



## AT Consideration Series: Beyond the Checkbox

### Getting Started with AT Consideration: Identifying the Task

#### About OCALI

- Vision – Why We Do What We Do  
People with disabilities have the opportunity to live their best lives.
- Mission – What We Do  
OCALI inspires change and promotes access to opportunities for people with disabilities.
- Action – How We Do What We Do  
OCALI informs public policy and develops and deploys practices grounded in linking research to real life.

#### About the AT&AEM Center

The AT&AEM Center is a centralized, responsive resource center that empowers individuals with disabilities by providing accessible educational materials, access to assistive technologies and highly specialized technical assistance and professional development support.

<https://ataem.org>

#### Session Objectives

1. Participants will be able to define the role/purpose of task identification in the AT consideration process.
2. Participants will be able to list three different AT domains.
3. Participants will be able to list two resources related to AT consideration.

#### AT Decision Making Tool (ATDMT) Background

- Created as a collaboration between The Ohio Department of Education and Workforce and the Assistive Technology and Accessible Educational Materials Network through OCALI
- Network includes staff from the Office for Exceptional Children, OCALI and State Support Teams
- Identified an area of need for Individualized Education Program teams to have support and resources in their consideration process of assistive technology for students identified with disabilities



## AT Consideration in Special Factors

IDEA requires IEP Teams to “consider whether the child needs assistive technology devices and services.”

[AT Consideration webpage](#)

### What is it? How Is It Used?

- Six-Step Tool
- Progressive
- Based on Student Needs
- Aligned IEP Process
- Additional Steps

### Definition of Assistive Technology Device

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.

### Definition of Assistive Technology Service

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](#)).

### AT Services include...

- **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

## Tools Low to High Tech

Assistive technology spans a wide range from simple, low-tech tools such as pencil grips or picture communication boards to more complex, high-tech tools such as speech generating devices or tablets with customizable accessibility features.

## Commonly Available Technology vs Highly Specialized Technology

Commonly available technology refers to mainstream devices, tools and software that are widely accessible and used by the public. In contrast, highly specialized technology is specifically designed to meet the unique needs of individuals with disabilities.

## AT Decision-Making Tool

- Identify the Task
- Current Use of AT
- Universal Tools
- AT Assessment\*
- Accessible Educational Materials\*
- Additional Areas of Focus

## Remember!

Completion of the ATDMT does not result in identifying specific AT and/or AEM.

## Using the ATDMT with the IEP Process

- Planning for an IEP meeting
  - Using current data and reviewing the steps of the ATDMT
- During an IEP meeting
  - If the team has not reviewed the ATDMT prior to this point, it may require a longer amount of time to complete the process.
- Outside of the IEP meeting
  - If additional assessments are needed - follow the assessment process



## Domains of AT

### [AT Domains Document](#)

- Seating and Positioning, Access, Vision & Hearing, Communication, Mobility, Computer Access, Reading, Writing, Math, Organization, Activities of Daily Living (ADLs), Recreation, Leisure, and Play, Transportation

## Case Scenarios

### Case Scenario: Lupita

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.

### Case Scenario: Connor

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.

### Case Scenario – Step 1

Step 1 of the tool asks, “What specific task or educational goal does the student need to do that is currently difficult or impossible? Think of an activity and all its related tasks. What specific task do you want to focus on?”

- Lupita is having difficulty viewing the text in her 2<sup>nd</sup> grade textbook. The domain the team is focusing on for this task is vision.
- Connor has difficulty with spelling and grammar in order to produce written work.

### Case Scenario: Step 2

Step 2 of the tool focuses on the current use of AT. Current AT may be documented in the student’s IEP for this identified task. However, if it is not meeting the needs of the student for the identified task, they will require different or additional tools. The tool allows the team to list any AT that is already included in the student’s IEP.