



2025

# Assistive Technology Resource Guide



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## Assistive Technology (AT) Resource Guide – Introduction

This resource guide on assistive technology (AT) was created to assist Ohio school districts in understanding their responsibilities to consider and provide needed AT devices and services to students with disabilities. General information on the school district's responsibility to consider the AT needs of all students who are receiving special education services and on the legal implications for districts is provided.

As outlined in the Individuals with Disabilities Education Improvement Act (IDEA), the local school district must provide for the specific needs of students with disabilities through a team process, including assessment for AT needs and implementation of AT services. Local educators and related service providers must make sound judgments on AT solutions that will be a part of the student's individualized educational program (IEP). The guide provides an overview of what AT is, goes through the consideration and assessment processes, discusses various funding options for AT, and outlines how to document AT in an IEP. It is the AT&AEM Center's hope that this resource guide will support schools in making sound judgments in these areas.

This guide was developed in collaboration with the Ohio AT&AEM Network which includes OCALI, regional state support teams (SST), and the Ohio Department of Education and Workforce.

## Section 1: Assistive Technology (AT) Accessible Educational Materials (AEM) and Other Educational Initiatives

The mandates of the Individuals with Disabilities Education Act ([IDEA, 2004](#)) and the Every Student Succeeds Act ([ESSA, 2015](#)) emphasize high expectations for all students and access to the general curriculum to the maximum extent possible. To meet these demands, teachers are expected to facilitate student achievement through high-quality instructional activities. Students typically engage in these activities through participation, communication, and productivity. For students with disabilities, certain aspects of their disability may prohibit them from reaching the grade-level of achievement without the assistance of AT.

AT offers many students with disabilities the power to meet their full potential within their educational programs. The consideration and provision of AT for students with disabilities is mandated in the law.

This section will provide the definitions of Assistive Technology and Accessible Educational Materials and discuss how AT and AEM may be embedded into other

education initiatives. When these tools are embedded, students with disabilities are both accommodated and fully included, providing opportunities for them to reach their full potential.

## Assistive Technology (AT)

AT may be as simple as a pencil grip or as complex as an adapted computer system. The questions are, “How is the technology and/or tool being used?” and “Is it needed for the student to obtain a [free and appropriate public education](#) (FAPE)?”

Individuals with Disabilities Education Act ([IDEA, 2004](#)), which mandates the special education and related services that local education agencies (LEAs) provide, defines assistive technology as including both devices and services.

### Assistive Technology Devices

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 a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.

([IDEA, 2004](#)); ([OAC, 2014](#)).

### Assistive Technology Services

The definition of assistive technology includes both the devices and the services that are necessary to maximize a student’s participation and progress in the educational program. Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. ([IDEA, 2004](#)); ([OAC, 2014](#)).

The Local Education Agency (LEA) or district of service is responsible for AT services such as:

- Evaluating the needs of a student with a disability, including a functional evaluation in the student’s educational environment;
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for students with disabilities;
- Selecting, designing, fitting, customizing, adapting, and applying use of assistive technology equipment;

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

# Myth

**Providing a device (only) meets IDEA requirements**



# Fact

**IDEA requires devices AND supporting services**

## AEM Tie-In:

Though the definition of accessible formats does not include services, they are important to effective provision and use by children with disabilities.

AT devices and services must be considered for all students with an identified or suspected disability (as per IDEA) during their annual IEP meeting for use during daily school activities to support achievement of goals/objectives. AT, when included in the IEP, is a legally binding agreement to provide access to the curriculum for a student.

For more information about the legal mandates influencing AT in education, visit the ATIM module, [Overview of Assistive Technology \(AT\)](#). School administrators may be interested in the ATIM module [AT for Administrators](#) to learn what they can do to support students, families, and educational teams as they implement AT.

## The AT Continuum

Educators must consider the continuum of AT options from low-tech to high-tech and select AT that matches the student's abilities and focuses on improving the student's participation in the educational setting. It is helpful to classify AT according to the task it enables the student to perform. The [AT Domains](#) document demonstrates a wide variety of AT, categorized by curricular areas, physical access needs, and daily living needs. This document provides examples of AT and AEM tools that may be considered. As such, it is not inclusive of all options that are available.

**Myth**   
**AT is always high-tech**



### AEM Tie-In:

Accessible formats can be either digital or paper based.

Oftentimes, educators are already using AT and/or AEM and may not realize that they have already considered and implemented this type of technology. For example, teachers often utilize “common sense” accommodations, differentiation and/or Universal Design for Learning (UDL) that supports students within classroom (e.g., writing guides, colored backgrounds, pencil grips). Even though a student may be using low-tech AT and/or AEM, the tools must be written in the student's IEP and identified as AT and/or AEM to ensure carry-over from year to year or between districts, because this student needs the tool to achieve FAPE. See [Section 5, “Documenting Assistive Technology in the IEP,”](#) for more information.

## Accessible Educational Materials (AEM)

Activities and learning experiences are accessible to students if they can “...acquire the same information, engage in the same interactions and enjoy the same services in an

equally effective, equally integrated manner with substantially equivalent ease of use..." ([Joint Letter US Department of Justice and US Department of Education, June 29, 2010](#)).

Students who struggle with reading may encounter barriers with print-based materials that are part of their academic and curricular content. What is accessible for one student with a disability is not necessarily accessible for another student with a different disability. Referenced in IDEA as Accessible Educational Materials (AEM), these formats include braille, large print, and digital text. The expanded definition of AIM, referred to as AEM includes print and technology-based materials conforming with accessibility standards. AEM are materials designed or converted in a way that makes them usable across the widest range of student variability regardless of format. Accessible formats can include audio, braille, large print, tactile graphics, and digital text conforming with accessibility standards.

Depending on the demands of the classroom tasks and activities, students may use a combination of accessible formats to engage with learning materials. Most often, various features of AT will be needed to support the student's access to [AEM](#). These types of supports are often needed for students who have print disabilities including, but not limited to, students with:

- blindness.
- a visual impairment, or perceptual or reading disability that cannot be improved to the same degree as a student without an impairment or disability.
- a physical disability such that is otherwise unable to hold or manipulate a book or to focus or move the eyes to the extent acceptable for reading.

The Individuals with Disabilities Education Act (IDEA) includes language to "...ensure that children with disabilities who need instructional materials in accessible formats are provided those materials in a timely manner" ([IDEA 2004 Section 300.172](#)). Timely manner is commonly interpreted to mean that students needing accessible formats receive materials at the same time that peers receive their materials. The [CAST AEM Center](#) further suggests that "accessibility is shaped by what we need to do, our interactions with the environment and our personal preferences."

The ATIM module [Navigating Accessible Instructional Materials](#) can help families and educators learn more about accessible educational materials.

## Assistive Technology within Other Educational Initiatives

As teams begin to consider assistive technology (AT) and accessible educational materials (AEM), it's important to understand how these tools and services integrate within other mandated educational initiatives and how they can assist students with disabilities in accessing and participating in the general education curriculum and school activities. Educators should begin with an understanding about accessibility and the barriers that many students face while participating in the general education curriculum and school activities. Equity in education is not all students getting the same thing, but all students getting what they need to improve their skills and knowledge. Every student should be able to fully participate in all school activities and learning experiences.

AT provides a solution for many students with disabilities to reduce the effects of specific barriers. However, AT alone is not enough. Individualized Educational Program (IEP) Teams should carefully consider a planned system with layers of support that include AT. In some cases, students may need multiple layers of instruction and/or intervention. The following sections will discuss various support options including MTSS, UDL, DI, SDI, and how AEM, and AT can be integrated into these various layers of support.

- Multi-Tier System of Support (MTSS)
- Universal Design for Learning (UDL)
- Differentiated Instruction (DI)
- Specially Designed Instruction (SDI)

### Multi-Tiered System of Support

A [Multi-Tiered System of Support \(MTSS\)](#) is a comprehensive, integrated framework designed to meet the varied academic, behavioral, and social-emotional needs of all students through a continuum of evidence-based, systemic practices.

Defined in the Every Student Succeeds Act (ESSA) 2015, MTSS supports a rapid response to student needs, guided by regular observation and data-based instructional decision-making ([Sec. 8101\(33\)](#)). ESSA further emphasizes the importance of MTSS in increasing educators' capacity to effectively teach all learners—including students with disabilities, students with significant cognitive disabilities, and English learners—so they can meet challenging state academic standards ([Sec. 2103\(b\)\(3\)\(F\)](#)).

MTSS consists of three tiers of instruction and intervention:



- Tier 1 includes high-quality, evidence-based instruction and assessment accessible to all students within the general education setting. It emphasizes student choice, flexible instructional methods, and a variety of materials, scaffolds, and supports that accommodate different ways of learning and demonstrating knowledge. All students are general education students, and Tier 1 is the foundation for equitable learning.
- Tier 2 provides targeted, small-group interventions in addition to Tier 1 supports. These strategies offer additional opportunities to reinforce or enrich skills based on identified needs.
- Tier 3 involves intensive, often individualized interventions that are more explicit and focused. These supports, which may occur one-on-one or in very small groups, are designed for students with the most significant needs. Importantly, Tier 3 is not synonymous with special education.

Integration of scaffolds, supports, services, and specially designed instruction are embedded within all tiers of learning. The focus of MTSS is creating strong tier 1 systems and supports that are supplemented, not replaced, by targeted tier 2 and tier 3 supports for all students who may need them.

This systemic approach ensures that scaffolds, accessible materials, assistive technologies, and even specially designed instruction are embedded across the tiers to support inclusion and equitable access for all learners.

### How are AT and AEM Integrated into MTSS?

Technologies and accessible formats should be embedded within each tier of instruction as part of integrated scaffolds and services for all students. Tools such as digital text, text-to-speech, and graphic organizers—commonly available to all students—should be intentionally integrated into Tier 1 instruction and assessment to promote access to the general education curriculum. When these tools are required by a student with a disability to access and benefit from instruction, they function as AT, as determined by the student's IEP team. In Tiers 2 and 3, these same tools can be used in more targeted and intensive ways, in addition to individualized AT and AEM. If the universally available instructional technologies do not meet a student's unique needs, an AT assessment may be necessary to identify specific supports, services, and interventions. AT and AEM should be incorporated at all tiers of a MTSS to ensure equitable access and promote success for every learner.

To learn more about MTSS, visit the following resources:

- [MTSS Data Tip Sheet](#)

- [A Parents Guide to MTSS](#)
- [TIES Center](#)
  - [MTSS for All: Including Students with the Most Significant Cognitive Disabilities](#)
  - [All Means All...Maybe: MTSS Policy and Practice Across States in the United States](#)
- [American Institute for Research \(AIR\) Center on Multi-Tiered System of Supports](#)

### Universal Design for Learning

Universal Design for Learning (UDL) stems from the concept of universal design (UD). As initially conceived, UD was focused on usability. When we consider universal design, we often think of wheelchair accessibility and curb cuts or extra wide bathroom stalls and grab bars. Some people will also think of braille on public restroom signs or perhaps even closed captioning on TVs. It was discovered that when designing with UD in mind, what was intended for one disability population then became usable for many people with applications well beyond the original intent. For example, closed captioning does not only support people who are deaf or hard of hearing, but also those who have difficulty attending, and many who simply prefer the additional visual support it provides. Curb cuts were originally designed for those who use mobility aids and wheelchairs, yet they are also widely utilized for people with strollers and shopping carts.

The same applies and carries over for UDL. UDL is a research-based framework for designing curricula—that is, educational goals, methods, materials, and assessments—that enables all individuals to gain knowledge, skills, and enthusiasm for learning. By simultaneously providing rich supports for learning and reducing barriers to the curriculum, it is possible to maintain high achievement standards for all students. When designing learning environments with these principles in mind, we not only support students with learning difficulties but support the myriads of students in a learning environment.

The [UDL framework](#) encompasses three overarching principles that aim to minimize barriers and maximize learning. A universally designed curriculum includes:

- Multiple means of engagement to challenge appropriately, to motivate, and to allow students to express and participate in their interests.
- Multiple means of representation to allow various ways of acquiring information and knowledge.
- Multiple means of expression to allow alternatives for demonstrating knowledge.

### How are AT and AEM Integrated with UDL?

UDL is a framework that proactively anticipates the needs of all learners with the goal of reducing learning barriers. A classroom using the UDL framework may incorporate technology supports as one way to maximize access to the curriculum for all students. When used in this way, the supports are considered universal tools/technology. These supports can then become AT and/or AEM for a student when needed to overcome barriers to accessing curricular tasks.

For more in-depth information about UDL, visit [CAST](#) and the [OCALI UDL Center](#).

### Differentiated Instruction

Differentiated Instruction is defined as proactively adjusting instructional approaches to meet the individual learning strengths, needs, and interests of students and then adapting lessons to match them. Carol Tomlinson defines differentiation as an instructional approach to help teachers teach with individuals as well as content in mind. “Differentiation really means trying to make sure that teaching and learning work for the full range of students, which really should be our goal as teachers.” ([Tomlinson, 2017](#)). Differentiated Instruction includes the use of ongoing assessment and the use of flexible small groups to target needs based on data. Teachers can differentiate content, process, instructional materials, or the learning environment to meet individual and/or small group needs. “Differentiation doesn’t suggest changing the outcome for students, but rather finding different avenues to success with those outcomes.” ([Tomlinson, 2017](#)).

## How are AT and AEM Integrated with Differentiated Instruction?

For some students, combining UDL and further individualizing through differentiated instruction is a start but may not be enough to support a student's full access needs. It may be necessary to layer in additional levels of support for a student through the integration of individualized AT and AEM.

For more information about including differentiated instruction into instruction and assessment design visit the [Access to the General Education Curriculum for All Learners](#) website. (See [Chapter 8: Tier I Continued: A Focus on Standards Aligned and Accessible Lesson Planning](#)).

## Specially Designed Instruction

[Specially designed instruction](#) (SDI) is defined by IDEA as “adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child’s disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.” ([IDEA 2004 Sec. 300.39\(b\)\(3\)](#)).

Content should focus on targeted needs that have been identified by diagnostic data, starting with the most foundational to those closest to grade-level. Methodology refers to the evidence-based practices or strategies that have been proven most effective with individual disability profiles. This can include AT, AEM and/or adapted materials. And finally, delivery refers to the timing (time of day and number of days per week), duration (over what time period), intensity (number of minutes per session), skill-group size, provided by a highly qualified instructor in the area(s) of need and/or highly skilled in the method of delivery required to access curriculum.

SDI is the unique combination of instruction, intervention, related services, supplementary aids, accommodations, and other adaptations and support that the IEP team selects to accelerate the student’s growth. Effective SDI is collaboratively developed, implemented, and evaluated by a team that includes teachers, other service providers, and the student and family.

## How are AT and AEM Integrated with SDI?

SDI ensures that a student can access the general education curriculum with necessary support. That support may include different teaching strategies, specialized materials, and/or AT and AEM. SDI is “how” a student with a disability is taught differently to meet their specific needs as outlined in their IEP. The instructional

practices and materials used, including AT and/or AEM, the instructional setting, and the intensity of intervention are customized to meet the student's individual needs.

To learn more about SDI, visit the follow resources:

- [Ohio's Definition of SDI contained in the Operating Standards for Education of Children with Disabilities \(p. 32\)](#)
- [Maryland Online IEP Learning Modules](#)
- [Maryland Technical Assistance Bulletin](#)

## Quality Indicators and Key Concepts

### Quality Indicators for Assistive Technology (QIAT)

Quality Indicators for Assistive Technology (QIAT) has defined a set of descriptors that serve as a guide for quality AT services. The basics of these [indicators](#) are included here to assist districts as they integrate AT service delivery into current district policies and procedures and/or continuous improvement plans.

Additionally, the [QIAT Matrices](#) may be used to guide a collaborative self-assessment of AT service delivery conducted by an LEA team and used to plan for changes that lead to improvement in attainable steps for AT service delivery.

Additional information about the QIAT Indicators for the following topic areas can be found at [qiat.org](http://qiat.org).

- [Consideration of AT Needs](#)
- [Assessment of AT Needs](#)
- [AT in the IEP](#)
- [AT Implementation](#)
- [Evaluation of Effectiveness of AT](#)
- [AT and Transition](#)
- [Administrative Support for AT](#)
- [AT Professional Development](#)

## Key Concepts

- AT can be part of the carefully considered and planned system of layered supports guaranteeing access to educational opportunities for students.
- AT devices and services can level the playing field for students with disabilities by providing equitable access to the curriculum and support for student participation in the least restrictive environment (LRE).
- AT devices support all academic areas, daily living skills and extracurricular activities.
- It is not the device that defines a tool as assistive technology, but whether the student needs the tool to participate.
- In the annual IEP meetings of all students with identified or suspected disabilities (as per IDEA), educators must consider how AT devices and services can support achievement of goals/objectives during daily school activities.
- When AT devices are identified, AT services such as assessment, training, acquisition, and maintenance will be needed as well. Both tools and services must then be documented in the IEP.
- If a student is using accessible educational materials (AEM), AT will often be required to access these materials.

## Section 2: Assistive Technology (AT) Consideration in the IEP

Annually, the Individualized Education Program (IEP) team is required to “consider” the assistive technology (AT) needs of every student receiving special education services ([IDEA, 2004](#)). At this time, the accessible format of their curricular materials (i.e., the accessible educational materials or AEM) should also be considered too. When addressing “AT consideration” within the IEP process, it is important to realize that “consideration” is by nature a brief process that must be conducted during the development of every student’s annual IEP. At least one person on the IEP team should have some knowledge about AT. Consideration of AT and/or AEM must be integrated into the IEP process, as opposed to being an afterthought or simply a “special factor.” Consideration of AT and/or AEM is intended to be a collaborative process.

Ohio’s [AT Decision-Making Tool](#) can help guide the team through an appropriate process of first considering universal tools and then AT and accessible educational materials (AEM) as needed to improve a student’s ability to access and make progress

in grade level standards. In-depth information about the AT consideration process is outlined in the Assistive Technology Internet Modules (ATIM) [AT Consideration in the IEP Process](#).

# Myth

**AT is considered at some IEP meetings**



# Fact

**AT is considered at every IEP meeting**

#### AEM Tie-In:

Though it is not specified as a requirement under IDEA, the IEP Team is strongly encouraged to consider whether a child needs accessible formats and which formats they need each time they develop, review, or revise an IEP.

In addition to the consideration during the IEP process, AT should be considered:

- During the Evaluation Team Report (ETR) process
- As a support needed for local and state testing as permitted and used regularly within the classroom
- Anytime the student encounters a barrier to access or participation

AT may be considered:

- Within the MTSS framework, as a part of accessing Tier 1 instruction and/or assessment for students with identified disabilities as per their IEP
- As a part of the MTSS framework, integrated into Tier 2 and 3 instruction/interventions for students who have specific tools/supports outlined in sections 7 or 12 of their IEPs
- As part of identification of supports for students with disabilities who are provided with a 504 plan

Consideration of AEM:

Following the identification of AT or appropriate universal tools/technologies, if the task requires reading or access to text-based materials, consider whether the student requires accessible formats such as audio, braille, large print, tactile graphics, and digital text conforming with accessibility standards to access print-based due to one of the following. Please note that the student may need multiple accessible formats, so additional AT may be needed. The student ([eligible person](#)) is an individual who regardless of any other disability:

- is blind (also see [braille provision in IDEA](#)).
- has a visual impairment, or perceptual or reading disability that cannot be improved to the same degree as a student without an impairment or disability.
- is otherwise unable, through a physical disability, to hold or manipulate a book or to focus or move the eyes to the extent acceptable for reading.

## Identifying the Student's Needs and Required Tasks

Before determining the tool, device, and/or accessible format that may belong in the student's IEP, the educational team needs to identify the student's needs, anticipated tasks, and environments. Teams must identify what specific task or educational goal the student needs to do that is currently difficult or impossible. The [AT Domains](#) document may help the team to learn more about the descriptions of the various areas of AT and AEM.

Considering the various areas of AT and AEM, begin with the question: What do we expect the student to be able to do within the educational program that they are not able to do because of their disability? With the goal of independence, efficiency, or effectiveness for their tasks, consider these scenarios:

- Braden, a 7-year-old student is unable to use a pencil to write letters and words clearly. Currently, he dictates answers to his teacher for many assignments, while his peers can independently write using pencils or type on the computer. How could the use of AT allow Braden to independently write answers for school assignments?
- Lupita, an 8-year-old student is having difficulty viewing the text in her second-grade books because the text is too small for her to see. Her peers read the text aloud to her but are not always available. How could the use of AT and/or AEM allow Lupita to independently gain information from the text material?
- Connor, a 13-year-old student can access writing tools and a computer to complete assignments. However, because of severe spelling and grammar errors, most of his production of written work is not equal to the quality expected at his grade-level, despite explicit instruction in these areas. Connor is



still expected to spell and use grammar at the level of same-age peers. How could the use of AT allow Connor to improve spelling and grammar in all assignments?

- Malik, a student with developmental disabilities, is fully included in a fourth-grade classroom. Malik's parents want them to participate in all academic activities as their same-age peers. Learning the grade level content and completing all the assignments on time is becoming more challenging for Malik. Therefore, a full-time aide is needed to complete assignments. How could the use of AT allow Malik to access the curriculum and complete assignments more independently?
- Lisa, a student with significant communication and behavioral challenges, receives most of her specialized instruction in a self-contained special education classroom. She initiates a few signs and uses gestures to obtain her wants and desires. She frequently displays verbal and physical behaviors that can be distracting during classroom activities when her peers don't understand what she is trying to communicate. Because of this behavior, her opportunities to remain engaged in the general education activities are limited. How could the use of AT provide Lisa with a way to communicate her needs more effectively?

# Myth

**AT should only be considered for certain children**



# Fact

**AT must be considered for all children with IEPs**

**AEM Tie-In:**

Accessible formats should be considered for all children with IEPs.

Each of these students experience barriers in participating in classroom activities through typical modes due to their disabilities. Determination of special education services and goals/objectives must be based on a clear understanding of the student's

needs and the classroom expectations. In all the above student scenarios, considering the use of AT and/or AEM supports the student's participation and access within the classroom settings.

The use of AT and/or AEM may help the student:

- Receive instruction within the least restrictive environment (LRE).
- Participate and make progress in the grade level standards (e.g., reading, writing, math, science, etc.).
- Participate in extracurricular and non-academic activities (e.g., music, art, sports, functional activities such as orientation and mobility, independent living skills, etc.).
- Use accessible format materials (e.g., audio, braille, large print, tactile graphics, and digital text conforming with accessibility standards).
- Access auditory and visual information.
- Enhance communication and social interactions.
- Participate in readiness activities for postsecondary training and education, competitive integrated employment, and independent living.
- Participate in state and local assessments.

NOTE: This should not be considered a comprehensive list.

For more information about the consideration process, visit the ATIM module [AT Consideration in the IEP Process](#).

## The Difference Between “Consideration” and “Assessment”

Consideration is a process to determine if AT and/or AEM is needed using existing student data. An assessment is needed if the team needs additional information and data about the student's abilities and needs to make informed decisions regarding potential AT and AEM including both devices and services.

The decision to complete an assessment must be written into the IEP document, indicating the areas of concern that will be explored. The assessment procedures may be completed by the existing IEP team if knowledgeable resource persons serve on the team. Otherwise, it may be necessary for the IEP team to seek additional support such as reaching out to your local [State Support Team](#), [Educational Service Center](#), [OCALI AT&AEM Center](#), or other professionals knowledgeable in AT.

# Myth

**AT evaluation is required prior to provision of AT**



# Fact

**AT evaluation can be included, but is not required**

## AEM Tie-In:

Unless a child is blind or visually impaired, IDEA does not specify requirements for an accessible format evaluation.

## Time to Decide!

As a result of AT and AEM consideration, the team will reach one of the following decisions and indicate “yes” or “no” on the Special Instructional Factors section of the IEP. Document the consideration decision in the student’s IEP and Prior Written Notice.

“Does the child need assistive technology devices and/or services?”      Yes      No

1. AT or AEM is not needed. The student is making adequate progress with the available instruction and interventions. The student can efficiently, effectively, and independently engage in school and life tasks without AT or AEM support. Indicate “no”.
2. AT is needed. The student is dependent upon the use of universal tools/technologies and/or requires dedicated AT devices. The needed AT features, services, or the need for further assessment has been determined. Indicate “yes”.

If the student needs AT, but the team needs more information, the AT assessment process should be initiated. For more information about the assessment process refer to Section 3, The Assistive Technology Assessment Process.

3. AT and AEM are needed. The needed AT features and AEM format(s), services or the need for further assessments have been documented. Describe in the IEP how, when, and where the current devices and services will be provided. Indicate “yes”.

## Quality Indicators and Key Concepts

### Quality Indicators for Consideration of Assistive Technology Needs

Consideration of the need for AT devices and services is an integral part of the educational process contained in IDEA for referral, evaluation, and IEP development. Although AT is considered at all stages of the process, the [Quality Indicators for Consideration of AT Needs](#) are specific to the consideration of AT in the development of the IEP as mandated by the Individuals with Disabilities Education Act (IDEA). The QIAT website gives guidance to teams on how to effectively implement quality AT consideration and common errors made in service delivery. Additionally, the QIAT [Consideration of AT Needs Matrix](#) forms are available to assist teams in evaluating the effectiveness of their AT consideration processes. In most instances, the Quality Indicators are also appropriate for the consideration of AT for students who qualify for services under other legislation (e.g., 504, ADA).

### Key Concepts

- District IEP teams must consider AT for all students with disabilities who have IEPs.
- The consideration process is more than putting a simple check in the AT section of the Special Instructional Factors section of the IEP.
- The team should have a meaningful discussion about the student's AT-related needs.
- The process of consideration is ongoing. The team may need to revisit the student's AT needs whenever their needs change or when they are in new environments, but at least during an annual IEP review.
- AT consideration and AT assessment processes are different.
- It's important to also consider AEM throughout the AT Consideration process.

## Section 3: The Assistive Technology (AT) Assessment Process

As an outcome of the AT consideration process, the Individualized Education Program (IEP) team may decide the student needs an AT assessment. The need for an AT assessment may have also been generated as an outcome of using the [AT Decision-Making Tool](#) or it could also have been generated by a parent or an educational professional due to identification of a barrier the student is experiencing in their educational program. AT Assessment includes careful selection of devices and tools that match student needs to features of AT devices. The selected AT must be useful in the student's environment to perform needed tasks. To make this type of recommendation, the student's educational team must collaboratively identify the needs and generate solutions that will facilitate the identified goals.

Once the IEP team determines an assessment is needed, the district will obtain informed parental consent ([Prior Written Notice to Parents](#)) to assess for assistive technology and follow the evaluation process to determine the need for assistive technology.

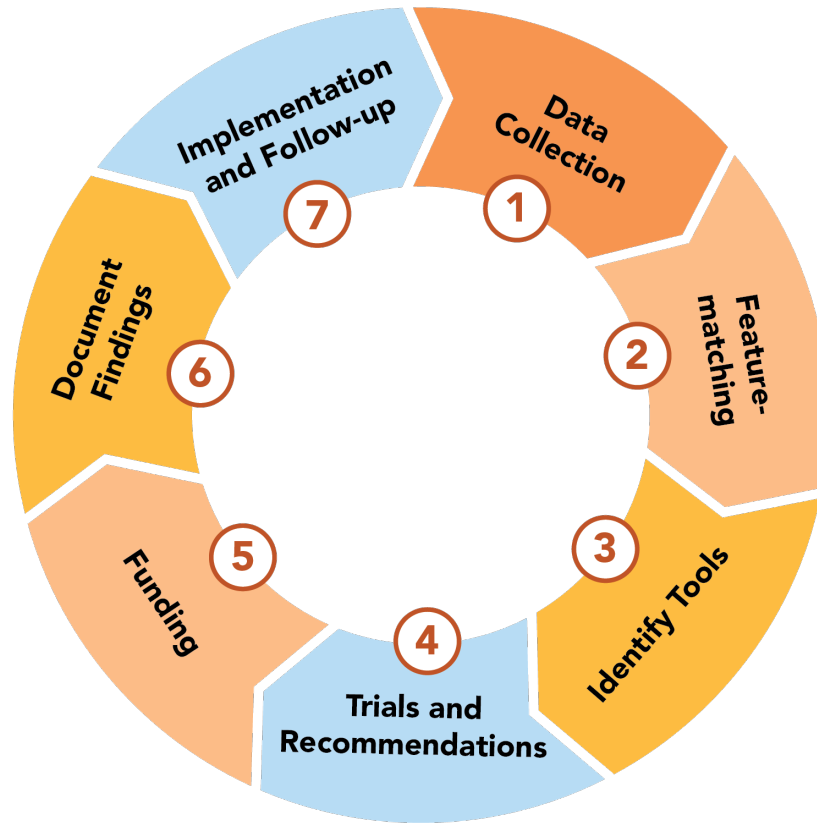
### Identifying the Assessment Team

As required by IDEA, an AT assessment must be a functional evaluation that occurs in the student's customary environment (IDEA, 2004; OAC, 2014). The assessment is typically conducted by the student's IEP team but may include others who are significant in the student's service provision (teachers, family members, paraprofessionals, related service providers such as the occupational therapist (OT), physical therapist (PT), speech and language pathologist (SLP), medical staff, community members and others who are knowledgeable about the student and assistive technology).

Generally, the IEP team should be able to conduct an AT assessment. However, an AT consultant may be needed if no one on the educational team feels knowledgeable about AT to facilitate the team in conducting the assessment process. Also, it may be helpful to include school technology staff to inform the team about technology already available in the school. Consult with your local education agency (LEA) for specific requirements. Contacting your local [State Support Team](#) or [Educational Service Center](#) is a good place to start when seeking support with the AT assessment process.

The following is designed to guide educational teams in a systematic assessment process and determination of AT for individual students. First, an assessment team is formed and then the primary task is identified. After which, the specific steps of the AT assessment process may begin.

## Steps of the AT Assessment Process



When the assessment process has been initiated, the assessment team can follow the steps of the AT assessment process to identify AT devices and services that will benefit the student.

### STEP 1: Data collection of student, environment, tasks, and other relevant information

To identify features of AT devices that might help a student, it is important to collect data about the student's needs and abilities, the tasks they are having trouble with, and the environment where they need to accomplish those tasks. Data can be obtained from diverse sources, including past Evaluation Team Reports (ETR), classroom observations, formative assessments from the teacher, and so on. More information about [data collection](#) is available in the ATIM module, [AT Assessment Process in the School Environment](#).

The SETT Framework guides IEP teams by ensuring all team members have the same shared understanding about the Student, Environments, and Tasks so that discussion around potential Tools can be productive. During the assessment, the team proceeds through the following problem-solving process utilizing the SETT Framework:

- Strengths, Needs, and Abilities – The assessment begins with an analysis of the student’s strengths and preferences. Next the team will look at the student’s needs, abilities, and skills. These are used to determine the student’s capabilities and functional levels of performance.
- Environments – Relevant environments in which the AT is needed must be considered and will involve discussing various settings and expectations. This may include extracurricular activities in the school or community and homework requirements in the home environment. If the student requires AT to support community and work-related goals in their IEP, these environments may be considered as well.
- Tasks – Tasks are what the student needs to be able to do to access the curriculum and school related activities. These are the school tasks the student is not able to do or finds difficult to complete within the school setting. While a student may have several tasks that are difficult to accomplish, the team will need to prioritize the tasks and focus the AT solutions on a specific functional area of concern (e.g., writing, reading, math).
- Tools – Tools are the AT that will be determined through this process and by matching the features of potential tools to the specific needs of the student.

The [SETT Framework - Part I](#) is a form that can be used during the AT assessment process to document the student’s needs and abilities, their environments, and the tasks they need to accomplish. A variety of [frameworks and tools](#) are available on the AT&AEM website to assist with the AT assessment process.

# Myth

**AT tool selection  
does not need to  
be individualized**



# Fact

**AT devices and services are  
individualized to the child's  
specific needs**

## AEM Tie-In:

The provision and use of accessible formats need to be responsive to a child's individualized needs.

### STEP 2: Feature-matching: Match student needs to device features

Once the team has a well-rounded understanding of the student's needs and abilities, they can begin to brainstorm potential features of AT tools and/or devices. One tool available to help identify features of AT is [SIFTS](#). This is an online tool that asks questions about a student's needs and abilities and connects them to features of AT devices. SIFTS is organized by domains related to a specific area of focus such as reading, writing, or organization, to name a few. After features are identified using SIFTS and other tools, the feature-matching process continues. Using the [SETT Scaffold for Tool Selection - Part I - Identifying Tools](#), the team can list features of AT devices along the top of the page and specific AT devices along the left side column. This form allows the team to determine which AT features needed by the student are available on which device.

### STEP 3: Identify tools with needed features for trials

As a result of data collection using the SETT framework and SIFTS, teams can use the collected information to prioritize and filter specific AT tools/devices. The [AT Selection](#) section of the AT&AEM Center website provides resources to look for AT that match the identified features. In addition, searching by desired AT features can help the team identify specific AT tools/devices. For example, go to an Internet search engine and type the feature plus assistive technology,



such as “word prediction assistive technology.” Then, the [SETT Scaffold for Tool Selection – Part 2 – Prioritizing Tools](#) can assist teams to document, justify, and prioritize the various AT to find the best match to the student's needs. It is possible that several different tools can meet the student’s needs equally, and as such the team can only then consider the cost and availability.

# Myth

## AT is always high-tech



# Fact

## AT can be no or low-tech, mid-tech, or high-tech

AEM Tie-In:

Accessible formats can be either digital or paper based.

### STEP 4: Conduct trials, collect and analyze data, provide recommendation

At this point, the team has likely identified a few specific AT devices for the student to review. The next step is to arrange hands-on trials with those devices. Trials of equipment can occur through [OCALI’s Lending Library](#) or one of [Ohio’s several short-term regional](#) or [state-wide AT lending libraries](#). Additionally, trials can at times be arranged with AT product vendors; however, vendors sometimes charge fees for equipment loans. Data collection is imperative at this stage of the assessment process as well, because it will provide objective measures of which devices worked for the student. The length of time and type of data that must be collected is determined by the AT assessment team based on the student’s individual needs. A useful guide to assist teams in determining what data to collect and how to collect the data is the document, [How Do You Know It? How Can You Show It?](#) (Reed, Bowser, & Korsten, 2004). After the data is collected and analyzed, the team should meet to determine which AT device showed the best results. Once a specific device

or set of AT features has been identified, the next phase is the process of writing up a specific recommendation and acquiring the AT. One example of a report template to request medical funding (i.e. Medicaid/Medicare) of an Alternative and Augmentative Communication (AAC) device is the [AAC Report Coach](#).

#### STEP 5: Investigate and secure funding and acquire needed technology

Under IDEA, AT devices and services must be provided if they are required for the student to receive a Free Appropriate Public Education (FAPE). The student's IEP team makes this determination. The LEA is responsible for providing AT as identified in the IEP. Ohio Administrative Code indicates that:

1. Each school district must ensure that AT devices or AT services, or both, as those terms are defined in rule [3301-51-01](#) of the Administrative Code, are made available to a child with a disability if required as a part of the child's:
  - a. Special education under rule [3301-51-01](#) of the Administrative Code;
  - b. Related services under rule [3301-51-01](#) of the Administrative Code; or
  - c. Supplementary aids and services under rule [3301-51-09](#) of the Administrative Code.
2. 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.  
(OAC, 2014).

Throughout the assessment process it is important to remember it is the school's responsibility to provide the recommended AT device, but there are many additional avenues to obtain funding. These might be disability specific agencies, federal and state programs, and philanthropic organizations depending on the students' and families' needs.

If the AT will be used specifically to support educational activities and is needed to provide the student with FAPE, then the student's LEA will likely be the funding source. [Section 4, Funding Assistive Technology](#), describes additional funding sources to explore and under what circumstances those funding sources can be used.

#### STEP 6: Document findings in the required forms

After the AT tool/device has been identified, document the specific set of features in the student's IEP. This will ensure the AT is available to the student in all environments in which it is needed. AT must be included in IEP form (PR 07)

in Section 2 – Special Instructional Factors. In the Ohio IEP, Section 7: Description(s) of Specially Designed Services has an Assistive Technology section where this should be documented. In addition to these sections, AT devices and services may also be documented in the following areas:

Front Page: Other Information/Amendments

- Other Information
- Amendments

Section 1: Future Planning

Section 2: Special Instructional Factors

Section 3: Profile

Section 5: Postsecondary Transition and Postsecondary Transition Services (Section 5 if Transition is selected)

Section 6: Measurable Annual Goals

- Present Levels of Academic Achievement and Functional Performances
- Measurable Annual Goal(s)
- Measurable Objectives/Benchmarks

Section 7: Description(s) of Specially Designed Services

- Specially Designed Instruction
- Related Services
- Assistive Technology
- Accommodations

Section 8: Transportation as a Related Service

Section 9: Nonacademic and Extracurricular Activities

Section 12: Statewide and District Wide Testing

Section 5 of the AT Resource Guide, Documenting AT in the IEP, addresses how AT can be incorporated in each of these areas. The ATIM module [AT Supports and Services in the IEP](#) is another resource that addresses documentation of AT in specific sections of the IEP.

#### **STEP 7: Implement the selected AT and follow-up to monitor changes or new AT needs**

Implementation is a broad term that includes not only setting up the new AT for use during the school day but ongoing monitoring of its effectiveness, as well as conducting updates. Updates might address new content-related material, new

tasks to be accomplished while using the AT, or new environments in which the AT will be used. AT assessment is an ongoing process. When changes in the student's abilities, environments, and/or educational needs are noted, data should be collected, and steps should be taken to determine any needs for additional information or changes to the implementation of AT. Such changes may include the student needing new access tools, due to changes in physical abilities, due to additional vocabulary for content-related subject matter or vocational opportunities, or simply due to increasingly complex curriculum such as going from basic math (e.g., addition/subtraction) to advanced math (e.g., graphs and calculus notations).

# Myth

**Only AT professionals  
can provide AT  
devices and services**



# Fact

**IDEA requires a qualified individual in the  
LEA (general educator, special educator, or  
related service provider) provide AT**



## AEM Tie-In:

As with AT devices and services, the individuals involved or the process(es) needed to select, acquire, and support the use of accessible formats of educational materials vary according to the child's needs as determined by the IEP Team.

Another component of implementation is transition. Transitions occur frequently in schools—each time a new school year begins, a student changes classes or teachers, new staff is added, the student enters a new building, and so on. Students using AT benefit greatly from carefully planned transitions. In particular, student records are critical for new staff to review, as they will enable them to understand the abilities of the student, expectations in the educational program, and ways that the AT facilitates expected student participation. In turn, incoming staff should examine the environment and tasks required in the new

setting. In short, collaboration between “old” and “new” must take place. For more information about transitions, visit the ATIM module [AT Transitions](#).

By nature of the AT assessment process being an ongoing process, this implies that the implementation of AT is never finished. Data collection should be ongoing, with set times to revisit AT usage at least yearly or more as needed. The ATIM module [AT Implementation](#) delves deeper into the topic, looking into [AT competence](#) through operational, functional, strategic, and social skills and any necessary monitoring and adjustments.

## Quality Indicators and Key Concepts

### Quality Indicators for the Assessment of AT Needs

The [Quality Indicators for the Assessment of Assistive Technology Needs](#) is a helpful resource for teams to reflect on their assessment processes and to ensure they are providing high-quality AT assessments. Once the AT is obtained, the process is not over and should continue with implementation and ongoing assessment. At this point, both the Quality Indicators for [AT Implementation](#) and the [Evaluation of the Effectiveness of AT](#) can be referenced to further ensure best practices are followed to support the ongoing, day-to-day use of AT in the classroom.

## Key Concepts

- As an outcome of the AT consideration process, the IEP team may decide that the student needs an AT assessment. AT assessment can also be requested outside of the IEP development and review process—for example, by a parent or an educational professional.
- AT assessment must be a functional evaluation that occurs in the student's customary environment.
- Selection of devices or equipment should never be based on the recommendations of a single team member but rather those of a team of people who know the student and at least one member who is knowledgeable about AT.
- IEP team members are responsible for having the knowledge and skills to serve all students on their caseload. Such competency includes being able to serve those who have AT needs. Furthermore, the administrator is responsible for providing professional learning opportunities for IEP team members to increase their skills and knowledge about AT as needed.
- As a part of the assessment process, data from device trials must be collected and analyzed to make objective decisions about the features of AT devices the student needs.
- Once the AT is obtained, the process is not over and should continue with implementation and ongoing assessment.

## Resources

- [AT Resource Guide - Section 3 The Assistive Technology Assessment Process](#)
- The [SETT Framework](#): Resources to learn more about the SETT Framework - Student, Environment, Tasks, and Tools
- [WATI Student Information Guide](#)
- ATIM Modules:
  - [AT Assessment Process in the School Environment](#)
  - [AT Consideration in the IEP Process](#)
  - [AT Assessment Tools](#)
  - [The WATI AT Assessment Process](#)
- OCALI lending library
  - [AT devices](#)
  - [AT assessments](#)
- [SIFTS](#): online AT feature-matching tool

## Section 4: Funding AT

This section provides information about funding options for assistive technology (AT) devices. It includes basic information about the laws supporting the acquisition of AT by Local Education Associations (LEAs) and will be helpful to both families and educators in Ohio to gain a better understanding about the wide variety of AT funding sources and conditions for use. For more in-depth information on the funding process for AT, please visit the ATIM module [Funding Assistive Technology](#).

**Myth**   
**AT is expensive**



 **Fact**  
**AT can be little to no-cost, or expensive**

### AEM Tie-In:

As with AT, some types of accessible formats may be expensive to produce. Examples include embossed braille and tactile graphics. Federal funding offsets the cost for SEAs and LEAs to provide accessible formats of educational materials.

## LEA Responsibilities for AT Provision

Under IDEA, AT devices and services must be provided if they are required for the student to receive a Free and Appropriate Public Education (FAPE). The student's Individualized Education Program (IEP) team makes this determination. It is the responsibility of the LEA to provide AT as identified within the IEP. Ohio Administrative Code indicates that:

- (1) Each school district must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in rule [3301-51-01](#) of the Administrative Code, are made available to a child with a disability if required as a part of the child's:

- (a) Special education under rule [3301-51-01](#) of the Administrative Code;
- (b) Related services under rule [3301-51-01](#) of the Administrative Code; or
- (c) Supplementary aids and services under rule [3301-51-09](#) of the Administrative Code.

(2) 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.

(OAC, 2014)

There are many types of funding that LEAs can utilize to obtain the AT. In providing AT, the LEA may purchase it directly, borrow it, rent it, or seek an outside or third-party funding source.

# Myth

**Providing AT devices and services is optional**



# Fact

**Providing AT devices and services is required if necessary to provide FAPE**

#### AEM Tie-In:

The SEA or LEA is responsible for providing accessible formats in a timely manner, at no cost to the parent, when the IEP Team determines that a child needs accessible formats of educational materials.

## Determining the Appropriate Funding Source

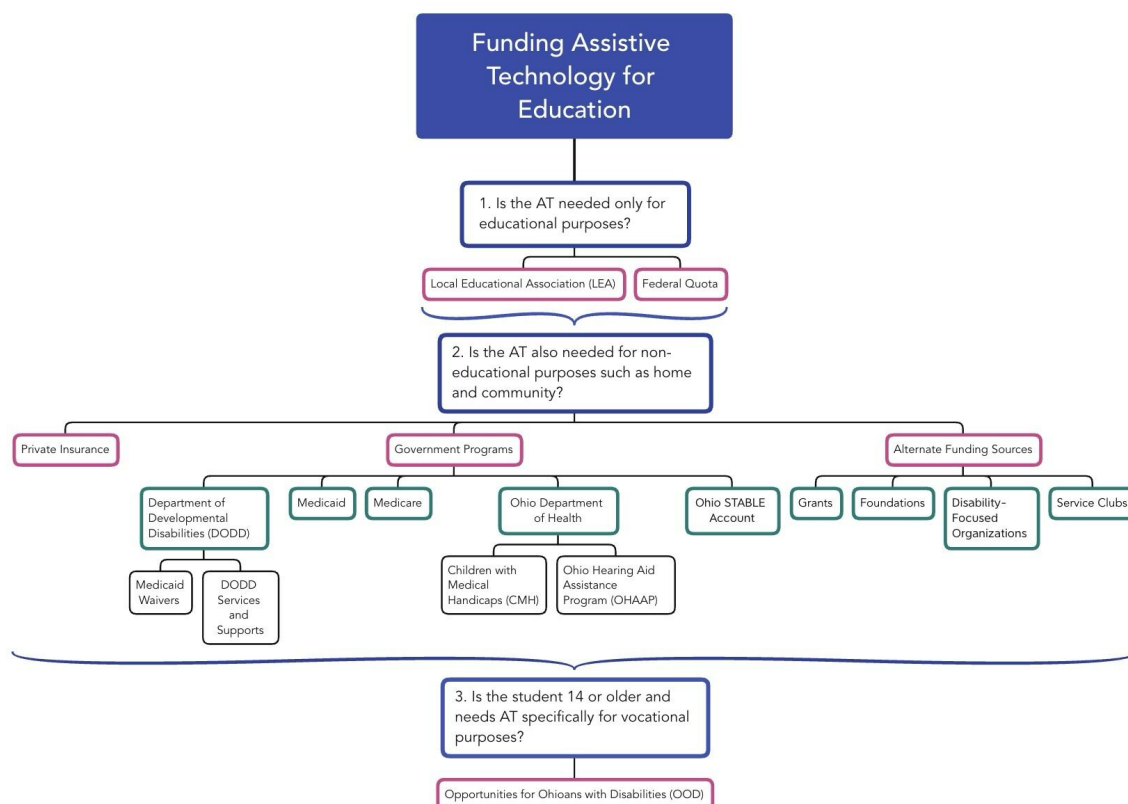
Exploration of AT funding follows the AT assessment process after trials of devices and collection of data through which the team makes a recommendation for a specific AT device. The data from the assessment process—including specific aspects of the student's needs, environment, tasks, and then equipment trials—can be included in a



funding request provided to a specific funding source. For more in-depth information about AT assessment including equipment trials refer to [Section 3: The Assistive Technology Assessment Process](#).

The type or source of funding used to purchase the recommended devices is often related to the intended use of the AT. In other cases, it may also be related to the student's type of disability. The following questions can help teams determine which funding sources should be pursued:

1. Will the AT be used only for educational purposes?
2. Does the family wish to also use the AT at home and/or within the community for non-education related activities?
3. Is the student 14 years old or older, and will the AT be used to support access to vocational activities?



The funding flowchart organizes a wide range of funding options based on the student and family's needs, including options for LEA funding, funding for home and community use of AT, and funding for vocational purposes. [Click here to download the image to view larger.](#)

### Image description:

Funding Assistive Technology for Education. Question 1. Is the AT needed only for educational purposes? Two options: Local Educational Association (LEA) or Federal Quota. Both lead to question two. Is the AT also needed for non-educational purposes such as home and community? Three options: Private Insurance, Government Programs, Alternate Funding Sources. Private Insurance has no sub-categories. Government Programs has five sub-categories: Department of Developmental Disabilities (DODD), Medicaid, Medicare, Ohio Department of Health, Ohio Stable Account. Department of Developmental Disabilities (DODD) leads to Medicaid Waivers and DODD Services and Supports. Medicaid, Medicare, Ohio STABLE Account have no sub-categories. Ohio Department of Health leads to Children with Medical Handicaps (CMH), and Ohio Hearing Aid Assistance Program (OHAAP). Alternate funding sources leads to Grants, Foundations, Disability-Focused Organizations, and Service Clubs, all of which have no sub-categories. Private Insurance, Government Programs, Alternate Funding Sources and their sub-categories all lead to question number three. Is the student 14 or older and needs AT specifically for vocational purposes? One option: Opportunities for Ohioans with Disabilities (OOD). This has no sub-category

## Funding AT for Educational Purposes

When the AT will be used at school and possibly for educational purposes in the home and community, the funding typically stems from two main sources. Direct funding can be accessed through the LEA or in some cases, if the student is blind or visually impaired, Federal Quota funds.

### LEA

If the AT will be used specifically to support educational activities and supports and the student's access to FAPE, then the student's LEA will likely be the funding source. If the LEA purchases the AT, it belongs to the LEA and is generally used in the school environment. The student's IEP team determines if school-purchased AT devices are able to be used at home or other settings in order to receive FAPE. The LEA is fiscally responsible for any repairs or upkeep needed for the device and is also responsible for providing a comparable device during maintenance or repairs. LEA staff must remember: they cannot delay providing the needed AT devices or services while they are seeking funding either internally or from other sources.

# Myth

**The child can wait for their AT while the district works with the company to acquire it.**



# Fact

**AT is to be made available to the child as soon as possible.**

## AEM Tie-In:

As with AT devices, accessible formats should be made available to the child in accordance with the child's IEP as soon as possible following the development of the IEP if they are required as part of the child's special education or related services.

## Federal Quota

The Federal Act to Promote the Education of the Blind enacted by Congress in 1879 established funding known as [Federal Quota](#), which is supplemental funding for the provision of educational materials for registered students who meet the definition of blindness (MDB), function at the definition of blindness (FDB) or the qualify under the “IDEA definition of a student with a visual impairment” as defined by the American Printing House for the Blind (APH). Educational materials may include braille and large print textbooks and supplemental learning materials, audiobooks, and AT. Funding is based on an annual registration of eligible students in each state which determines a per capita amount of money designated for LEAs to use on behalf of registered blind students for the purchase of educational materials produced by APH.

In Ohio, the annual registration of students and subsequent management of the designated Federal Quota funds are administered by the Ohio Department of Education and Workforce and the OCALI AT&AEM Center. Materials can be requested for registered students by using the [Online Order Request Portal](#). These funds are supplemental and may not address all the needs of a student. While some materials may be able to be provided through Federal Quota, it is supplemental funding and ultimately the responsibility lies with the LEA.

## Funding AT Beyond Educational Purposes

In some cases, the same AT that is needed at school is also needed in the home and community. Seeking outside funding for AT is most appropriate when it is desirable for the device to belong to the family rather than the LEA. This also allows devices to go with students who move to another LEA or graduate. Augmentative and Alternative Communication (AAC) devices and wheelchairs or other mobility devices are examples of this type of AT. In these cases, other funding streams may be utilized. These include private insurance, government programs, and alternative funding sources. Each will be described below. Eligibility requirements and items funded through these programs change frequently. It is best to reach out directly to the funding source to determine specific opportunities for funding based on the needs and characteristics of the individual served.

### Private Insurance

Private insurance refers to a contract between the individual/family and an insurance company. The policy coverage, enrollment requirements, and co-payment requirements vary among insurance companies. Medical insurance is based on the “medical necessity” of services and equipment. Private medical insurance may provide certain types of AT and AT services under three categories of funding: prosthesis, durable medical equipment, and therapy services. An LEA may request but cannot require families to use private insurance to pay for a student’s required services or devices. In many cases, families are willing to pursue this avenue for a communication device or other AT since that will allow them to retain ownership. Private insurance funding can be pursued for AT in collaboration with the student’s family but cannot delay provision.

When an AT device is funded by a third party such as private insurance the family generally owns it, and it can be used for purposes other than educational goals at the families’ discretion. If the device is used at school to meet the goals of the IEP, the LEA is responsible for the repair and maintenance of the device or replacement of the AT that is specified in the IEP.

# Myth

**The school is less responsible if the child uses their own AT**



# Fact

**AT devices and services are documented in the IEP and are the responsibility of the LEA**

## AEM Tie-In:

Whether materials are used on an LEA's or a child's own device, SEAs and LEAs are responsible for developing digital rights policies and procedures for the legal distribution and use of accessible formats.

## Government Programs

Several government programs are available to support funding of AT. Each has its own stipulations and nuances of the type and dollar amount of AT it may cover. This section will provide a brief overview of the options available in Ohio but will require further investigation if the IEP team is considering utilizing one of these options.

## Department of Developmental Disabilities (DODD)

DODD offers funding for AT through [Medicaid Waivers](#). [DODD Rule 5123-9-12](#) "Home and Community-Based Services Waivers – Assistive Technology Under the Individual Options, Level One, and Self-Empowered Life Funding Waivers" defines assistive technology; sets forth provider qualifications, requirements for service delivery, and documentation of services; and describes payment standards for AT through the various waiver programs. For more information regarding other AT opportunities in Ohio, please check in with your [County Board](#).

## Ohio Department of Medicaid

Medicaid is a federal program of medical assistance for low-income individuals including persons with disabilities. Although the federal government establishes certain parameters for all states to follow, each state administers its Medicaid program differently, resulting in variations in Medicaid coverage across the country. The [Ohio Department of Medicaid](#) provides funding to many different types of [medical equipment](#), including AAC devices or "speech generating devices," orthotics and wheelchairs, etc.

## Medicare

[Medicare](#) is a federal health insurance program that serves individuals over 65 years of age plus those with severe disabilities who are under 65. Medicare covers certain medically necessary assistive technologies under its statutory benefits for durable medical equipment, prosthetic devices, and orthotic devices (42 U.S.C. 1395(k), (m), and (x)). Effective January 1, 2001, speech generating devices were considered to fall within the durable medical equipment (DME) benefit category defined in section 1861(n) of the Social Security Act. Speech generating devices are covered if the patient suffers from severe speech impairment and the medical condition warrants the use of a device. Speech generating devices are defined for Medicare coverage purposes to include dedicated speech devices used solely by the individual who has severe speech impairment. The national coverage determination (NCD) is available in section 50.1 of the Medicare NCD Manual (Pub. No. 100-3, Ch. 1, Part 1).

## Ohio Department of Health

The [Ohio Department of Health](#) administers several programs including the Children with Medical Handicaps (CMH) and the Ohio Hearing Aid Assistance Program (OHAAP).

- [The Complex Medical Help Program \(CMH\)](#) is a health care program in the Ohio Department of Health (ODH). CMH links families of children with special health care needs to a network of quality providers and helps families obtain payment for the services their children need. CMH receives funding for services from the federal Maternal and Child Health Block Grant, state general revenue funds, county tax funds, third-party reimbursements, and donations.
- The [Ohio Hearing Aid Assistance Program \(OHAAP\)](#) provides assistance to families with children, birth to 21 years of age, with hearing impairments to purchase hearing aids, earmolds, assistive listening devices, external cochlear implant processor replacements,

and/or hearing aid batteries. Families with incomes at or below 400 percent of the federal poverty guidelines are eligible for the program. Children enrolled or who can qualify for [Medicaid](#) or the [Complex Medical Help Program \(CMH\)](#) are not eligible for OHAAP (unless documentation can be provided that Medicaid or CMH will not pay).

### Ohio STABLE Account

A [STABLE account](#) is an investment account available to eligible individuals with disabilities. STABLE accounts provide the option to save and invest money without losing eligibility for certain public benefits programs, like Medicaid or Supplemental Security Income (SSI). Earnings in a STABLE account are not subject to federal income tax, so long as funds are spent on [qualified disability expenses](#) which includes assistive technologies. The Office of the Ohio Treasurer administers the STABLE Account program.

STABLE accounts have some similar features to normal bank accounts, but they are not checking or savings accounts. STABLE accounts are investment accounts, similar to 529 college savings accounts or 401(k) retirement accounts. When money is deposited into a STABLE account, the money will be invested in different options that the owner of the account may choose. While money can be withdrawn and spent whenever it is needed, STABLE accounts also allow growth to save long-term for disability expenses.

### Social Security Administration

The [Social Security Administration](#) offers disability benefits through the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs. The SSDI program pays benefits to the person with a disability and certain [family members](#) if they are “insured.” This means that the employee worked long enough—and recently enough—and paid Social Security taxes on their earnings. The [Supplemental Security Income](#) (SSI) program pays benefits to adults and [children with disabilities](#) who have limited income and resources. While these two programs are different, the medical requirements are the same. Social Security does not fund AT directly but may provide a monthly payment and also may be a step in becoming eligible for other sources of AT funding such as Medicaid. Contact the local [Social Security offices](#) for more information.

### Alternative Funding Sources

Some individuals are not eligible for any of the funding sources mentioned thus far. In these cases, other sources of funding are sometimes utilized, such as disability-focused organizations, foundations, and service clubs. Typically, the



disability-focused options are geared towards specific diagnoses, while service clubs may offer options for funding that can be used for any type of AT needed by the student. Seeking alternative funding can be a time-consuming process and is typically considered after all other funding options have been exhausted.

## Grants

In general, there are very few grant sources for funding AT. However, one national example is through United Cerebral Palsy (UCP). The [UCP Elsie S. Bellows](#) fund is a national program operated by UCP that provides grants for purchasing or repairing AT equipment for individuals with cerebral palsy. Individuals and their families who are in financial need and do not have other funding resources are eligible.

For students with a diagnosis of autism, there is a unique resource named [iTaalk Autism Foundation](#). The website includes a list of resources for obtaining [iPads](#) and other interactive technology. It also has [grants](#) for funding therapies, equipment, and services not covered by insurance. Finally, a blog named [Tuesday Treasures](#) features funding sources unique to individual states.

## Foundations

There are thousands of foundations in the United States. The best way to begin to identify foundations that might be willing to fund an AT device is to review one or more foundation directories. These are usually available at larger public libraries, especially those affiliated with an organization known as [Candid](#). Candid provides information and resources about grant funding, and they maintain the most comprehensive online database about grant makers and their grants. Their [Funding Directory](#) is a database of over 100,000 foundations. Candid also offers resources, training and basic information on proposal writing and how to approach a foundation.

In general, foundations are either “general purpose” or “special purpose.” Either type of foundation may provide funding directed to individuals with disabilities, technology, or education. Once several potential foundations have been selected, a letter of inquiry is the best way to begin. Find out if they accept unsolicited requests and, if so, when the deadlines are, how to apply, etc. That information can guide which foundations might be targeted first and which applications might be fruitful.



## Disability-Focused Organizations

Disability-focused agencies such as the Muscular Dystrophy Association, United Cerebral Palsy, and the American Foundation for the Blind will sometimes provide funding resources for eligible individuals. These funding options require specific diagnoses for funding eligibility.

## Service Club

Service clubs have for many years provided financial support for the purchase of many different types of AT. The club may take on a service project for one or more years to help raise funds for somebody who needs help with funding a specific AT device or for a parent group or school group that is seeking funding for several AT devices. In general, it is necessary to make contact with one or more officers of the club and arrange to make a presentation explaining the need. Personal contact within the group is most helpful. However, if no one on the team knows anyone personally, a team member can be assigned to approach the group to explain the specific AT funding needs. Often the relationship that develops between the service club and the student or family that received funding is one of the added benefits.

A comprehensive list of clubs is not possible here, but the most common include Elks, Kiwanis, Knights of Columbus, Lions, Moose, Optimists, Rotary, Easter Seals, United Way, Sertoma, March of Dimes, and Shriners. Locate a specific contact by searching for Fraternal Organizations.

## Funding AT for Vocational Purposes

In Ohio, students with disabilities ages 14, or earlier if the IEP team determines it is appropriate, formally enter the secondary transition process. At this time, the IEP must include measurable postsecondary goals based on [age-appropriate transition assessment \(AATA\)](#) related to education and training, competitive integrated employment and, if data supports a need, independent living. The IEP must also include transition services, including courses of study, needed to assist the student in reaching those goals. The student's use of or need for AT may be documented directly within the following key elements of the transition plan:

- AATA – Information gathered and documented during the AATA should include any AT that the student is currently using or may need in order to move toward achieving the postsecondary goals.
- Transition Service/Activities – If it is determined during the AATA process that the student may need AT the IEP team should consider whether a transition

service/activity should be developed to address the need. For example, an occupational therapist may train the student how to use the AT during a work-based learning experience.

- Measurable Postsecondary Goals – If the student uses AT to achieve postsecondary goals, the IEP team may consider including a reference to the AT within the goal(s).

For more information, visit the [Lifespan Transitions Center](#) at OCALI.

### Opportunities for Ohioans with Disabilities (OOD)

[OOD](#) is the State of Ohio agency that empowers Ohioans with disabilities through employment, disability determinations, and independence. Services are provided to individuals with disabilities through [four main branches](#): the Division of Disability Determination (DDD), Bureau of Vocational Rehabilitation (BVR), the Bureau of Services for the Visually Impaired (BSVI), and the Division of Employer & Innovation Services (EIS). These branches partner with a variety of nonprofits, schools, businesses and other organizations to provide [services to individuals with disabilities](#) with the goal of obtaining employment.

The [Vocational Rehabilitation](#) department and the [Bureau of Services for the Visually Impaired](#) (BSVI) have historically funded AT as needed for individuals with disabilities to obtain or maintain employment as well as to assist in the pursuit of employment. The Vocational Rehabilitation department works directly with the individual to determine eligibility of services and then works one-on-one with a person to provide career exploration, skill development, training, job placement, assistive technology and more. The Bureau of Services for the Visually Impaired, assists eligible people with low vision and blindness, beginning at age 14, by providing direct, personalized services to assist them in finding and retaining meaningful work and personal independence.

### Quality Indicators and Key Concepts

#### Quality Indicators for Administrative Support of AT Services

As indicated earlier in this guide, the responsibility to obtain the recommended AT lies on the LEA. Although alternative funding sources may be available, if those options cannot be obtained, the LEA is ultimately responsible for the provision of AT devices and services. The LEA should include AT as part of the agency-wide technology planning and budgeting process in a way that meets AT needs throughout the LEA. To learn more about administrative support and funding responsibilities for AT, visit the [Quality Indicators for Administrative Support of Assistive Technology Services](#).

## Key Concepts

- Each administrator needs to ensure that AT devices and services are provided to students with disabilities, even while funding is being pursued. An interim device provided should include the identified features the student requires.
- The Local Education Association (LEA) is required to provide AT as identified within the IEP. Options include reusing available technology or purchasing new technology.
- LEAs may fund a student's AT devices through numerous sources, including state, local, and private funds; however, if no other funding sources are available, the LEA is still responsible to provide the necessary AT.
- Seeking outside funding for AT is most appropriate when it is desirable for the device to belong to the family rather than the LEA.

## Section 5: Documenting Assistive Technology (AT) in the IEP

The Individualized Education Program (IEP) is a collaboratively created document designed to help guide the delivery of special education supports and services for the student with a disability. [Section 2: Assistive Technology Consideration in the IEP](#) outlines the requirement to consider AT for every student who has an IEP and to document that consideration. This section will discuss further documentation of AT devices and services within other sections of the Ohio IEP form. Beyond this resource guide, more information about documenting AT in the IEP can be found in the ATIM module [AT Supports and Services in the IEP](#).

The IEP must include a description of AT devices and services to be provided if they are required as part of the special education program. This can include no-, low-, and high-tech devices/tools.

# Myth

**AT decisions don't need to be documented in the IEP**



# Fact

**IDEA requires documentation of AT decisions on the IEP**

## AEM Tie-In:

IDEA does not require the IEP Team to consider a child's need for accessible formats of educational materials. However, to ensure timely access and provide FAPE, the IEP process is the most appropriate mechanism for LEAs to document decisions about accessible formats.

## Sections of the IEP

### Overview

If AT has been identified for a student, it must be indicated in Section 2: Special Instructional Factors of the [Ohio IEP form \(PR-07\)](#). In addition, details of the Assistive Technology Device(s) and/or Service(s) must be documented in the IEP. The AT may be included and referenced in more than one section of the student's IEP. However, It is helpful to always document in the Assistive Technology subsection in Section 7: Descriptions(s) of Specially Designed Services because the team will be able to locate the information easily.

Questions that a team might consider when documenting AT in the IEP include the following:

- Is the AT to be used as an allowable accommodation for state and district testing?
- Does the student need AT when transported to and from school?
- Is the student visually impaired?
- Do others need to be trained for the AT to be successful for the student?

- Is the AT needed for employment, independent living, or postsecondary activities?

The IEP document should clearly reflect the AT features needed, describe how it will be used, and the services/supports required. The following will provide information about how each section may be populated if AT is addressed within that section.

#### Cover Page: Other Information, Amendments

AT may be included in the “Other Information” box or in the “Amendments” text field.

- Other Information – Some AT information may be included in this section as determined by the LEA.
- Amendments – The Amendments box could be used if at some point before the annual IEP meeting it is determined through the collection and analysis of data that the conditions or services for use of AT by a student have changed or if the AT is no longer needed by the student. The amendment section requires documentation to indicate what section is being amended, what changes have been agreed upon by the families and LEA, the date of the amendment, the participants, roles and initials of those agreeing to the changes. Any of the sections where AT might be referenced could be included in the amendments section.

#### Section 1: Future Planning

This section typically addresses the student’s future vision and goals as seen through the family’s and student’s perspective. These goals could include the need for or use of AT if identified by the student or family.

#### Section 2: Special Instructional Factors (Required)

In the context of IEP development, review, or revision, consideration of AT is intended to be a collaborative process in which team members decide whether are needed for the student to access the general education curriculum or achieve IEP goals. It requires that the IEP team includes (or has access to) someone who has knowledge about AT or who can guide the team in considering AT in the context of what they know about the student. Team members who are considering AT should examine available data and observations about the student. Team members may consider any of the following.

#### Will the AT help the student:

- Receive instruction within the least restrictive environment (LRE)?

- Meaningfully participate in the general curriculum (reading, writing, math, science, etc.)?
- Participate in extracurricular and nonacademic activities (music, art, sports, functional activities such as orientation and mobility, independent living skills, etc.)?
- Safely travel to access school, school-sponsored community activities, and extracurricular opportunities?
- Access textbooks, and other print and educational materials?
- Access auditory and visual information?
- Enhance communication and social interactions?
- Participate in readiness activities for postsecondary training and education, competitive integrated employment, and independent living?
- Participate in state and local assessments?

NOTE: This should not be considered a comprehensive list.

After the student's needs for AT have been considered, the IEP team must answer the following question within the Special Instructional Factors section. "Does the child need assistive technology devices and/or services?" (Yes/No)

- Check "No" if:
  - the child is able to engage in school and life tasks efficiently, effectively, and independently without AT supports.
- Check "Yes" if:
  - the team determines more information is needed and the AT assessment process should be initiated.
  - the child's current AT is not effective.
  - the child's current AT is effective and should be continued.

For more information, see the AT Resource Guide [Section 2: Assistive Technology Consideration in the IEP](#). For support with AT and AEM decision making, please see the AT Decision Making Tool.

### Section 3: Profile

This section is a place to summarize the student's strengths and needs. It typically includes relevant medical history, safety information, interests, background information, present levels of academic achievement and functional performance that would not be included in the goals to be addressed, and, as appropriate, performance on state and district assessments. This is also the area of the IEP to document the parents' educational concerns. Additionally, for students of preschool age, summarize

the student's developmental strengths and needs in all relevant areas. AT documentation in this area might include information about prior AT assessments with a summary of results, past use of AT and the outcomes, and descriptions of current AT systems and how they impact the student's progress in the general education curriculum.

AT information in the Profile Section might include the following:

- Description of AT devices (including family-owned devices) the student is using including how the AT devices are being used and incorporated into the school curriculum and environment.
- Relevant AT history including previous use of and/or acquisition of an AT device or service.

## Section 5: Postsecondary Transition

In Ohio, students with disabilities who are age 14 – or earlier if the IEP team determines it is appropriate – formally enter the secondary transition process. At this time, the IEP must include measurable postsecondary goals based on [age-appropriate transition assessment \(AATA\)](#) related to education and training, competitive integrated employment and, if data supports a need, independent living. The IEP must also include transition services, including courses of study, needed to assist the student in reaching those goals.

The student's use of or need for AT may be documented directly within the following key elements of the transition plan:

- AATA – Information gathered and documented during the AATA should include any AT that the student is currently using or may need in order to move toward achieving the postsecondary goals.
- Transition Service/Activities – If it is determined during the AATA process that the student may need AT the IEP team should consider whether a transition service/activity should be developed to address the need. For example, an occupational therapist may train the student how to use the AT during a work-based learning experience.
- Measurable Postsecondary Goals: If the student uses AT to achieve postsecondary goals, the IEP team may consider including a reference to the AT within the goal(s).

## Section 6: Measurable Annual Goals

AT information could be included in the following sections of Measurable Annual Goals:

- Present Level of Academic Achievement and Functional Performance

How AT is being used, a description of the AT services needed, and the need for further AT assessment would be included in this section. When indicating use of current or new AT, make sure present levels include measurable baseline data upon which a goal can be written.

- Measurable Annual Goals

There is a direct correlation between the student's needs as identified in the data and required AT supports and services. The goals and objectives are defined by the needs identified in the Present Level of Academic Achievement and Functional Performance.



Measurable annual goals are directed toward what can be taught to the student using specially designed instruction (such as communication of 3+ word sentences, writing a paragraph with topic sentence, three details and a conclusion, etc.).

- The condition of the goal could include AT (such as using a communication device/verbalizations or sign language, using word prediction or speech recognition to produce written work, etc.).
- Goals related to learning the use/operation/integration of an AT tool in the curriculum may be needed.
- Any mention of AT in the goals should be reflected in the measurable objectives/benchmarks.

## Section 7: Description(s) of Specially Designed Services

In this section, the IEP team identifies 1) AT device features and 2) services related to the needs of the student, providing access to the general curriculum and functional needs. AT devices and services can be documented in many areas within Description(s) of Specially Designed Services depending on the identified service, features, and/or environment and purpose of use. It is not necessary or recommended to document AT devices and services in all sections below.

A description of the AT device(s) and/or AT services that the student needs should be documented in Section 7 of the IEP in the AT subsection. AT device(s) are identified by describing the features needed by the student rather than naming the specific device. Naming the features may assist in identifying a device with equivalent features should a substitute device be necessary. Additionally, it may help a service provider understand which features are necessary and must be made available for the student as many devices contain a large range of features. AT services is any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. Services can be documented in the AT, Related Services and Support for School Personnel subsections.

The following outlines the content that may appear in the various subsections regarding AT device descriptions and services.

### Assistive Technology (AT) Subsection

The need to assess a student for AT devices and services or to document the ongoing use of AT is most frequently referenced in this subsection of the IEP. However, when documenting the description of AT tool(s) and features in this section, it is not necessary to indicate who, where, and when because AT tool(s) should be available

when needed by the student. The following are recommendations for populating the various text fields. Note that when documenting AT services in this section the who, where, and when are required.

1. Type of Service – AT device features and services related to the unique needs of the student, providing the student access to the general curriculum, and supporting functional needs.
2. Goal Addressed - Identify the goal(s) that are associated with the AT device. Goals may be related to skills or access to the general curriculum or functional needs.
3. Provider Title – Indicate who will be delivering the services (e.g., intervention specialist, general education teacher, SLP, OT, etc.).
4. Location of Service – Indicate where the service will be delivered.
5. Beginning date of service or the start of the IEP and end date of service or the end date of the IEP. An AT assessment would likely have a beginning and end date different from the IEP.
6. Amount of Time – Indicate the number of minutes/hours needed to provide the specially designed instruction related to the goal(s) identified.
7. Frequency – Indicates how frequently the service will be provided.

# Myth

**Children will learn to use the AT, so we don't need to train them**



# Fact

**The district is responsible for training the student, parents, and educators on how to use the device**

#### AEM Tie-In:

Services may be required to support a child's use of accessible formats to effectively participate in the general education curriculum as specified in the IEP.

## Accommodations Subsection

AT is a tool, device, or something tangible that can also be documented in the accommodations subsection, when appropriate. Accommodations change how the student accesses and demonstrates learning. However, accommodations can also include nontangible such as extended time, small group, separate setting. If the accommodations subsection of the IEP is used to document AT, the team should be aware that the conditions for and extent of are important criteria to include for accommodations as they specify the parameters of use by the student. The documentation location for AT or an accommodation depends on how and for what purpose the student is using the tool.

If AT is also included in the accommodations subsection, the following are recommended:

1. If documenting the description of AT tool(s) and features in this section, it is not necessary to indicate the who, where, and when because AT tool(s) should be available at all times.
2. Begin date of the service or IEP.
3. End date of the service or IEP.

## Related Services Subsection

Some students may need related services to support their use of AT. If determined by the IEP team as needed, those services could be documented in this subsection. The following are recommendations for populating the various text fields.

1. Document related services provided to support the AT.
2. Identify the goal that is associated with the AT device and specific related services.
3. Provider – Indicate who will be delivering the services (e.g., SLP, OT, PT).
4. Location – Indicate where the related services will be delivered.
5. Begin date of the service or IEP.
6. End date of the service or IEP.
7. Amount of Time – Indicate the number of minutes/hours needed to provide the related services for the goal identified.
8. Frequency – Indicates how frequently the service will be provided

## Support for School Personnel Subsection

Adults will need training/consultation to support the student's use of the AT, possibly including setup/programming or other technical aspects of the device. These needs can be documented in the Support for School Personnel subsection. The following are recommendations for populating the various text fields.

1. Describe the training/consultation that will be provided to the school team including who will provide and who will receive the training/consultation.
2. Begin: document the beginning date of the IEP or training/consultation service.
3. End: document the end date of the IEP or when the training/consultation will be complete.

## Section 8: Transportation as a Related Service

The Transportation section of the IEP addresses the needs the student might have related to special transportation due to a disability. AT may be needed to provide safe travel in order to access school, school-sponsored community activities, and extracurricular opportunities. AT would be addressed in this area if the student has needs for a wheelchair lift, harnessing system, securement system, or other specialized AT devices that could impact safety, comfort, or other identified needs of the student during transportation. This section contains prepopulated choices but also provides an "other" checkbox and text field to provide documentation of specific supports not included in the prepopulated choices.

## Section 9: Nonacademic and Extracurricular Activities

The Nonacademic and Extracurricular Activities section of the IEP addresses supplementary aids and services necessary for a student to participate in athletics, clubs, special interest groups, recreational activities, counseling, and health services. If a student needs AT in order to participate in nonacademic and extracurricular activities meaningfully or successfully, a description of the AT features, purpose, and environment should be included in the description for opportunities to participate.

# Myth

**AT devices and services are only for use at school**



# Fact

**AT devices should be used across all environments to ensure the learner is supported**

#### AEM Tie-In:

If the IEP Team determines the use of one or more accessible formats is needed to provide FAPE to the child with a disability, the child's use of the accessible format(s) must be supported across all environments.

#### Section 12: Statewide and District Wide Testing

All students are required to participate in state- and district wide testing at their appropriate grade level. The IEP team must determine how students with disabilities will participate in state- and district wide assessments. State eligibility guidelines for participation in the Alternate Assessment for Students with the Most Significant Cognitive Disabilities are available on the Department of Education and Workforce page called "[Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities \(AASCD\)](#)".

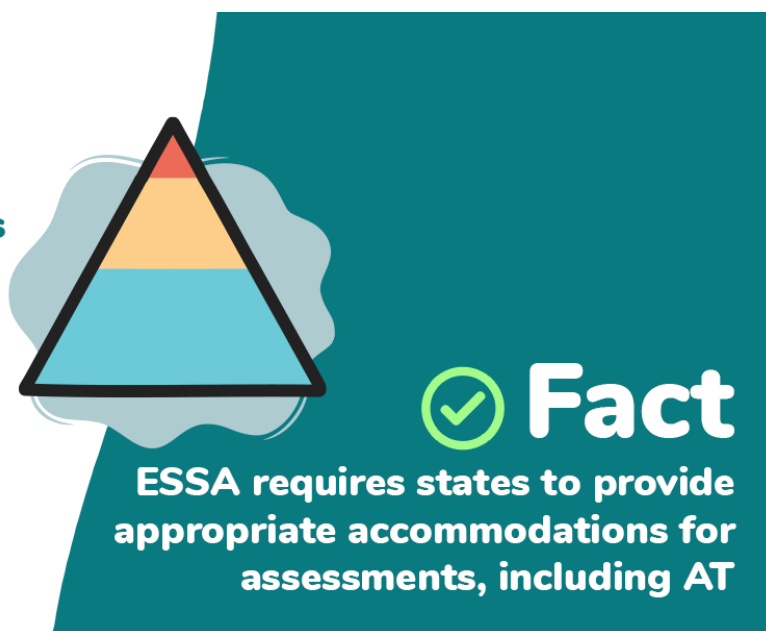
When a student uses AT in the classroom to access the general education curriculum, it is assumed they will need the same type of AT features for statewide and district testing. The Ohio Department of Education and Workforce (ODEW) encourages an iterative approach to accessibility decisions. As students' needs evolve, decisions should be reevaluated to ensure that appropriate accessibility features are provided. Within Ohio's online assessments, universal tools are always available. Designated supports and accommodations can be made available based upon the student's needs. These features will need to be documented in detail in the student's IEP in sections 7 and 12. To learn more about the universal tools, designated supports, and the eligible accommodations for Ohio's State Tests visit [Accessibility for Ohio's Students](#). AT considered for use during testing cannot change the construct of what is

being measured by the test and must also be identified as an allowable accommodation in the [Ohio Accessibility Manual](#).

Supports provided in the statewide tests can be explored by visiting [Ohio's Assessment System](#). From the State Test Portal, test coordinators, educators, and families can explore resources and practice test materials. Additionally, [braille state practice tests](#) can be accessed through the OCALI lending library. District assessments may have different allowable accommodations than statewide assessments. Assessments developed by vendors other than the Ohio Department of Education and Workforce should refer to the vendors' accessibility manuals.

An accommodation should never be introduced to the student during testing. Teachers should expose students to online test items, using accommodations, in the [Student Practice Site](#).

**Myth**   
**AT can't be used on  
statewide assessments**



**AEM Tie-In:**

Appropriate accommodations for State assessments include providing the assessment in an accessible format for a child with a disability who requires it.

## Section 16: Children With Visual Impairments

The Children With Visual Impairments section is completed if the student has an eligible visual impairment as defined by the IDEA. The student may be qualified for special education services under any disability category but still have an eligible visual impairment. This section includes services needed for a student with visual impairments, including accessible formats such as audio, braille, large print, tactile

graphics, and digital text conforming with accessibility standards. Although AT is not specifically mentioned in this section of the IEP, the determination to use accessible formats of instructional media may require the use of AT for access. In that case, the AT should be documented in other sections of the IEP as appropriate.

## Accessible Educational Materials

Some students who need assistive technology may also need accessible educational materials (AEM), or materials designed or converted in a way that makes them usable across the widest range of student variability regardless of format. If a student needs an accessible format to engage, the required formats should also be documented in the IEP. Common formats include audio, braille, large print, tactile graphics and digital text conforming with accessibility standards. It is also important to provide information on how the AT might be used with the accessible formats. The CAST AEM Center provides further guidance on [documenting AEM in the IEP](#).

## Quality Indicators and Key Concepts

### Quality Indicators for Including AT in the IEP

The Individuals with Disabilities Education Improvement Act (IDEA) requires the IEP team to consider AT needs in the development of every Individualized Education Program (IEP). Once the IEP team has reviewed assessment results and determined that AT is needed for provision of a free, appropriate, public education (FAPE), it is important that the IEP document reflects the team's determination in as clear a fashion as possible. The [Quality Indicators for Including AT in the IEP](#) help the team describe the role of AT in the student's educational

## Key Concepts

- Teams should list the features of the AT device needed by the student in the IEP.
- The IEP document provides several locations where identified AT features can be described. These may be based on the purpose of the AT, the needs of the student, and, in some cases, the educational disability category.
- AT needs to be written into the IEP in such a way that it provides a clear and complete description of the devices and services needed by the student. Descriptions should show how the tools support achievement of goals and progress in the general education curriculum.
- Students who use AT in the classroom to access the curriculum will need the same type of AT features for statewide and district testing. However, AT considered for use during testing cannot change the construct of what is being measured by the test and must also be identified as an allowable accommodation in the [Ohio Accessibility Manual](#).
- If a student needs AT for nonacademic and extracurricular activities meaningfully or successfully, a description of the AT features, purpose, and environment should be included in the description for opportunities to

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## Leave Feedback on this AT Resource Guide

We'd love your feedback!

Your input helps us continue to improve the AT Resource Guide. What did you find most useful? Is there anything you'd suggest we add or expand on? Thank you for taking the time to share—we hope this guide was a valuable resource for you!

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