

GUIDE FOR CONSIDERATION OF ASSISTIVE TECHNOLOGY

When the IEP team is considering the need for AT, these questions can guide that discussion before an IEP meeting or during an IEP meeting:

1. What academic task(s) does the student need to do that they are having difficulty doing independently?
2. What is the student's present level of performance on those challenging tasks -- how are they currently completing these tasks?
3. If parent request, are the parents using certain technologies at home that are making these tasks easier to complete or offer more independence for the student?
4. What, if any, AT has been tried with this student at school? See tables below:

Writing Mechanics and Writing Process: Please indicate what types of accommodations you have tried and success rate

Environmental and seating adaptations	Variety of pencils/pens
Adapted pencil/pen	Alternative to pencil: pointing, eye gaze, partner assisted scanning
Letter or number tiles/cards	Adapted paper
Word banks, phrase banks	Sentence strips, paragraph Frames
Graphic organizers or mapping (electronic or paper)	Adult scribe
Word processing	Word prediction
Speech-to-text	PDF editing application
Alternative media: Powerpoint, Slides	Text-to-speech for editing/proofing
Alternative mouse	Alternative keyboard

Does the student need other supports (e.g. OT) to address any motor, visual-motor or sensory issues that are interfering with the motor aspects of writing?

Does the student need other supports (e.g. SLP) to address language skills that are interfering with the composition of writing?

Reading Decoding and Comprehension: Please indicate what types of accommodations you have tried and success rate

Grade level decode	comprehend	Book adapted for physical, visual access
Low-Tech modifications to text (change readability of text, mark text, etc.)		Adult read to student
Alternatives to Standard Printed Text (audio, Braille, large print, digital)		Modify electronic text (increase font style or size or change color)
Text-to-speech		PDF Reader/OCR conversion application
Text Reader with study skill support (Read and Write for Google or PC, Snap & Read Universal)		Other

Does the student need other supports (e.g. Vision, SLP) to address issues that are interfering with decoding or comprehension?

Has the IEP team tried all currently available tools to support this student? Y N If not, what other tools/accommodations can be tried now?

Does the IEP team need more information? Y N If yes, does the team need more specialized input from AT Specialist? Y N If yes, make a referral to ATAC for an AT assessment.

Staff Name: _____ Title: _____

School/District: _____ Date: _____