

Guiding questions to help IEP teams make appropriate decisions regarding the need for AT include:

- Are there educational tasks or activities we want the student to do at a level that reflects his/her abilities and skills that the student is not able to because of his/her disability?
- What has been tried to meet this need?
- Is it working? If the team agrees that the specified educational needs are being met within the least restrictive environment, and that the student's programming is appropriate with the strategies, modifications and/or devices that are in place, to the level of independence desired, there should be evidence to support the effectiveness and appropriateness of the interventions. The evidence may be in the form of work samples, classroom tests, formal testing, recorded observations, videotaping, or any other form appropriate to the child and his/her needs.
- Would the AT intervention enable the student to perform the tasks or master the objectives he/she could not without it?
- What will be tried? Under what conditions will it be tried?
- What are the criteria for determining whether or not the need is being met?
- Has the team considered alternatives starting from low to high tech, and low to high cost?

The following resource material and worksheets are made available to assist teams in making evidence-based decisions about assistive technology.