

Identified Pillars of High-Quality Assistive Technology Integration

The commitment to the implementation of the following indicators will ensure opportunities for growth and access so that students can be educated with their grade and age-level peers within the General Education environment to the greatest extent possible. For the purpose of this document, the term assistive technology (AT) is a general term that includes devices or services required for a student with a disability to access a Free and Appropriate Public Education (FAPE). AT may be low-tech or high-tech, modified or adapted, allowing access to and participation in instruction and daily living tasks, inclusive of needs related to Augmentative & Alternative Communication (AAC), Hearing Impairment (HI) and Vision Impairment (VI).

Instructional Practices	Evidence to Consider:
Assistive Technology is considered for each student receiving special education services, regardless of age or disability, using a systematic process supporting accessibility to and participation and independence within the curriculum.	The AT Consideration Guide is used to assess the needs of each individual student annually at a minimum. Decisions regarding the need for AT devices/services are based on each student's IFSP/IEP goals/objectives and/or Transition Plan/Goals. AT has been determined necessary to promote the student's access to, progress within, and/or participation/independence with curricular/extracurricular activities. AT needs are reassessed any time there are changes in the student's environment, instructional tasks, or Transition Plan that result in student needs not being met.
Advocacy related to AT is recognized as critical and planned for by the teams involved in transition.	AT requirements in the receiving environment are identified during the transition planning process. Transition plans address the AT needs of the student, including roles and training needs of team members, subsequent steps in AT use, and follow-up after transition takes place. Transition planning empowers the student using AT to participate in the transition planning at a level appropriate to age and ability.
The student and family/caregivers are actively involved in the AT consideration process.	The student and family/caregivers are included in the process for consideration of need, as documented on the AT Consideration Guide . The student and family/caregivers are included in the development of a structured implementation plan, documented on the SETT Framework using the AT Consideration Resource Guide .
If a student is not demonstrating adequate progress or independence, the IEP team gathers and analyzes data for determination of a student's need for AT devices and services.	The SETT Framework is utilized to gather and analyze data about the student's educational goals, skills and needs, customary environments, and curricular, instructional and functional tasks. Assessment data is collected through record review, assessment, observations in all environments, and interviews of all team members, including the student, and family/caregivers. Determination of need includes consideration of educational goals, standard classroom/program materials or practices, existing accommodations, student progress, and level of independence.
When a student requires AT, it is integrated into the student's curriculum and daily activities across environments.	AT implementation is based on a collaboratively developed plan, with consideration of all environments. A structured plan for implementation is shared among all team members. Support of AT implementation is a shared responsibility, including all persons supporting the student.
The AT consideration process and its results are documented in the IEP and include a rationale for the decision and supporting evidence.	AT Consideration is indicated in the Special Factors, based on outcome of the AT Consideration Guide . AT needs are described in the IEP PLAAFP statement. AT may also be indicated in IEP Goals and Objectives, Programs and Services, Supplementary Aids and Services, Testing Accommodations, Transition and any Accommodations. AT is described in the IEP with general, non-specific terms (e.g. no brand names).

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Data is collected to provide the team with a means for analyzing student achievement and identifying supports and barriers that influence AT use to determine what changes, if any, are needed.	Individualized data is collected to determine student progress, independence or increased participation utilizing AT supports. Data is collected across environments. Data collection is reviewed at scheduled intervals, which includes progress or independence in the areas of need identified.
Evaluation of effectiveness is a dynamic, responsive, ongoing process that is reviewed periodically.	Implementation plan is modified based on data review. Implementation plan is also reviewed at the time of any change to the environment, goals/objectives, or instructional tasks and activities.
Professional Responsibilities	Evidence to Consider:
IEP team members have the collective knowledge and skills needed to make informed AT decisions and seek assistance when needed.	Program staff understand and utilize the AT Consideration Guide for every student. Program staff are able to prioritize AT solutions within the environment or available from a network of resources and supports, using the AT Consideration Resource Guide as needed. Program staff seek assistance from outside personnel when AT solutions are beyond their level of expertise.
Training for the student, family and staff is an integral part of implementation.	Students, families/caregivers and all staff supporting the student are involved in training for AT tools, for the purpose of supporting the student. Parent, family or caregiver training is documented in Supplementary Aids and Services. All staff supporting the student demonstrate proficiency with the AT provided and implemented.
All staff supporting the student across environments in which AT is expected to be used share in the responsibility for implementation of the plan.	All staff supporting the student provide opportunities for the student to use a variety of strategies, including AT and to learn which strategies are most effective for particular circumstances and tasks. AT implementation includes the consistent management and maintenance of equipment and materials.
Program Principles	Evidence to Consider
All staff working with students with disabilities has at least an awareness-level knowledge about what AT is, what it does, and requirements for consideration.	Program staff can articulate the AT consideration requirements as well as the purpose of AT. Program staff have a collective understanding of, and set of skills necessary, to identify supports and make informed decisions. Program staff are able to utilize resources and supports to assist with AT assessment or implementation. Program staff seek out assistance for additional knowledge and skills when needed, utilizing a network of support personnel.
Instructional methods include universally designed assessments, methods and materials to provide the flexibility of a broad range of learners.	Universal supports are visible throughout the environment, inclusive of no-tech through higher tech methods, materials and equipment. Universal supports are modeled for students. Students understand and utilize available universal supports. Content is presented in an age and culturally responsive manner.
The program, and its educational agency, supports the team's knowledge and understanding of AT consideration.	There are ongoing learning opportunities available to staff. There is a support network inclusive of personnel with competencies in the area of AT. AT is considered in the budget and planning process. There are broadly disseminated procedural guidelines that ensure equitable access to AT. Program staff support the understanding that AT enables students to accomplish IEP goals and objectives and make progress in the curriculum.
The program ensures that recommended AT devices are available and functioning appropriately for student access in all environments in which AT is expected to be used.	Recommended AT devices are available, reliable and in good working condition. When an AT device requires repair/replacement, the program provides a back-up or alternate AT solution with equitable features. The program completes the necessary steps for repairs and/or replacement of AT devices in a timely manner.

*References: Quality Indicators of Assistive Technology (QIAT), AT Handbook for Education Professionals from Michigan-2019, Georgia Department of Education Assistive Technology

For purposes of Kent ISD Coaching through the ***District Action Planning and Capacity Building*** process in alignment to Identified Pillars of Core Educational Practices

Revised 9/30/2020