

Created by ISD 728 AT Team Project Committee
Gary Blake, , Sarah Klocker, Patty Nypower, Tami Thoreson, Mary Baumann-Spooner

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Elk River ISD #728

Assistive Technology

Guidelines and Procedures

Purpose

The purpose of this manual is to assist teachers, related service providers, and administrators in providing assistive technology devices and services to students with disabilities as required by the Individuals with Disabilities Education Act. The manual contains operating guidelines that address all the components of the assistive technology delivery process. It also contains procedures that IEP teams will use when providing assistive technology services. Resources that will be beneficial to IEP teams in developing and implementing assistive technology are also included.

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Definition of Assistive Technology Devices and Services

Part I

Definition of Assistive Technology Devices and Services

The Individuals with Disabilities Education Act (Public Law 105-17) offers clear definitions of assistive technology (AT) devices and services.

Assistive Technology (AT) Device:

AT devices are identified in IDEA as:

Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. (Section 300.5)

The definition of an AT device as provided in IDEA is very broad and gives IEP teams the flexibility that they need to make decisions about appropriate AT devices for individual students. Although IDEA uses the term “device”, IEP teams should remember that AT also includes hardware, software and various tools.

As used in this document, AT device includes devices, hardware and software that are required by a student with a disability. AT devices can be purchased from a local store or a vendor that specializes in the production and sale of AT devices. AT devices often need to be modified or customized to meet the individual needs of a student with a disability. A range of light technology to high technology AT devices are available, based on the student needs.

AT devices are available in a variety of categories to address functional capabilities of students with disabilities. These categories include but are not limited to:

Academic and Learning Aids: Electronic and non-electronic aids such as calculators, spell checkers, portable word processors, and computer-based software solutions that are used by a student who has difficulty achieving in his or her educational curriculum.

Aids for Daily Living: Self help aids for use in activities such as eating, bathing, cooking, dressing, toileting and home maintenance. Such as; adapted cup with large handles, suction bowls, weighted handle spoons, button hooks.

Assistive Listening Devices and Environmental Aids: Electronic and non-electronic aids such as amplification devices, closed captioning systems, and environmental alert systems that assist a student who is hard of hearing or deaf with accessing information that is typically presented through an auditory modality.

Augmentative Communication: Electronic and non-electronic devices and software solutions that provide a means for expressive and receptive communication for students with limited speech.

Computer Access and Instruction: Input and output devices, alternative access aids, modified or alternative keyboards, switches, special software, and other devices and software solutions that enable a student with a disability to use the classroom computer.

Environmental Control: Electronic and non-electronic aids such as switches, environmental control units, and adapted appliances that are used by a student with a physical disability to increase his or her independence across all areas of the curriculum.

Mobility Aids: Electronic and non-electronic aids such as wheelchairs (manual and electronic), walkers, scooters that are used to increase personal mobility.

Pre-Vocational and Vocational Aids: Electronic and non-electronic aids such as picture-based task analysis sheets, adapted knobs, and adapted times and watches that are used to assist a student in completing pre-vocational and vocational tasks.

Recreation and Leisure Aids: Electronic and non-electronic aids such as adapted books, switch adapted toys, and leisure computer-based software applications that are used by a student with a disability to increase his or her participation and independence in recreation and leisure activities

Seating and Positioning: Adaptive seating systems and positioning devices that provide students with optimal positioning to enhance participation and access to the curriculum.

Sensory Aids: Weighted blankets, weighted vests, hand fidgets and movement cushions for students needing a sensory diet.

Visual Aids: Electronic and non-electronic aids such as magnifiers, talking calculators, Braille writers, adapted tape players, screen reading software applications for the computer, and Braille note-taking devices that assist a student with a visual impairment to blindness to access and produce information that is typically present in a visual (print) modality.

(Adapted from the Assistive Technology Guidelines for Kentucky Schools, Department of Education)

The need for AT devices is determined by the student's IEP team. Typically, AT solutions are identified through consideration of AT or through an assessment. Once an AT device has been determined educationally necessary, the student's IEP team should document the required device(s) in the IEP. Information on considering and assessing the need for AT devices and documenting them is included in subsequent sections of this manual.

Assistive Technology Service:

As defined in IDEA, an AT service is:

Any service that directly assists a child with a disability in the selection, acquisition, and use of an AT device. The term includes-

- (a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
- (b) Purchasing, leasing or otherwise providing for the acquisition of AT devices by children with disabilities;
- (c) Selecting, designing, fitting, customizing, adapting, applying, retaining, repairing, or replacing AT devices;
- (d) Coordinating and use of other therapies, interventions, or services with AT devices, such as those associated with existing education and rehabilitation plans and programs;
- (e) Training or technical assistance for a child with a disability or, if appropriate, that child's family, and
- (f) Training or technical assistance for professionals (including individuals or rehabilitation services), employers or other individuals who provide services to employ, or are otherwise substantially involved in the major life functions of children with disabilities.

(Section 300.6)

As stated in the IDEA, AT services are provided to assist in the selection, acquisition, and use of an assistive technology device. Often IEP teams focus their energies on the device itself and forget that the AT services, as described in this document, are critical to the student's use of the device. For some students, appropriate AT devices are identified through an assessment conducted in the student's customary environment. After a device has been selected to meet the student's needs, the next step or "service" is to actually provide the AT device for the student's use. After the device has been obtained, and if appropriate, modified, all appropriate individuals

should be trained in the use of the device and the device should be made available for the student's use across instructional settings as needed.

Required AT services should be addressed in the student's IEP. Information on addressing AT services in the IEP is included in subsequent sections of this manual.

Procedures for Providing and Accessing Assistive Technology

Part II

Considering Assistive Technology Needs

Requirement:

Each IEP team in the school system will consider AT as a part of the development, review, and revision of the student's IEP.

Procedures:

The IEP team should use the AT Consideration Checklist (found in Appendix A) when discussing AT during the initial evaluation and annual IEP's. When completing, the IEP team should:

- Review the instructional and access areas that are relevant for the student and determine the required tasks within each of the areas.
- Determine whether or not the student can accomplish the required tasks within each of the standard classroom tools.
- If the student cannot accomplish the required tasks using available standard classroom tools, the IEP team should determine whether or not the student can accomplish the required tasks with modifications, accommodations, and AT solutions that are currently in place.
- If the student cannot accomplish the tasks independently with standard classroom tools or with modifications, accommodations, and AT solutions that are currently in place, then the IEP team must determine what additional solutions (including AT) are required.

The consideration process may include an opportunity for the student to use AT on a trial basis in order to obtain information on the potential effectiveness of the AT device. AT for trial use may be available within the classroom or school. Contact the school system AT Facilitator to obtain additional technology for trial use if needed.

Possible conclusions of the consideration process include:

- The student independently accomplishes required tasks within the relevant instructional or access areas using standard classroom tools. AT is not required.
- The student accomplishes the required tasks within the instructional or access areas using standard classroom and modifications and accommodations that are currently in place. AT is not required.

- The student accomplishes the required tasks within the relevant instructional or access areas with AT that is currently in place. AT is required. Document required AT devices and services in the IEP. Monitor the use of the AT and make changes as needed.
- The student cannot accomplish the required tasks within the relevant instructional or access areas with modifications, accommodations, and/or assistive technology that is currently in place.
 - If potential AT solutions are known to the IEP team, trial use of the identified AT solution may be documented in the IEP and implemented. Following the trial use period, the AT should be documented in the student's IEP if the team determines that it is required.
 - If the IEP team does not know potential solutions, a referral should be made to the AT Facilitator.

The following procedure will be used for requesting additional assistance:

1. Refer the student to the AT Facilitator by calling or e-mailing the district representative.
2. Send a copy of the AT Consideration Checklist with all possible sections completed to the AT Facilitator as soon as possible.
3. The AT Facilitator will determine if a consultation or evaluation is necessary based on information given by the team.

Part III

Evaluating Assistive Technology Needs

Requirement:

An AT evaluation will be completed when the IEP team determines that the student's AT needs cannot be effectively addressed through current programming, modifications, adaptations, or AT being used and the team does not have the knowledge base to make other AT recommendations. Students may also be referred for an evaluation upon parent request.

Requesting an AT Evaluation:

IEP teams may request an AT evaluation from the AT Facilitator when needed.

When requesting an evaluation do the following:

1. Refer the student to the AT Facilitator by calling or e-mailing the district representative.
2. Send a copy of the AT Consideration Checklist with all possible sections completed to the AT Facilitator as soon as possible.
3. Contact the parents to get permission to do an AT Evaluation. The AT Facilitator will put the necessary test or tests in SpedForms. The case manager will send home the necessary paperwork for signature.
4. The AT Facilitator will contact the case manager to coordinate testing and meeting times for the evaluation. (Please note: some data will be collected by the case manager and then analyzed by the AT Facilitator. All team members should give input to the SETT Process.)
5. The case manager will establish an evaluation meeting time once the AT Facilitator has completed the report. The report will then be reviewed with the IEP team and parents. (Please note: all due process procedures must be followed.)
6. AT devices and services determined to be educationally necessary based on the AT evaluation will be documented in the student's IEP.

Other staff who may be involved:

AT evaluations for assistive listening devices will be conducted by an audiologist in consultation with the student's IEP team.

AT evaluations for seating, positioning, mobility aids, daily living aids will be conducted by a physical therapist and/or occupational therapist in consultation with the student's IEP.

Part IV

Documenting Assistive Technology in the IEP

Requirement:

AT devices and services that have been determined educationally necessary by the IEP team will be documented in the student's IEP.

Procedures:

The IEP team will document required AT devices and services in the component or components of the IEP that are most relevant to the student.

AT devices and services may be documented in one or more of the following components of the IEP:

- **Present levels of performance:** This component of the IEP includes statements regarding the student's current level of functioning across curricular areas. This is an appropriate place to discuss how AT will be used to remediate deficits and to provide compensatory technology for enhancing access to the classroom curriculum.

Example:

John demonstrates difficulty completing all writing assignments using standard classroom tools such as pencil and paper. His writing samples are characterized by spelling, grammar, and punctuation errors. He uses a hand-held spell checker to aid him in editing his hand written communication. John also uses a computer-based word processing program with built-in spell check, grammar, and punctuation check.

- **Adaptations:** The need for AT devices and services will be documented for each student in the adaptation section of the IEP.

Example of device descriptions:

Johnny uses a voice output device with sequential messaging throughout his school day to participate in activities (i.e. greetings, attendance, commenting)

Example of service time description:

Training in the use of text to speech software will be provided to the case manager by the AT Facilitator by next conference period.

- **Modifications Needed for Participation in Statewide and District-wide Assessments:**

AT that the student requires to participate in statewide and district-wide assessments should be documented in this component of the IEP. The type of technology that is used by the student will determine whether or not the test is considered a standard or non-standard administration.

Example:

Due to her severe visual impairment, Shantae requires that all testing materials including directions and, if appropriate, answer sheets should be provided for her use in Braille. **Refer to MDE website for accommodations that are allowed for state testing.*

- **Annual Goals and Objectives:** Typically, if a student is using AT, it is addressed in the goals and objectives. The AT is simply a tool that assists the student in accomplishing the objective. The IEP team should determine the goals and objectives first and then decide how technology will be used to accomplish the goals and objectives.

Example:

After food is placed in a blender, Bob will maintain activation of a single switch attached to an appliance adapter for 2 minutes in order to puree his food for lunch.

Sarah will initiate a daily social greeting with classmates using her voice output device

Kira will write a three to five sentence paragraph with less than two misspelled words when using a hand-held spell checker to correct misspelled words.

- **Statement of Transition Services:** This component of the IEP is the place to address AT that may be required by the student in post-secondary environments. When addressing AT for students transitioning out of the school system, it is important to address required AT devices and funding for the device. It is also important to address training and technical support for the student and family, if appropriate.

Example:

Colin's school staff, vocational rehabilitation counselor, and family will contact public and private agencies to assist him in obtaining funding for an augmentative device that can be used after he graduates from school. They will begin contacting agencies at the beginning of his senior year. The vocational rehabilitation counselor will identify potential sources for technical support that will be available to Colin after he graduates.

The documentation of AT devices and services will be clearly written so that all IEP team members, including parents, have a full understanding of how the AT devices and services will be provided. It is not necessary to name the specific name brand of an AT device. It is best to describe features of the required technology. For example, the IEP team may use the description of a “talking word processing application with built-in spell check” rather than the name of a particular program. * *Refer to the Generic Description of AT Supports in Appendix C*

The IEP will be amended, as the student’s technology needs change.

Part V

Assistive Technology Implementation and Integration

Requirement:

The student's IEP team will implement the student's AT as outlined in the student's IEP. In certain situations, it may be beneficial to develop an AT implementation plan to serve as a guide in implementing the AT.

Procedures:

When appropriate, the IEP team will develop an AT implementation plan (*See Appendix B*) to ensure that the AT is implemented as documented in the student's IEP. This plan outlines the status and tasks the technology supports, the student's perceptions of the technology, the training/ supports needed by the staff and the staff responsible to implement the AT . The IEP team will follow school procedures to ensure that the recommended AT is made available to the student as required in the IEP.

The IEP team will contact the school system AT Facilitator to obtain the required AT if it is not readily available in the school setting. The required AT may be available in another school system's loan program or an outside agencies loan program. If the device is available in the school system's loan program, the AT Facilitator will check it out to the case manager who is responsible to keep track of all items related to the equipment (i.e. manuals, chargers)

The IEP team will install, modify, customize, and program the obtained AT to meet the student's individual needs. If the school staff requires assistance with these tasks, they should contact the AT Facilitator.

The school staff will participate in professional learning courses as needed to obtain skills and expertise necessary to implement the AT implementation program. Professional learning training may be requested from the school system AT Facilitator. Professional courses are also offered throughout the school year. Watch for course offerings sent out by e-mail.

The IEP team will ensure that the AT is made available in all relevant environments. If the student requires the AT in the home setting, the school staff will complete the agreement for home use form in Campus Blank form section.

The school staff will ensure that the available AT is integrated into all appropriate curricular activities.

When equipment is not in working order, the school staff will

1. Check the manual for troubleshooting information
2. Contact the device's company technical support.
3. Contact the AT Facilitator to obtain directions on how to get the device repaired.

The AT implementation program will be modified as needed based on student needs and curriculum.

Trouble Shooting:

The student's IEP team may request assistance from the AT facilitator when needed. The following types of assistance are available:

Device Repair (After staff have checked the manual and called the company)

Have you read the manual to obtain troubleshooting assistance?

Have you contacted the manufacturer for technical support?

What has been done within your school to correct/address the problem?

Device Loan Program

Device Training and Support

Part VI

Monitoring the Use and Effectiveness of Assistive Technology

Requirement:

The student's IEP team will monitor the student's use of the recommended AT and make changes in programming as needed.

Procedures:

The student's IEP team will collect data on the student's use of AT as outlined in the IEP or AT implementation plan.

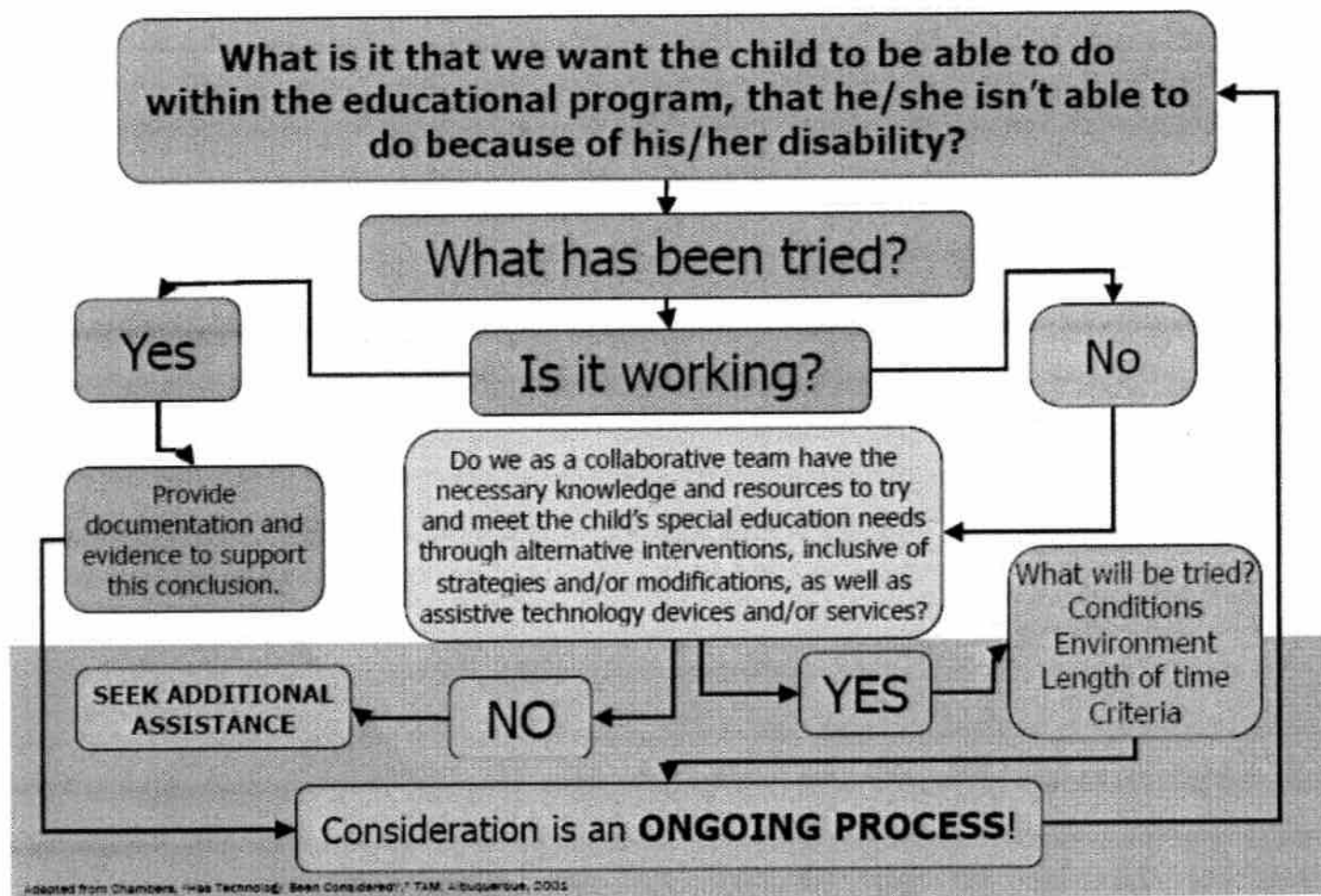
The IEP team will analyze the data to determine the continued appropriateness of the AT and to make changes in programming as needed.

The school staff will make changes in the student's AT implementation plan as needed based on data collected by the team.

Appendix A

Assistive Technology Consideration Flowchart, Checklist and Resource Guide

AT CONSIDERATION PROCESS



Assistive Technology Consideration Checklist

Student: _____ School: _____ Date: _____

DIRECTIONS

1. Please check (✓) the instructional or access areas in which the student is experiencing difficulty completing instructional tasks and/or meetings goals, benchmarks, or objectives. Record each of the checked areas in Column A of the boxes below (one area per box).

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Writing | <input type="checkbox"/> Spelling | <input type="checkbox"/> Reading | <input type="checkbox"/> Math |
| <input type="checkbox"/> Study/Organizational Skills | <input type="checkbox"/> Listening | <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Seating/Positioning/Mobility |
| <input type="checkbox"/> Daily Living Activities | <input type="checkbox"/> Recreation and Leisure | <input type="checkbox"/> Pre-vocational and Vocational | <input type="checkbox"/> Other Specify: _____ |

2. Specify all relevant tasks (e.g. copying notes from board, responding to teacher questions, etc.) within each area in the space provided. Check the settings in which the task is required: GEC: General Education Classroom SEC: Special Education Classroom COM: Community HOM: Home.
3. In Column B, specify the standard classroom tools (low technology to high technology) used by the student to complete relevant tasks identified in Column A. Place a check (✓) in the appropriate box in Column B regarding independence or lack of independence with the identified tasks using standard classroom tools. For areas in which the student can complete the tasks independently with standard classroom tools, it will not be necessary to complete Columns C-D.
4. In Column C, specify the accommodations/modifications and assistive technology solutions that are currently being utilized. Place a check (✓) in the appropriate box in Column B regarding independence or lack of independence with the identified tasks using the identified accommodations/modifications and assistive technology solutions.
5. Complete Column D if the student cannot adequately complete the task with accommodations/modifications and assistive technology solutions specified in column C.

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
<input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	
<input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered Including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
<input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	
<input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	
<input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	

Consideration Outcomes:

- ☐ Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required.
- ☐ Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required.
- ☐ Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required.
- ☐ Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.
- ☐ Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation.

Specify any assistive technology services required by this student: _____

Name	Position	Name	Position

Assistive Technology Consideration Resource Guide

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individual Educational Plan. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions. Additional tasks and solutions will need to be added to address individual student needs.

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
Writing: <ul style="list-style-type: none"> Write name Copy letters/words/numbers for skills practice Write words from memory Copy print from book or worksheet Copy notes from board or overhead Complete written worksheets with single word responses (fill-in-the blank) Complete written worksheets with phrase or sentence response Complete written test with multiple choice response (circle/mark answer) Complete written test and forms with fill-in-the-blank response Complete written test with matching response Complete written test with phrase/sentence (short answer) response (multi-paragraph) Record notes from teacher dictation/lecture with teacher recording notes on board/overhead Record notes from teacher dictation/lecture without teacher notes Generate creative/spontaneous writing samples Copy numbers Enter number in correct location within calculation problems Copy math calculation problems with correct alignment 	<ul style="list-style-type: none"> Crayon/Marker Pencil Pen Letter and number strip Clipboard Typewriter Computer with word processing software with grammar and spell checker Instructional software to remediate and enhance specific writing skills 	<ul style="list-style-type: none"> Increased time for completing assignments Decreased length of assignment/number of responses Oral dictation as an alternative to writing Peer notetaker Format of assignment changed to meet need of student - multiple choice, matching word banks, fill-in-the-blank, short answer Word banks, sentence starters, and cloze format Writing activities for supports Provide typed outline or typed copy of lecture notes to student prior to delivery for student to use to follow lecture Student highlights key points on printed copy of notes rather than copying/recording lecture notes Webbing-concept mapping strategy used 	<ul style="list-style-type: none"> Pencil grip or other adapted writing aids Adapted paper (bold line, raised line, different spacing, secured to desk, paper stabilizers) Slant board Personal dry erase board Non-slip writing surface (e.g. dycem) Tape recorder or digital recorder for dictated responses and notetaking Portable word processor (e.g. AlphaSmart Neo, The Writer Fusion, etc.) Notetaking device (e.g. Braille, adapted tape/digital recorder, smartboard, Notetaker, Iris Pen) Computer with word processing software with spell and grammar checks (e.g. Microsoft Word) Computer with word processing software and outlining/webbing software (e.g. Inspiration or Kidspiration, Draft:Builder) Computer with graphic-based word processor (e.g. Writing with Symbols) Computer with talking word processing software (e.g. Write Out Loud, Classroom Suite, Talking Word Processor) Computer with word prediction software (e.g. Co:Writer, WordQ) Computer with graphic based word processor (e.g. Writing with Symbols) Scanner and computer with form filling software to create electronic worksheets Computer-based advanced reading and writing aids (e.g. Kurzweil 3000, WYNN, Read & Write Gold) *Adaptive input hardware and/or software (e.g. keyguard, keyboard utilities, enlarged keyboard, touchscreen, on-screen keyboard,

Assistive Technology Consideration Resource Guide

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
<p><i>Writing Sample Tasks (Continued)</i></p> <ul style="list-style-type: none"> Record dictated math calculation problems with correct alignment Copy diagrams and graphs create and plot linear and quadratic equations on graph 	<ul style="list-style-type: none"> See previous page 	<ul style="list-style-type: none"> See previous page 	<p>trackball, switch access, voice dictation software, Braille input) and adaptive output solutions (screen enlargement, text or screen reading software) to be used as needed for all computer based writing solutions</p>
<p>Spelling:</p> <ul style="list-style-type: none"> Sample Tasks: Identify correctly spelled word from printed list Write spelling words from dictation Spell words orally Take a written spelling test Use spelling words appropriately in a sentence Locate correctly spelled words in a dictionary Complete writing tasks with correct spelling Identify/correct incorrectly spelled words in writing sample 	<ul style="list-style-type: none"> Flashcards Alphabet strip Print dictionary Computer with word processing software with built-in spell checker Instructional software to remediate and enhance basic phonics and spelling skills 	<ul style="list-style-type: none"> Peer/adult assistance for difficult to spell words Personal or custom dictionary Problem word list Reduce number of spelling words Increased time for completing assignments 	<ul style="list-style-type: none"> Personal dry erase board for practice Tape recorder with difficult to spell words recorded Hand-held spellchecker without auditory output (e.g. Merriam-Webster Dictionary and Thesaurus) Hand-held spellchecker with auditory output (e.g. Speaking Merriam-Webster Dictionary and Thesaurus) Portable word processor with built-in spellchecker (e.g. AlphaSmart NEO, The Writer Fusion) Computer with word processing program with spell check feature (e.g. Microsoft Word) Computer with talking word processing software containing speaking spell check (e.g. Write Out Loud, Classroom Suite, Talking Word Processor) Computer with word prediction software, (e.g. Co:Writer, WordQ)
<p>Reading:</p> <ul style="list-style-type: none"> Sample Tasks: Identify letters in isolation and in sequence Recognize/read name Read basic/primer sight words Read functional words (community, emergency, grocery, etc.) Read target/selected words within a sentence Comprehend age/grade appropriate reading materials Read print materials from textbooks and supplemental materials with comprehension 	<ul style="list-style-type: none"> Textbooks Worksheets Printed information on board/overhead Printed test materials Instructional software to remediate basic reading and/or reading comprehension skills 	<ul style="list-style-type: none"> Peer/adult reading assistance High interest, low reading level materials Increased time for completing reading materials Decreased length of assignment Simplify complexity of text Color coding to emphasize key points (highlighting) Custom vocabulary list Increase print size of materials through photocopying 	<ul style="list-style-type: none"> Page fluffers Slant board and book holders for positioning books Color Overlays Tracking strategies (e.g. reading window, bar magnifier) Speaking spellchecker or dictionary as a word recognition aid (e.g. Speaking Merriam-Webster Dictionary and Thesaurus) Reading Pen (e.g. Readingpen) Audio-taped books (e.g. books-on-tape from Recordings for the Blind and Dyslexic) Electronic books (e.g. disk or CD-ROM) Computer-based talking word processing

Assistive Technology Consideration Resource Guide

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
<p><i>Reading Sample Tasks (Continued)</i></p> <ul style="list-style-type: none"> • Read material from worksheet with comprehension • Read material from board/overhead with comprehension • Read material from computer display with comprehension • Read longer reading samples with comprehension and without fatigue • Answer literal questions regarding materials read • Answer questions regarding main idea of materials read • Answer inferential questions regarding materials read 	<ul style="list-style-type: none"> • See previous page 	<ul style="list-style-type: none"> • See previous page 	<p>program (e.g. Write Outloud, E-Text Reader, Classroom Suite)</p> <ul style="list-style-type: none"> • Computer with graphic word processor (e.g. Writing with Symbols) • Computer with text enlargement software (e.g. ZoomText) • Computer with text reading software (e.g. ReadPlease, JAWS, Kurzweil 1000) • Computer-based advanced reading and writing aids (e.g. Kurzweil 3000, WYNN, Read & Write Gold) • Solutions for converting text into alternative format (e.g. scanner with OCR software, Braille translation software, Braille printer/embosser, refreshable Braille displays, and tactile graphic production systems, etc.)
<p>Math:</p> <ul style="list-style-type: none"> • Sample Tasks: <ul style="list-style-type: none"> • Identify numbers in isolation and sequence • Comprehend basic math concepts • Complete basic calculations (addition, subtraction, multiplication, and division) • Complete complex math calculations • Complete math word problems • Tell time to the hour, half-hour, etc. using an analog and/or digital clock • Calculate passage of time • Identify coins and bills • Demonstrates understanding of coin and bill value • Utilize money to purchase items • Utilize coins and bills to make appropriate change • Maintain and balance a checkbook 	<ul style="list-style-type: none"> • Manipulatives (beads, etc.) • Abacus • Number line • Math fact sheet (e.g. multiplication facts) • Calculator • Instructional software to remediate and enhance specific math skills 	<ul style="list-style-type: none"> • Change format of assignment (e.g.: write answers only) • Peer/adult reading of problem and recording of answer • Reduce number of problems • Provide additional spacing between problems • Provide additional time to complete tasks • Increase size of print through photocopying • Change complexity of material (e.g. separate problems by operations required) • Teacher/peer support for reading and assistance 	<ul style="list-style-type: none"> • Modified paper (bold line, enlarged, raised line, graph paper, etc.) • Talking calculator with speech output • Calculator with large print display • Calculator with large keypad • Calculator with embossed output (e.g. Braille N Speak) • Computer based on-screen calculator • Computer with word processing program with Equation Editor feature (e.g. Microsoft Word) • Electronic math worksheet software with adaptive input and output as needed (e.g. MathPad, MathPad Plus, Scientific Notebook, and Geometers Sketchpad) • Adapted measuring devices (e.g. devices with speech output, large print display, or tactile output)

Assistive Technology Consideration Resource Guide

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
Study Organizational Skills: Sample Tasks: <ul style="list-style-type: none"> • Copy assignments from board • Record assignments from teacher dictation • Complete assigned task within designated timelines • Request teacher/peer assistance when needed • Has appropriate materials/supplies for class activities 	<ul style="list-style-type: none"> • Instructional materials, including software to remediate deficit areas, to teach compensation strategies, and focus on strengths 	<ul style="list-style-type: none"> • Assignment sheet provided by peer and/or adult • Outlines of key points • Student schedule or checklist • Positioning student strategically within classroom environment • Timers • Student self monitoring sheets 	<ul style="list-style-type: none"> • Print or picture schedule • Organizational aids (e.g. Color coding, appointment book, etc.) • Tape recorder • Electronic organizer/personal digital assistant (e.g. Step Pad, PDA,, Dana) • Computer based electronic organizer with adapted input and output provided as needed • Speech prompting device
Listening : Sample Tasks: <ul style="list-style-type: none"> • Follow verbal directions • Listen to stories, books, etc. and answer comprehension questions • Listen to classroom discussion and apply information (answer questions, record notes, etc) • Listen to teacher lecture and and apply information (answer questions, record notes, etc) • Listen to verbally presented information and retell with correct sequencing and facts • Listen to videos to gather information about current instructional topics • Respond to environmental stimuli appropriately (someone knocking on classroom door, bell ringing, fire alarm) 	<ul style="list-style-type: none"> • Television • Video player • Cassette recorder/player • Headphones for clarity of sound and blocking of extraneous noises for cassette/ television • Overhead projector to provide visual outline during notetaking • Closed captioning access to caption ready television and video presentations 	<ul style="list-style-type: none"> • Preferential seating • Use teacher proximity • Elimination of extraneous noise (air conditioner) • Break directions into smaller steps/segments • Use verbal prompts • Use gestures • Pre-teach vocabulary and/or components of the lesson • Audio-tape verbally presented information for repeated presentation • Use visual aids (picture symbols, diagrams, maps) to illustrate key points • Provide a written outline of lecture • Use a peer note-taker to record notes in class • Provide print copy of script in videotapes • Provide sign language/oral interpreter 	<ul style="list-style-type: none"> • Personal amplification system • Classroom sound field system • Auditory trainer • Personal hearing aids • Tape recorder with indexing capability • Smart Board for transferring teacher written notes to student computer for viewing and printing and viewing • Environmental alert system • Voice to text software application for converting teacher lecture to text • Closed captioning on non-caption ready instructional materials • Real time captioning of class lecture and discussion

Assistive Technology Consideration Resource Guide

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
Oral Communication: Sample Tasks: <ul style="list-style-type: none"> Gain attention of peers/adults within environment Express basic wants/needs Request assistance as needed Provide appropriate greetings Participate in conversation with peers/teachers Respond appropriately to teacher/peer questions and/or comments Provide oral report in class on assigned topic Inform others of events, topics, etc Terminate conversation 	<ul style="list-style-type: none"> Organizing diagram for presentations 	<ul style="list-style-type: none"> Interpreter Verbal prompts Modeling appropriate skills Repetition of spoken answers Additional response time Provide questions before time Accepting shortened responses 	<ul style="list-style-type: none"> Speech enhancing devices (e.g. amplifiers, clarifiers) Augmentative communication solutions (e.g. object based communication boards, displays, picture communication boards, books, and wallets, talking switches, dedicated augmentative communication devices, and integrated computer based augmentative communication solutions-all with adaptive input as needed) Sign language
Aids to Daily Living: Sample Tasks: <ul style="list-style-type: none"> Feed self using appropriate utensils Drink using appropriate utensils Prepare simple snack Prepare basic meal Dress and/or undress self using appropriate tools Complete personal hygiene and grooming tasks (brushing teeth, hair, etc.) Toilet self Perform simple household chores 	<ul style="list-style-type: none"> Eating utensils (ex. spoon, cup, etc.) Personal hygiene tools (ex: toothbrush, comb, brush, etc.) Toileting supplies (ex: tissue) Bathroom rails and adaptive faucet handles Cleaning materials and appliances 	<ul style="list-style-type: none"> Verbal prompts Modeling appropriate skills Picture cues and prompts Additional time to complete tasks Modification of task length and complexity 	<ul style="list-style-type: none"> Adapted eating aids (e.g. grips for standard eating utensils, adapted cups/glasses, etc.) Feeding machines Adapted dressing aids (e.g. button holers, pulls for zippers, Velcro fasteners, etc.) Adapted cooking and food preparation aids (e.g. blender attached to power control unit, adapted pouring handles, etc.) See other sections of this document for leisure, vocational, mobility, and learning aids.) Adapted household cleaning tools and appliances

Assistive Technology Consideration Resource Guide

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
Recreation and Leisure: Sample Tasks: <ul style="list-style-type: none"> Participate in play activities Participate in leisure activities (ex: look at/read book or magazine, listen to music, etc.) appropriately Manipulate and/or operate toys, tools, and/or electronic appliances required for participation in leisure activities appropriately 	<ul style="list-style-type: none"> Puzzles Games Toys Music (e.g. tape player, CD-ROM, etc.) 	<ul style="list-style-type: none"> Verbal prompts Adult peer assistance Modeling appropriate skills Cooperative participation with Game modification 	<ul style="list-style-type: none"> Knobs for puzzles Adapted crayon holders Adapted books Adapted music with symbols Raised line coloring sheets Spinners for games Switch accessible toys (commercially available or switch accessible through switch interface) Environmental control devices Power control units and battery adapter devices Adaptive sports equipment Computers with adaptive input devices as needed and appropriate software to address leisure skills
Pre-vocational and Vocational: Sample Tasks: <ul style="list-style-type: none"> Complete assigned tasks (ex: filing, sorting, assembly, etc.) within designated timelines Utilize tools, manipulatives, and/or equipment to complete tasks Complete single and multiple step tasks 	<ul style="list-style-type: none"> Sorting and assembling materials Office equipment Computer with standard office applications Timers and watches 	<ul style="list-style-type: none"> Verbal prompts Picture and word cues Modeling appropriate skills Cooperative participation with peers and adults Student self-monitoring sheets Modification of task length and complexity 	<ul style="list-style-type: none"> Individualized task and material modifications to meet student needs Computer with adaptive input devices as needed and appropriate software to address pre-vocational or vocational needs Vibrating and talking watches and timers Auditory prompting with and without visual display
Seating, Positioning, and Mobility: Sample Tasks: <ul style="list-style-type: none"> Move about/ambulate about the classroom, school, and/or community Manipulate educational materials as required in assigned activities Maintain appropriate seating/position for participation in relevant activities 	<ul style="list-style-type: none"> Classroom chairs, desks and tables 	<ul style="list-style-type: none"> Limit mobility requirements through careful scheduling of daily activities (order, location, etc.) Peer and adult assistance Modification of requirements based upon student's daily energy level and the task to be completed 	<ul style="list-style-type: none"> Adaptive classroom equipment (e.g. prone and supine standers, side lyers, adapted chairs with seating modifications and support, etc.) Adapted tables and desks Walkers Crutches/canes Manual wheelchairs Power wheelchairs Laptrays and equipment mounts

The assistive technology devices referenced in this document are included to provide examples of different types of devices used by students with disabilities to accomplish educationally relevant tasks in instructional and access areas. The document does not include all assistive technology devices within a device category and inclusion of a particular device does not constitute endorsement by the Georgia Department of Education. Additional devices may be added to the document by contacting the Georgia Project for Assistive Technology.

Assistive Technology Consideration Checklist

Student: BB PreK student School: Elementary Date: _____

DIRECTIONS

1. Please check (✓) the instructional or access areas in which the student is experiencing difficulty completing instructional tasks and/or meetings goals, benchmarks, or objectives. Record each of the checked areas in Column A of the boxes below (one area per box).

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Writing | <input type="checkbox"/> Spelling | <input type="checkbox"/> Reading | <input type="checkbox"/> Math |
| <input type="checkbox"/> Study/Organizational Skills | <input type="checkbox"/> Listening | <input checked="" type="checkbox"/> Oral Communication | <input checked="" type="checkbox"/> Seating/Positioning/Mobility |
| <input type="checkbox"/> Daily Living Activities | <input checked="" type="checkbox"/> Recreation and Leisure | <input type="checkbox"/> Pre-vocational and Vocational | <input type="checkbox"/> Other Specify: _____ |

2. Specify all relevant tasks (e.g. copying notes from board, responding to teacher questions, etc.) within each area in the space provided. Check the settings in which the task is required: GEC: General Education Classroom SEC: Special Education Classroom COM: Community HOM: Home.
3. In Column B, specify the standard classroom tools (low technology to high technology) used by the student to complete relevant tasks identified in Column A. Place a check (✓) in the boxes in Column B if the student is able to independently complete the tasks with standard classroom tools. For areas in which the student can complete the tasks independently, it will not be necessary to complete Columns C-D.
4. In Column C, specify the accommodations/modifications and assistive technology solutions that are currently being utilized. Place a check (✓) in the boxes in Column C if the student can adequately complete the tasks specified in Column A using the identified accommodations/modifications and assistive technology solutions.
5. Complete Column D if the student can not adequately complete the task with accommodations/modifications and assistive technology solutions specified in column C.

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place	D. Additional Solutions/Services Needed Including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions
Oral Communication -Gain attention of peers/adults -Provide appropriate greetings -Express basic needs and wants <input type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input type="checkbox"/> COM <input checked="" type="checkbox"/> HOM	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent -verbal prompts -modeling appropriate skills	Trial use of: -tactile/tangible symbol system -single message voice output device such as a BIGmack

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Needed Including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
Recreation and Leisure -Participate in various leisure activities -Appropriately manipulate and operate toys, tools, and electronic appliances required for participation in leisure activities <input type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input type="checkbox"/> COM <input checked="" type="checkbox"/> HOM	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent -toys	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent -modeling appropriate skills -adult/peer assistance	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent	-switch accessible toys (commercially available or switch accessible through battery interrupter) -Switch with large surface area such as a Big Red switch -Environmental control device such as a PowerLink to make electronic devices such as a tape player switch accessible -trial use of adaptive input device (such as a SwitchHopper for computer access for appropriate software -trial use of switch accessible software to provide training sessions for cause and effect skill development
Seating, Positioning, and Mobility - Maintain appropriate seating/position for participation in relevant activities <input type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent -Adult assistance	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent -adapted desk	-seek additional seating & positioning assistance from PT

Consideration Outcomes:

- ☐ Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required.
☐ Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required.
☐ Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required.
☐ Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.
☒ Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation.

Specify any assistive technology services required by this student: Staff and parents should be trained in the use of tactile symbols, voice output device, switch, and software.

Name		Position	
HH	Special Education Teacher	JJ	Physical Therapist
BB	SLP	CC	Occupational Therapist

Assistive Technology Consideration Checklist

Student: Fourth Grade Orthopedically Impaired School: Hometown Elementary School Date: _____

DIRECTIONS

1. Please check (✓) the instructional or access areas in which the student is experiencing difficulty completing instructional tasks and/or meetings goals, benchmarks, or objectives. Record each of the checked areas in Column A of the boxes below (one area per box).

<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Spelling	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Math
<input type="checkbox"/> Study/Organizational Skills	<input type="checkbox"/> Listening	<input type="checkbox"/> Oral Communication	<input checked="" type="checkbox"/> Seating/Positioning/Mobility
<input checked="" type="checkbox"/> Daily Living Activities	<input checked="" type="checkbox"/> Recreation and Leisure	<input type="checkbox"/> Pre-vocational and Vocational	<input type="checkbox"/> Other Specify: _____

2. Specify all relevant tasks (e.g. copying notes from board, responding to teacher questions, etc.) within each area in the space provided. Check the settings in which the task is required: GEC: General Education Classroom SEC: Special Education Classroom COM: Community HOM: Home.
3. In Column B, specify the standard classroom tools (low technology to high technology) used by the student to complete relevant tasks identified in Column A. Place a check (✓) in the boxes in Column B if the student is able to independently complete the tasks with standard classroom tools. For areas in which the student can complete the tasks independently, it will not be necessary to complete Columns C-D.
4. In Column C, specify the accommodations/modifications and assistive technology solutions that are currently being utilized. Place a check (✓) in the boxes in Column C if the student can adequately complete the tasks specified in Column A using the identified accommodations/modifications and assistive technology solutions.
5. Complete Column D if the student can not adequately complete the task with accommodations/modifications and assistive technology solutions specified in column C.

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place	D. Additional Solutions/Services Needed Including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions
Writing <ul style="list-style-type: none"> • Write name • copy letters/words/numbers for skills practice • write words/letters from memory • copy numbers • enter number in correct location within calculation problem <div style="margin-top: 10px;"> <input type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM </div>	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> • pencil • paper • computer with word processing software 	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> • Increased time • decrease length of assignment • change format of assignment to multiple choice 	Trial use of: <ul style="list-style-type: none"> • IBM QWERTY layout, with alternate keyboard such as IntelliKeys • IBM QWERTY IntelliKeys keyboard • Slip-on keyboard Aid • Change talking word processor speech options to "Speak on Letters." • Use simplified font (Comic Sans) • Mouse access through IntelliKeys • Electronic math worksheet software such as MathPad

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Needed Including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
Spelling <ul style="list-style-type: none"> • Copy words from card • write spelling words from dictation • use spelling words appropriately in a simple sentence <input type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> • Flashcards • computer with word processing software 	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> • Increased time • reduce number of spelling words • multiple choice test 	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> • Instructional software for phonics and spelling • computer with talking word processor with spell checker 	Trial use of: <ul style="list-style-type: none"> • Talking word processing software such as IntelliTalk II • Change talking word processor speech options to "Speak on Letters."
Reading <ul style="list-style-type: none"> • Identify letters • read name • read basic sight words • read functional words • read target words within a sentence • comprehend age appropriate reading materials <input type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input type="checkbox"/> COM <input checked="" type="checkbox"/> HOM	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> • Peer assistance • high interest/low reading level materials • increased time • simplify complexity 	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> • Alternatives or supplements to printed information 	Trial use of: <ul style="list-style-type: none"> • Graphic-based word processing software with speech capabilities such as Writing with Symbols 2000 to create adapted text materials 	
Math <ul style="list-style-type: none"> • Identify numbers • comprehend basic concepts • complete basic calculations <input type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> • pencil • paper/worksheet • manipulatives 	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> • reduce assignment • additional time 	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent <ul style="list-style-type: none"> • Adapted eating utensils: spoon and fork with ends bent perpendicular to handles, grips for handles 	Trial use of: <ul style="list-style-type: none"> • Electronic math worksheet software such as MathPad
Aids to Daily Living <ul style="list-style-type: none"> • Feed self using appropriate utensils • drink using appropriate utensils <input type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input type="checkbox"/> COM <input checked="" type="checkbox"/> HOM	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> • Additional time 	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> • Adapted cup for drinking 		

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Needed Including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
Recreation and Leisure <ul style="list-style-type: none"> Participate in art activities 	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> Art supplies – conventional scissors, paintbrushes, crayons, chalk 	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent <ul style="list-style-type: none"> Art supplies – conventional scissors, paintbrushes, crayons, chalk 	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent <ul style="list-style-type: none"> Art supplies – conventional scissors, paintbrushes, crayons, chalk 	Trial use of: <ul style="list-style-type: none"> Electric scissors Adapted paintbrushes/sponges Bingo stampers Adapted crayon holder Large diameter chalk
<input type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM Seating, Positioning, and Mobility <ul style="list-style-type: none"> Move about classroom, manipulate educational materials maintain appropriate seating/positioning for participation in activities 	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> Move about classroom, manipulate educational materials maintain appropriate seating/positioning for participation in activities 	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> Peer/adult assistance Modification requirements based upon student's daily energy level and the task to be completed 	<input checked="" type="checkbox"/> Independent <input type="checkbox"/> Not Independent <ul style="list-style-type: none"> Adaptive classroom equipment (prone stander) Adaptive desk Manual wheelchair Lap tray 	
<input type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM				

Consideration Outcomes:

- ☐ Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required.
- ☐ Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required.
- ☐ Student accomplishes tasks in all instructional areas with currently available assistive technology. No assistive technology is required.
- ☒ Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.
- ☒ Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation.

Specify any assistive technology services required by this student: Teachers/staff should be trained in the use of alternate keyboard such as IntelliKeys, talking word processing software such as IntelliTalk II, and graphic-based word processing software such as Writing with Symbols 2000.

Name	Position	Name	Position
Teacher's name	Special Education Teacher	OT's name	Occupational Therapist
PT's name	Physical Therapist		

Assistive Technology Consideration Checklist

Student: Academic Student Sixth Grader **School:** Hometown Middle School **Date:** _____

DIRECTIONS

1. Please check (✓) the instructional or access areas in which the student is experiencing difficulty completing instructional tasks and/or meetings goals, benchmarks, or objectives. Record each of the checked areas in Column A of the boxes below (one area per box).

- | | | | |
|--|---|--|---|
| <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Spelling | <input type="checkbox"/> Reading | <input type="checkbox"/> Math |
| <input type="checkbox"/> Study/Organizational Skills | <input type="checkbox"/> Listening | <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Seating/Positioning/Mobility |
| <input type="checkbox"/> Daily Living Activities | <input type="checkbox"/> Recreation and Leisure | <input type="checkbox"/> Pre-vocational and Vocational | <input type="checkbox"/> Other Specify: _____ |

2. Specify all relevant tasks (e.g. copying notes from board, responding to teacher questions, etc.) within each area in the space provided. Check the settings in which the task is required: GEC: General Education Classroom SEC: Special Education Classroom COM: Community HOM: Home.
3. In Column B, specify the standard classroom tools (low technology to high technology) used by the student to complete relevant tasks identified in Column A. Place a check (✓) in the boxes in Column B if the student is able to independently complete the tasks with standard classroom tools. For areas in which the student can complete the tasks independently, it will not be necessary to complete Columns C-D.
4. In Column C, specify the accommodations/modifications and assistive technology solutions that are currently being utilized. Place a check (✓) in the boxes in Column C if the student can adequately complete the tasks specified in Column A using the identified accommodations/modifications and assistive technology solutions.
5. Complete Column D if the student can not adequately complete the task with accommodations/modifications and assistive technology solutions specified in column C.

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place	D. Additional Solutions/Services Needed Including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions
Writing <ul style="list-style-type: none"> Copy print from book or worksheet Copy notes from board or overhead Complete written worksheets and tests with single word responses (fill-in-the blank), phrase or sentence response, and with multiple choice response (circle/mark answer) 	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> pencil paper 	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> decreased length of assignment increased time to complete assignment allowed to answer test orally peer notetaker 	Trial use of: <ul style="list-style-type: none"> portable word processor with word prediction such as AlphaSmart Neo with Co:Writer Applet Talking word processor with word prediction such as Write:OutLoud with Co:Writer 4000 Concept webbing software such as Inspiration or Draft Builder
<input checked="" type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input type="checkbox"/> COM <input checked="" type="checkbox"/> HOM			

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Needed Including Assistive Technology
Spelling <ul style="list-style-type: none"> Locate correctly spelled words in a dictionary Complete writing tasks with correct spelling Identify/correct incorrectly spelled words in writing sample <input checked="" type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input type="checkbox"/> COM <input checked="" type="checkbox"/> HOM	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> pencil paper dictionary textbook 	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> Personal or custom dictionary Problem word list Reduce number of spelling words Increased time for completing assignments 	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> Hand-held spellchecker with auditory output 	Trial use of: <ul style="list-style-type: none"> portable word processor with word prediction such as AlphaSmart Neo with Co:Writer Talking word processor with word prediction such as Write:OutLoud with Co:Writer 4000

Consideration Outcomes:

- ☐ Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required.
- ☐ Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required.
- ☐ Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required.
- ☒ Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.
- ☐ Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation.

Specify any assistive technology services required by this student: Staff, student, and parents should receive training in the use of the portable word processor, and the software programs.

Name	Position	Name	Position
Teacher's name	Special Education Teacher	Teacher's name	General Education Teacher

Assistive Technology Consideration Checklist

Student: Kim Ninth Grade PID Student School: General High School Date: _____

DIRECTIONS

- Please check (✓) the instructional or access areas in which the student is experiencing difficulty completing instructional tasks and/or meetings goals, benchmarks, or objectives. Record each of the checked areas in Column A of the boxes below (one area per box).
- Specify all relevant tasks (e.g. copying notes from board, responding to teacher questions, etc.) within each area in the space provided. Check the settings in which the task is required: GEC: General Education Classroom SEC: Special Education Classroom COM: Community HOM: Home.
- In Column B, specify the standard classroom tools (low technology to high technology) used by the student to complete relevant tasks identified in Column A. Place a check (✓) in the boxes in Column B if the student is able to independently complete the tasks with standard classroom tools. For areas in which the student can complete the tasks independently, it will not be necessary to complete Columns C-D.
- In Column C, specify the accommodations/modifications and assistive technology solutions that are currently being utilized. Place a check (✓) in the boxes in Column C if the student can adequately complete the tasks specified in Column A using the identified accommodations/modifications and assistive technology solutions.
- Complete Column D if the student can not adequately complete the task with accommodations/modifications and assistive technology solutions specified in column C.

<input type="checkbox"/> Writing	<input type="checkbox"/> Spelling	<input type="checkbox"/> Reading	<input type="checkbox"/> Math
<input type="checkbox"/> Study/Organizational Skills	<input type="checkbox"/> Listening	<input checked="" type="checkbox"/> Oral Communication	<input checked="" type="checkbox"/> Seating/Positioning/Mobility
<input type="checkbox"/> Daily Living Activities	<input checked="" type="checkbox"/> Recreation and Leisure	<input type="checkbox"/> Pre-vocational and Vocational	<input type="checkbox"/> Other Specify: _____

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Needed Including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
Oral Communication -gain attention of peers/adults within environment -express basic wants/needs -provide appropriate greetings <input type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input checked="" type="checkbox"/> COM <input checked="" type="checkbox"/> HOM	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent -verbal prompts -modeling appropriate skills	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent -two single message voice out put devices with no symbols attached (BIGmacks)	Trial use of: -tactile/tangible symbol system -two single message voice output devices such as BIGmacks together to begin teaching discrimination skills between two choices -place devices left of midline for easier access

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Needed Including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
Recreation and Leisure -participate in play activities -participate in leisure activities -manipulate/operate toys, tools, electronic appliances, computer appropriately required for leisure activities <input type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input checked="" type="checkbox"/> COM <input checked="" type="checkbox"/> HOM	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent -IntelliKeys/switch -IntelliPics -PowerLink 2 -switch-adapted toys -various switches	Trial use of: -additional cause/effect, simple choice making software -implement use of environmental control unit such as a Power Link with various electrical devices and appliances available in the classroom
Seating, Positioning, and Mobility -Maintain adequate seating during activities <input type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input checked="" type="checkbox"/> COM <input checked="" type="checkbox"/> HOM	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent	<input checked="" type="checkbox"/> Independent <input type="checkbox"/> Not Independent -manual wheelchair -laptray	

Consideration Outcomes:

- ☐ Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required.
☐ Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required.
☐ Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required.
☒ Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.
☐ Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation.

Specify any assistive technology services required by this student: Staff should be trained in the use of voice output device, switches and software.

Name	Position	Name	Position
Teacher's Name	Special Education Teacher	OT's Name	Occupational Therapist
VI Teacher's Name	Vision Impaired Teacher		

Appendix B

Assistive Technology Implementation Plan

Technology Implementation Plan

School:

Date:

Student:

Grade:

Case Manager:

Status of Technology	Tasks the Technology Supports	Frequency and Location of Use

Student's Perception of the Technology:

Building Capacity Within the School

Training/Support Needed	Staff Responsible	Dates/Times

Transition Issues

▪ To a new classroom	
▪ School to home	
▪ To a new school	

Implementation Review Date: _____

Procedural Checks:

- ☐ Implementation Plan filed in student's folder
- ☐ A.T. Devices and Services appropriately documented on the IEP
- ☐ Supplementary aids appropriately documented on the IEP

Appendix C

Generic Description of Assistive Technology Supports

GENERIC DESCRIPTIONS OF AT SUPPORTS

<u>Product</u>	<u>Generic Name</u>	<u>Don't</u>	<u>Do: Examples</u>
CoWriter	Word Prediction	CoWriter	Software supports for writing. Student benefits from word prediction
Write:OutLOUD	Text to Speech. Speaking word processing program	Spell and Write program Write:OutLOUD	Word processing with speaking spell checker and dictionary. Speaking word processing program
AlphaSmart, Neo	Portable word processor	Smarty Keyboard AlphaSmart	Portable keyboard to be used in conjunction with word processing on classroom and/or home computers
Clicker 4, Find Out and Write About	Writing Grids software	No product names Clicker 4	Consider purpose of resource. Student requires adapted writing activities using pictures or whole words for written expression.
Boardmaker	Picture Symbol software	PECS Boardmaker	Purpose? Student requires visual supports for communication and behavior. Student benefits from picture-aided or natural aided language strategies.
Writing with Symbols software	Picture Symbols software Picture processing program	Writing with Symbols for social stories Writing with Symbols	Adapted writing using picture grids. Student benefits from visual supports such as picture schedules, pictured directions, consequence maps and social stories.
Homework Wiz Franklin Speller Speaking Dictionary and Thesaurus	Portable spell checker	No product names Homework Wiz Franklin Speller	Hand-held (speaking) spell checker
6-level Communicator Dynavox, MT4, Step by Step	VOCA Communication Device, Voice output communication device	Talker Speech box	List the essential features of the device. VOCA offering 8 locations and six levels. Dynamic display communication device. Ask your SLP.
Zoomtext software	Screen magnification and screen reader software	Zoomtext	The student requires screen magnification and screen reading due to visual impairment.

Intellikeys	Alternate keyboard	ABC keyboard Intellikeys	Student uses a larger touch-sensitive keyboard with custom overlays.
InLARGE software Bigshot software Start to Finish books	Screen magnification Adapted reading materials	InLARGE Bigshot Start to Finish Books	Student requires screen magnification due to visual impairment. Reading supports such as electronic books, screen reading High interest lower reading level materials

General Tips:

1. No product names
2. Consider the accommodations the student needs----the student needs visual supports, not Boardmaker. While some resources can be very helpful, they should not be written into the IEP.
3. You can describe features of a product that are important for a student.