Individual Education Program (IEP) Consideration of Special Factors: Assistive Technology (AT) Devices and Services

Office of Special Education and Early Learning (OSEEL)

Kentucky Department of
EDUCATION

State Regulation

"Consider whether the child requires assistive technology." [707 Kentucky Administrative Regulation (KAR) 1:320, Section 5 (2)(f)].

Kentucky Department of **EDUCATION**

Assistive Technology Devices and Services

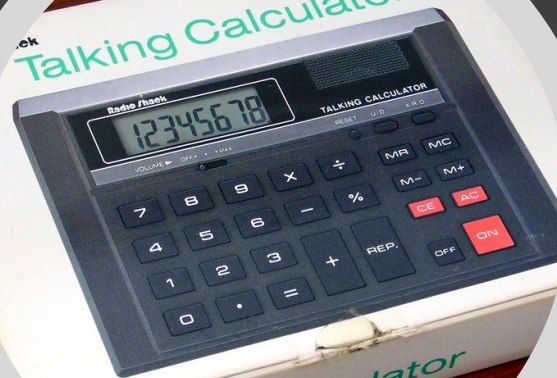| Consideration of Special Factors for IEP Development |
|---|
| (The ARC MUST address each question below and consider these issues in the review and revision of the IEP.) |
| Are assistive technology devices and services necessary in order to implement the child's IEP

☐ Yes ☐ No

If **Yes**, include appropriate devices in the 'Statement of Devices/Services' below. |

KAR Item 320.5.2

Speech to Text

Talking Calculator

Examples of
Assistive Technology

Guiding Questions for the Admissions and Release Committee (ARC)

- What can the student do now with and without the use of assistive technology?

- In what areas does the student require assistive technology?

- What technology accommodations are needed?

- Will training to facilitate the student's use of the assistive technology be needed for student, staff or both?

Connecting the Puzzle

Do the Present Levels address how the student's learning is affected with and without AT?

Does the student need AT to benefit from educational/printed materials or to access auditory information?

Does the student require technology to participate in classroom, state and district-wide testing or work-based learning experiences?

How can AT be integrated into the student's program across settings such as school, home, community and work sites?

Kentucky Department of
EDUCATION

Present Levels: specific behavior needs; level of proficiency in use of Augmentative and Alternative Communication (AAC) and token system.

Program Modifications and Supports: Staff working with student trained on use of AAC device. Staff training on BIP, positive behavior interventions and supports (PBIS), de-escalation techniques.

Special Factor, Assistive Technology: Behavior token system, talking calculator, raised paper, modified scissors, audiobooks, students personal AAC device.

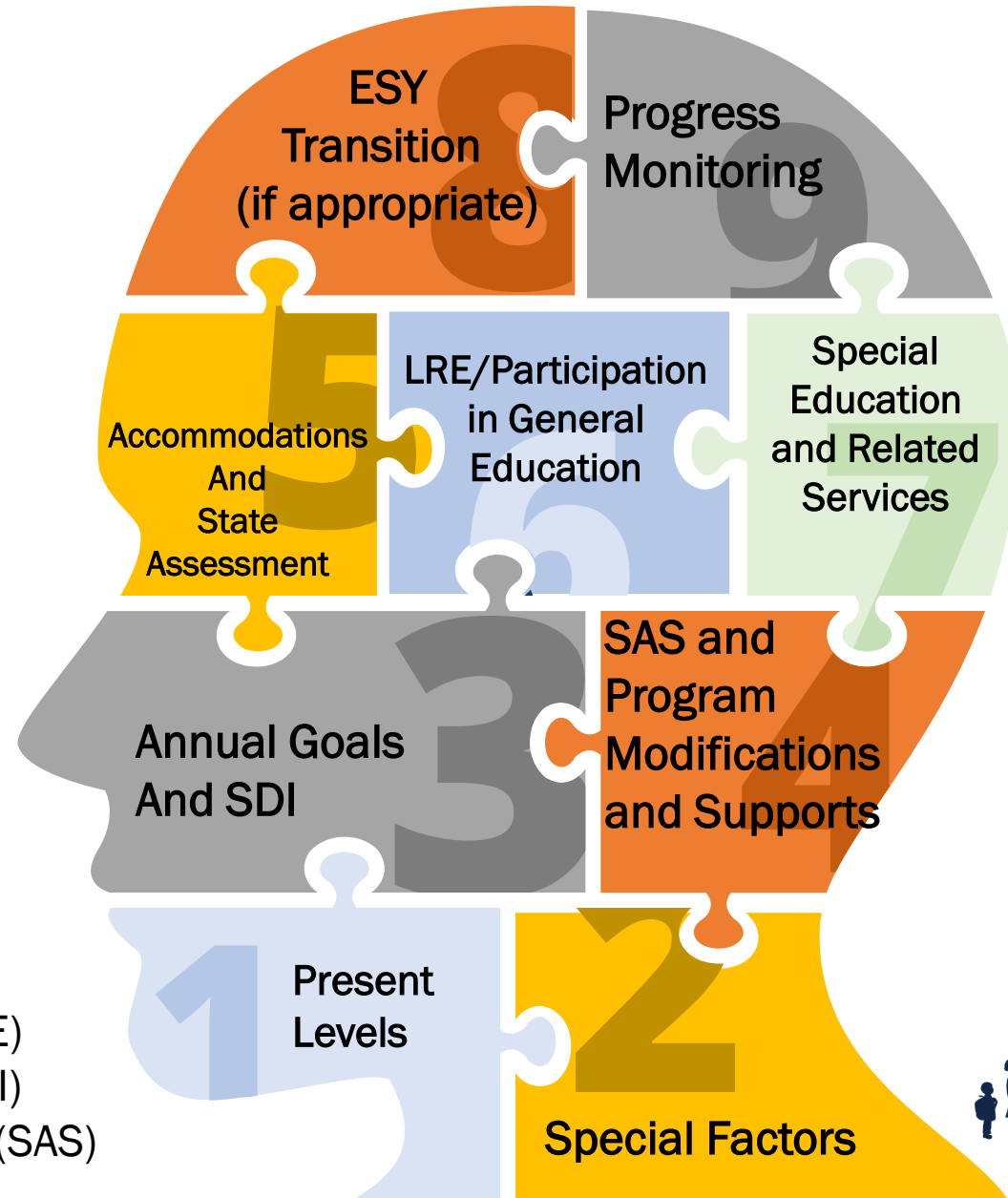**Special factor, Behavior:** Behavior token system (see BIP).

Annual Goals: Self-regulation, social interaction during unstructured times; using the AAC device to communicate wants/needs.

Independent Living Goal: Use steps on AAC for daily living skills.

Assistive Technology

Kentucky Department of EDUCATION

Connecting the Puzzle

ESY Transition (if appropriate)

Progress Monitoring

LRE/Participation in General Education

Special Education and Related Services

Accommodations And State Assessment

Annual Goals And SDI

SAS and Program Modifications and Supports

Present Levels

Special Factors

Extended School Year (ESY)
Least Restrictive Environment (LRE)
Specially Designed Instruction (SDI)
Supplementary Aids and Services (SAS)

Kentucky Department of EDUCATION

Resources

- [IDEA Part B Regulations: Issued August 14, 2006 - Effective October 13, 2006 (71 FR 46540)](#)

- [Myths and Facts Surrounding Assistive Technology Devices and Services](#)

- [Assistive Technology](#) provides resources related to assistive technology, which includes any device, software or equipment that helps people work around their challenges.

- [University of Kentucky Human Development Institute (UK HDI) Universal Design & Assistive Technology](#) provides information and resources related to assistive technology.

Kentucky Department of EDUCATION

Questions

Contact the Division of IDEA Monitoring and Results (DIMR)

(502) 564-4970