



INTERMEDIATE UNIT 1
SERVING FAYETTE, GREENE, AND WASHINGTON COUNTIES

IU1 Assistive Technology Considerations Checklists

These are generic feature descriptions of AT options generally listed from no-high tech.

These checklists may be useful when generating AT action plans and describing AT in the student's IEP.

AT Intervention for Communication

- Yes/no strategy for basic communicative needs
- Picture symbols
- Photos/digital pictures
- Use a communication board with pictures, text, or objects
- Symbol-authoring software to create boards/activities
- Eye-gaze frame with pictures or text
- Pen and paper to communicate with text or drawings
- Portable keyboard or computer to type messages during conversation
- Sign-assisted speech to enhance a student's receptive communication
- Single-level, voice-output communication aid (VOCA)
- Multi-level, voice-output communication aid (VOCA)
- Voice-output communication aid (VOCA) with icon sequencing
- Voice-output communication aid (VOCA) with dynamic display
- Voice-output communication aid (VOCA) with synthesized speech
- Voice-output communication aid (VOCA) with automatic level switching
- Radio frequency identification (RFID) communicator with digitized speech
- Speech-generating device (SGD)
- Speech-generating device (SGD) with eye gaze interface
- Tablet device with a touch screen interface
- Switch to access and activate device when direct selection is not an option
- Keyguard for use of the communication device
- Carrying case for the communication device
- Stylus or T-stick to activate the communication device
- External speakers/speaker case to amplify sound for listeners
- External headphones
- Additional battery, charger, and/or AC power cord

AT Intervention for Computer Access

- OS-level accessibility options for keyboarding (e.g., Sticky Keys, repeat rate)
- Abbreviation expansion (AutoCorrect or Replace) to reduce keystrokes
- AutoText to reduce keystrokes
- Word prediction to reduce keystrokes or assist spelling and word use
- Keyguard to assist users in making direct selections
- Arm or chair supports to promote proper positioning
- Track ball, joystick, or other alternative mouse in place of a standard mouse
- Touchscreen monitor as an alternative input device
- Keytop overlays to label keys in both cases
- Keytop overlays to promote finger positioning/hand use
- Onscreen keyboard for typing
- Alternate keyboard or keyboard layout
- Head mouse or pointer to type on an onscreen or standard keyboard
- Switch as a primary input device
- Switch interface for multiple switches and functions
- Scanning (auditory, step, radial, etc.) as a means of input
- Voice recognition software as a primary means of input

AT Intervention for Mathematics

- Graph paper for spacing or alignment
- Formatted paper (e.g., guideline papers formatted for an algorithm)
- Vertically lined paper to aid alignment/place value
- Abacus or math line for calculations
- Enlarged work materials (for clarity or spacing)
- Calculator or coinulator for computation activities
- Calculator that is capable of printing results
- Calculator with speech output capability
- Calculator with enlarged keys or displays
- Measurement tools that feature tactile guides
- Measurement tools with speech output capability
- Math notation software as an alternative to pencil-and-paper
- Drawing or graphing software as an alternative to pencil-and-paper
- Virtual manipulatives to provide an access alternative to physical ones

AT Intervention for Organization

- Print, picture, or tactile schedule
- Color-coding- to organize books, folders, and other materials
- Markers, removable tape, or acetate line guides to highlight text
- Recorded messages to prompt student behaviors or tasks
- Paper organizers for assignments and tasks
- Electronic organizers/software for assignments and tasks
- Hand-held device with a touch screen interface for assignments, tasks, and productivity
- Use software to generate graphic organizers (concept development or organization)

AT Intervention for Reading

- Predictable books to assist in decoding & comprehension
- Decodable text
- Styles to maximize accessibility of word-processed documents among potential users
- Reading guides/windows
- Soptic (colored filter) overlays
- Altered word spacing
- Altered line spacing
- Altered text size or color
- Symbol-writing software to pair text with symbols or pictures
- Electronic tool for pronunciations, spellings, or meanings
- Single-word/line scanners to read text aloud
- Audio books to supplement printed text
- Audio books to replace printed text
- Text-to-speech software to read typed text aloud
- Digital imaging software to digitize documents
- Optical character recognition (OCR) software to digitize and manipulate text (trial w/ OT)

- Scan-and-read software to access and annotate text
- Books adapted for independent page-turning
- Electronic books to allow for easy magnification/transportation
- DAISY-formatted text and readers (may be subject to eligibility requirements)
- NIMAS file sets (subject to eligibility requirements)

AT Intervention for Seating and Positioning

- Adjustable chair
- Adjustable desk or workstation
- Foot rest or stool
- Solid wedge to promote back extension
- Lordosis roll to support back and provide extension
- Tactile cushion
- Chair with armrests or supports
- Supportive chair (e.g., Rifton, Kaye, Thera-Adapt, Lecky)
- Chair with additional supports (e.g., laterals, headrest, hip abductor, pelvic belt, chest harness)
- Tray or table-top support
- Chair with tilt/recline capabilities
- Modified work tray, table, or work station
- Mounting system (e.g., desktop, rigid, swing-away, folding)

AT Intervention for Sensory Needs

- Open-captioned materials
- Closed-captioned materials
- Personal amplification devices (personal FM, infrared system) (Educational Audiologist coming to Evaluate)
- Real-time captioning or computer-assisted real time (CART) to transcribe lectures or discussions
- Computer-aided note taking systems
- OS-level accessibility options for audible/visual messages
- Handheld or stationary magnifiers
- Large-print materials
- Braille materials for reading (or labels on keyboards)
- Raised-line materials
- Tactile graphics
- Adjusted screen contrast for improved visibility
- Screen magnification software or hardware for monitor visibility
- Screen reading software for access to on-screen content
- Braille translation software with an embosser or refreshable Braille display
- Closed-circuit televisions for magnification/contrast
- Video magnifier for magnification/contrast and near/distant viewing

AT Intervention for Writing

- Adaptive or alternative grips, pencils, and pens - *prefers markers
- Harder/softer lead weight to result in lighter/darker line
- Non-slip surfaces or clipboards to stabilize materials
- Adapted paper (e.g., graph paper, raised-line paper, or highlighted-line paper) to assist with spacing and organization
- Adjusted seat and/or desk heights for adequate posture and support
- Slantboard for optimal writing angle tried with little success
- List of prewritten words/phrases
- Graphic organizer to structure ideas and content
- Cloze notes to reduce the amount of material to be written
- Access to full notes as a back-up to student-generated notes
- Scribe services when there is no independent means for a student to record notes or ideas
- Analog or digital recording device to record lectures/commentary
- Printed labels to provide legible answer choices
- Label machine to generate legible answers independently
- Video pen and paper to capture notes and/or recordings
- Portable keyboard
- Portable keyboard with text-to-speech capability
- Access to a desktop, laptop, netbook, or tablet computer
- Spelling and grammar checker
- Word prediction software
- Text-to-speech software to provide audible reinforcement
- Digital imaging (scanning) software to annotate scanned documents
- Scan-and-read software to annotate and manipulate contents of scanned documents
- Grid-based word processor for composition
- Cloze-style word processor for note taking or assessment purposes
- Speech recognition software for extensive writing tasks