications with AT that is currently in place. AT is required. Document AT needs in the student's PLAAFPS, IEP goals and objectives and/or accommodations/modifications list in ESPED. Check "yes" on the AT indicator on the Assistive Technology needs of the student section of the ARD.
    - d. The student cannot accomplish required tasks with the supports that are currently in place. More information is needed in order to make an informed decision regarding Assistive Technology. When more information is needed, complete the Assistive Technology Consideration Form and Assistive Technology Consideration Guide/s related to the area/s of concern. After completing the form, the following options may be considered:
    - e. AT Trials with Level 1-No Tech/Low Tech tools:
      1. Conduct trials with level 1 tools/strategies identified in the AT Consideration Guide.
      2. Collect data on the effectiveness of the tools/strategies.
      3. If the trials are successful, request an ARD to

document the need for AT. Complete the AT Supplement and integrate AT into the goals and objectives and/or accommodations or modifications for the student. Check “yes” on the AT indicator on the Assistive Technology needs section of the ARD document, and monitor effectiveness.

- f. If the trials are not successful, contact the Program Specialist for Assistive Technology for further guidance.
  - i. AT Staffing
    1. Request an AT staffing to discuss options including the use of No/Low Tech (Level 1) and Mid- Tech (Level 2) equipment by completing the Assistive Technology Student Information Form and sending it to the AT Specialist for Assistive Technology. The AT Specialist will schedule the staffing with the campus.
    2. Conduct AT trials based on recommendations made in the AT staffing.
    3. Collect data on the effectiveness of the tools/strategies.
    4. If the trials are successful, request an ARD to document the need for AT. Integrate AT into the goals and objectives and/or accommodations or modifications for the student. Check “yes” on the AT needs indicator section of the ARD document, and monitor effectiveness.
    5. If the trials are not successful, contact the AT Specialist for Assistive Technology for further guidance.
  - ii. AT evaluation
    1. Refer the student for an AT evaluation to consider the need for High Tech (Level 3) equipment. An AT evaluation requires the collaboration of a multidisciplinary team consisting of a member of the Assistive Technology team, teachers, and other specialists who work with the student.
    2. A member of the campus evaluation staff will obtain consent for the evaluation from the parents and include the signed form in the

referral packet.

3. Send a copy of the Assistive Technology Parent Questionnaire to the parent.
4. Send in the referral packet including all forms to the AT Specialist.

Assistive Technology is a related service for students receiving special education and must support a goal, task, and/or objective.

It is up to the ARD committee to recommend appropriate AT devices/equipment. If a parent chooses to provide personal AT equipment for their student, the ARDC must discuss whether the personal equipment is required for a FAPE. If the personal equipment is not required, the parent may still send the equipment, but the school district is not required to implement or maintain the equipment.

### **Assistive Technology Equipment Check-Out Procedures**

Low-Tech equipment should be currently available at the campus level. Teachers in most specialized programs have access to either Boardmaker Plus or SymbolStix software for creating visual supports and Low-Tech communication materials for students. If your campus does not have a specialized program, but needs access to the software, contact the SERS Instructional Liaison for licensing information.

Mid-Tech level devices/equipment may require a trial period of use. These devices may be currently available from SERS. If the equipment is not available, it may need to be ordered. Contact the Program Specialist for AT to request devices for trials and Mid-Tech recommendations made through FIEs and AT Staffings. The devices/equipment will be checked out or ordered in the student's name.

High Tech devices/equipment will be ordered following acceptance of the recommendations made in an AT evaluation by the ARD committee. Following the ARD, contact the AT Specialist. The devices/equipment will be ordered in the student's name and checked out to the monitoring teacher when they arrive. A parent must sign a technology agreement on-line through TEAMS prior a device being checked out to a student.