



Monroe County Intermediate School District
Assistive Technology Consideration Process Guide
 (Modified from the Georgia Project for Assistive Technology)

Student:	School:	Date:
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Directions for completing this Consideration Process Guide:

1. Using the student's present levels of performance, in which general area(s) does the student experience difficulty completing instructional tasks?

<input type="checkbox"/> Writing/Written Composition	<input type="checkbox"/> Spelling	<input type="checkbox"/> Reading	<input type="checkbox"/> Math
<input type="checkbox"/> Study/Organizational Skills	<input type="checkbox"/> Hearing/Listening	<input type="checkbox"/> Oral Communication/Language	<input type="checkbox"/> Seating / Positioning / Mobility
<input type="checkbox"/> Activities of Daily Living	<input type="checkbox"/> Recreation and Leisure	<input type="checkbox"/> Pre-vocational and Vocational	<input type="checkbox"/> Other: _____
2. **Column A:** List one area with one instructional task per row (e.g. *writing/copying notes from board*). Check the location(s) where the student needs to complete the task.
3. **Column B:** List the standard classroom material currently used by the student to complete the task.
4. **Column C:** List the accommodations, modifications and/or strategies currently used by the student to complete the task.
5. **Column D:** List the assistive technology solution(s) currently used by the student to complete the task.
6. **Column E:** List other possible solutions the IEP team has identified (accommodations, modifications, strategies, AT devices and/or services).

A. Area and Instructional Task(s)	B. Standard Classroom Materials	C. Accommodations/ Modifications/Strategies	D. Assistive Technology Solutions	E. Other Possible Solutions (Accommodations, Strategies, Assistive Technology Devices and/or Services)
<input type="checkbox"/> School <input type="checkbox"/> Home/Community	If not independent, continue to C	If not independent, continue to D	If not independent, continue to E	
<input type="checkbox"/> School <input type="checkbox"/> Home/Community	If not independent, continue to C	If not independent, continue to D	If not independent, continue to E	



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Consideration Outcomes:

No, assistive technology is not required.

- The student independently accomplishes required tasks within the relevant instructional or access areas using standard classroom tools. Assistive technology is not required.
- The student accomplishes the required tasks within the instructional or access areas using standard classroom modifications and accommodations that are currently in place. Assistive technology is not required.

Yes, assistive technology (devices and/or services) is required.

- The student accomplishes the required tasks within the relevant instructional or access areas with assistive technology that has been determined educationally necessary and is currently in place. Document required assistive technology devices and services in the IEP. Monitor the use of assistive technology and make changes as needed. AT is required and the IEP team knows the nature and extent of the AT devices and services needed.
- The student cannot accomplish the required tasks within the relevant instructional or access areas with modifications, accommodations, and/or assistive technology that is currently in place. IEP Team needs additional information (i.e., observation, trial use, consult with specialist, evaluation)
 - If potential assistive technology solutions are known to the IEP team, trial use of the identified assistive technology solution may be documented in the IEP and implemented.
 - If potential assistive technology solutions are not known to the IEP team, the IEP team may contact the assistive technology consultant/committee who can assist the team in addressing assistive technology or refer the student for an assistive technology evaluation. A trial use period may be recommended at the end of the consultation or evaluation.

Recommendation:

Completed by:

Name	Position