



AT in the Classroom: Checklist for Success

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As part of the IEP process, assistive technology devices and services are being recognized as valuable tools for supporting students with disabilities in the classroom. Appropriate assistive technology accommodations, well selected and well implemented, can often make the difference between a student who is successful and more independent and a student who is struggling to participate and reach his/her IEP goals. Checking to see that the basics are in place can help insure that a student will be able to use assistive technology effectively in the classroom.

- The IEP team assesses a student's educational needs (with consultation as appropriate) and identifies goals which may be addressed using assistive technology devices.
- An appropriate assistive technology device is selected by a knowledgeable IEP team (with consultation by an assistive technology specialist as needed) to address the specific assessed needs and abilities of the student.
- An AT assessment takes place in the classroom environment whenever possible.
- The student has an opportunity to use/trial the technology in the classroom before the final decision is made to obtain the equipment.
- During the trial period, specific goals are established and data is maintained to help the educational team make a final determination as to the appropriateness of the equipment.
- The IEP clearly identifies why and how the assistive technology will be used to help the student meet his/her goals and objectives.
- The IEP identifies AT training and technical assistance services needed to insure that the device will be used functionally in the classroom, including training for staff, student and family.
- The assistive technology device is used concurrently with other appropriate accommodations to facilitate a student's maximum classroom participation and independence.
- There is a plan for maintaining and repairing the technology as well as a "back-up plan" for when the technology is "down".
- The IEP includes a plan for monitoring use of the technology and reviewing its appropriateness at least yearly and especially at key transition times (elementary to middle, middle to high school, school to work, etc.).
- Good records are kept on the assistive technology (date of purchase, vendor, operational directions, tech hotline numbers, etc.) and the student's use of the technology (level of independence, levels of performance, etc.) and the records are passed on when the student transitions from grade to grade, from school to school, or if the student changes school systems.
- The educational/therapeutic staff, parents and students have a common understanding of the potential and limitations of assistive technology and work together to insure that the assistive technology device is used effectively to meet the student's educational goal

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