

**BRUNSWICK COUNTY SCHOOLS**  
**A.T. CONSIDERATION GUIDE**  
Additional Information/Procedures

IDEA 2004 requires that IEP teams consider the possible need for assistive technology devices and services during the development of the IEP for every student with disabilities. In an attempt to provide improved documentation and be in complete compliance with this component of the IEP process, the A.T. CONSIDERATION GUIDE should be completed for all IEPs. Guidelines and procedures for completing the form are listed below. If you have questions or concerns, please contact the Assistive Technology Facilitator, your Program Specialist, or your building E.C. Chair.

1. The question regarding A.T. devices and services on Page 1 of the DEC 4 should be deferred until after the A.T. Consideration Guide has been completed.
2. While it is POSSIBLE to DRAFT this form PRIOR to the IEP meeting, it cannot be finalized until the final goals are identified during the IEP meeting. **The A.T. identified MUST be needed in order for the student to work toward completion of the goals, or to meet needs related to the student's disability.** Therefore, best practice would be to complete the ATCG after the goals have been developed.
3. If there are NO areas of concern for which A.T. needs to be included – Complete Page 1, GENERAL INFORMATION and indicate NO CONCERNS at the bottom of page 1.
4. ONLY mark areas if the team feels the child needs some form of A.T. (low or high-tech) to help them meet their IEP goals. ALL students will have weaknesses in at least one of the areas – but that DOES NOT mean they need A.T. to work toward their IEP goals.
5. IF there ARE CONCERNS, note that at the bottom of Page 1, and continue on to step 6.

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6. Page 2 – ENVIRONMENT, TASKS, TOOLS – Column 1
    - Transfer the areas identified at the bottom of Page 1 (the AREAS OF CONCERN)
  7. Page 2 – ENVIRONMENT, TASKS, TOOLS – Column 2
    - Briefly describe the tasks which are currently difficult or impossible for the student without assistance.
  8. Page 2 – ENVIRONMENT, TASKS, TOOLS – Column 3
    - List any special strategies, accommodations, modifications, or assistive technologies that are CURRENTLY in place to address the concerns.
  9. Page 2 – ENVIRONMENT, TASKS, TOOLS – Column 4
    - Answer YES/NO whether the current strategies ARE adequate.
    - If current strategies ARE adequate, DO NOT complete Column 5.
  10. Page 2 – ENVIRONMENT, TASKS, TOOLS – Column 5
    - Using the Assistive Technology Checklist as a source of ideas, consider whether the use of new or additional assistive technology would:

- a. Help the student perform this task with more ease or efficiency in the LRE, or
  - b. Perform the task successfully with less personal assistance.
- List anything that the team feels MAY be appropriate to try at this time that:
    - a. Is currently available for use in the classroom or school, but that may not currently be in use with this student, OR
    - b. Has been identified by the OT, PT, Speech Therapist, or A.T. Facilitator as appropriate for the student. (Ex.: do not write “will use a walker” if the PT has not been involved in the decision)
  - If requesting NEW equipment that
    - a. Requires Brunswick County Schools to commit funds, you MUST have the appropriate related service personnel involved in completion of the A.T. CONSIDERATION GUIDE.
    - b. Is going to require equipment and/or direct service from OT, PT, Speech, AT, or other personnel, you MUST have input from that service provider when completing the A.T. CONSIDERATION GUIDE.

#### 11. Page 2 – Decision

- Option #2 – Marking this option does NOT mean that A.T. will be providing direct services to the student
  - a. Direct A.T. services are typically only appropriate for those students who need training on a specific device or strategy.
  - b. For MOST students, the role of the A.T. Facilitator will be to provide equipment, training, and/or support to staff
- Option #3 – Mark this option if
  - a. You are unsure what a child needs, or
  - b. If you think the child may need something that involves the commitment of funds or personnel, and have not been able to include appropriate staff in that decision making, or
  - c. The team feels that more input is needed from the A.T. Facilitator or other personnel.

#### 12. Page 2 – List A.T. Services

- List ALL A.T. devices or services – those already in place AND those to be tried.
- DO NOT list any devices or services that require the commitment of funds and/or personnel if it has not been discussed with the appropriate personnel.

#### 13. COMPLETED FORM

- Attach completed form to the student’s IEP, behind the signature page.
- For those students who are in need of further investigation, send the following to the appropriate personnel
  - a. Copy of A.T. CONSIDERATION GUIDE
  - b. REQUEST FOR SERVICES
  - c. DEC-7 – (**Check “collection of data without formal assessment”**)