**AT in the IEP Checklist**

**Present Level of Academic Achievement and Functional Performance:**
- includes robust information about what the child is currently doing.
- describes student’s strengths.
- describes student’s needs related to the disability.
- includes present use of accommodations, modifications, and/or assistive technology
- includes parent concerns
- describes how the student’s disability affects progress in the general education curriculum.
- establishes a baseline of information about the student.
- is measurable (includes statements about observable actions).
- is functional (reflects activities from the student’s daily routine and environment).
- is comprehensive (includes all academic and non-academic goal areas
- includes a description of AT use if it impacted performance level.
- is current (includes results of most recent evaluations and assessments).

**Annual Goals:**
- reflect what the student can reasonably accomplish in the next 12 months.
- are sufficiently ambitious to require teaching and learning to occur.
- are related to the state and local academic standards/general education curriculum.
- address all areas in which the student is not currently at an age appropriate level.
- are measurable and describe the direction of change.
- describe the behavior the student will be doing when the goal is reached.
- include descriptions of the tools that will be used when AT is needed.

**Short Term Objectives/Benchmarks:**
- are included where needed.
- are measurable and describe the desired student behavior.
- include any AT needed to achieve the objective or benchmark.

**Special Factors:**
- include documentation of the discussion the IEP team had about the student’s need for AT and any other special factor that applies to that student.

**Supplementary Aids and Services:**
- clearly describe any aids or services needed to remain in the general education classroom including AT devices or services.

**Supports for Staff:**
- describes any training needed, including training about AT devices.
- includes any supports needed from consultants (e.g. AT, RTI, behavioral, etc.)
- includes any actions needed from support staff (e.g. preparing materials, charging AT device, etc.)

**State and Local Assessment:**
- includes all accommodations and modifications, including AT, that the student will use during high-stakes assessments.

**Transition (if student is making a transition):**
- includes specific activities to help the student prepare for new setting.
- addresses selection, acquisition, and use of AT that will be needed in new environment.
- includes self-determination activities.
- describes student’s participation in planning and decision making.