

Ohio Early Intervention

**Using Assistive Technology in  
Activities and Routines:  
Introduction**

Frequently Asked Questions

[www.ohioearlyintervention.org](http://www.ohioearlyintervention.org)

## **Ohio Early Intervention**

### **Prepared by**

Early Intervention Program Consultants  
Early Intervention Data and Monitoring Team  
DODD Training Team  
July 14, 2020  
Ohio Department of Developmental Disabilities  
30 E. Broad Street  
Columbus, Ohio 43215



Department of  
Developmental Disabilities



**Q: How should Assistive Technology (AT) be documented on the Individualized Family Service Plan (IFSP)?**

A: Adaptations that make a task easier or simpler to accomplish are often noted as strategies within IFSPs. Adaptations relate to modification of the environment, the design of the activity, and the materials used. Adaptation strategies may involve adapting or repurposing a common household item or toy to help a child engage more easily. Examples include rolling up a towel to help a child remain properly positioned or cutting out pictures from snack boxes to use as communication aids.

When Early Intervention (EI) providers find themselves facing issues that are beyond the scope of this type of everyday problem-solving that occurs as a part of early intervention service delivery, the IFSP team should consider adding AT as a service, device, or tool. Please see the [Assistive Technology Guidance Document](#).

When the EI service of Assistive Technology is placed on the grid as an early intervention service, it will typically occupy two lines on the IFSP grid. The first line will indicate the purchase of the device, and the second line will identify the provider who will deliver the required training or technical assistance to the family about how to use the device. The frequency of the technical assistance will be specific to the needs of the family, and the team will determine who the best person is to provide the technical assistance. Since the EI service is the same, the timely receipt of services (TRS) for the second line will be the purchase date of the Assistive Technology device. Here is an example of the grid:

El Service Type	Method	Location	How often	Session length	Provider agency	Funding source	Projected start date	Projected end date	Outcome number
Assistive Technology	D/P	H	1X	15 mins	XYZ AT Services	Ins/POLR	8/20/20	9/20/20	1
Assistive Technology	D/P	H	2X	15 mins	CBDD	CBDD	10/1/20	11/1/20	1

**Q: How is Assistive Technology funded?**

A: AT is funded consistent with Ohio's System of Payments. Potential funding sources include county boards of developmental disabilities, private insurance, Medicaid, and payor of last resort (POLR). The EI service coordinator should contact the EI resource coordinator and be prepared to discuss the developmental necessity, the equipment or services described, pricing requests, quantity and duplication.

**Q: Will the state begin buying Bumbo seats and corner chairs as assistive technology for children?**

A: Determining whether a piece of equipment meets the definition of assistive technology under Part C of IDEA must occur on an individual basis and be based on the child's needs, the family's concerns and resources, and the IFSP outcomes. Some items might be therapeutic or make caring for the child easier or safer but do not contribute to enhancing or maintaining the child's functional capabilities. Consequently, these may not be AT but may be appropriate for the EISC to support the family in acquiring these items outside of EI. To be considered an assistive device, the equipment must aid the child's participation, and maintain or increase independence in routines and activities resulting in accomplishment of IFSP outcomes. It is not the intention that the state will start paying for Bumbo seats, bath chairs, and other items that can be bought off the shelf (low tech) and are used with typically developing children. This could still be a strategy and will be documented as such on the IFSP.

**Q: How would the IFSP Team document the use of typical toys/household items that are being adapted and/or modified to support the child's development, enhance the child's participation and safety in everyday routines? For example**

- **a laundry basket,**
- **adding Velcro to the child's favorite books so they can turn pages of the books themselves,**
- **using a suction cup or plate at mealtimes so the child can participate in any family mealtimes and be more independent with feeding.**

A: If typical items are used to help meet an outcome, the strategies for the outcome should describe

- how the typical toy or household object will be adapted to help the child meet the outcome, and,
- who will be involved in supporting the family with adaptations and implementation within routines and activities?

Please see page 24 of the [IFSP Guidance Document](#) for additional information about the characteristics of high-quality IFSP strategies.