

# Assistive Technology Consideration Checklist

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions: Use this form to consider the need for assistive technology (AT). If a child requires AT, document AT needs on the IEP.**

<b>Part I. Identify any area that is keeping the student from accomplishing IEP goals that reflect his/her abilities, or identify any area where the student is already using AT. <span style="float: right;">→</span></b>			<b>Was 1 or more area identified?</b>
_A. <a href="#">Motor Aspects of Writing</a> _B. <a href="#">Computer Access</a> _C. <a href="#">Composing Written Material</a> _D. <a href="#">Communication</a> _E. <a href="#">Reading</a>	_F. <a href="#">Learning/Studying</a> _G. <a href="#">Math</a> _H. <a href="#">Recreation</a> _I. <a href="#">Activities of Daily Living</a> _J. <a href="#">Mobility</a>	_K. <a href="#">Environmental Control</a> _L. <a href="#">Positioning and Seating</a> _M. <a href="#">Vision</a> _N. <a href="#">Hearing</a> _O. Other: _____	___ Yes - Go to Part II.  ___ No – Consideration is complete.
<b>Part II.</b> <b>A List the area(s) identified in Part I. Specify the task(s) the student is unable to do and the environment(s) where that task takes place. <span style="float: right;">→</span></b>		<b>B. Briefly list or describe any special strategies, accommodations or technology already being used. <span style="float: right;">→</span></b>	<b>C. Is the student able to complete tasks at his/her ability with any special strategies, accommodations or technology already being used?</b>
			___ Yes - Current strategies are adequate. Consideration is complete.  ___ Yes - The student’s current use of AT is adequate. Consideration is complete. Document current use of AT on the IEP.  ___ No - Go to Part III.
<b>Part III. Select one of the following and proceed as described.</b>			
___ AT is required. The IEP team knows the nature and extent of the AT devices/services needed and will address AT in the student’s IEP.			
___ AT may be required. The IEP team determines that additional information is needed and will conduct additional AT screening by _____ (date). Record this statement on the IEP.			

Comments:

Form completed by:

# Assistive Technology Consideration Checklist (cont.)

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Use this additional workspace to identify areas of concern for Part II A and B. Return to Part II C to complete the Assistive Technology Consideration Checklist.

<b>Part II. List the area(s) identified in Part I. Specify the task(s) the student is unable to do. →</b>	<b>Identify the environment(s) where that task takes place. →</b>	<b>Briefly list or describe any special strategies, accommodations or technology already being used. Return to Part II C to complete the checklist.</b>

**Note:** This list is provided to assist in the consideration of assistive technology for the development, review or revision of a student's educational program. It provides some tools and strategies that teams may want to investigate as possible technology solutions. This is not a complete list of assistive technology resources and strategies. The educational team should consider additional resources when making decisions for a student's needs.

### **A. Motor Aspects of Writing**

- Accessible Instructional Materials (AIM)
- Pencil or pen with adaptive grip
- Adapted paper (e.g. raised lines, highlighted lines, and so on)
- Slantboard
- Type writer
- Portable word processor
- Computer
- Other:

### **B. Computer Access**

- Accessible Instructional Materials (AIM)
- Keyboard using accessibility options
- Keyguard
- Arm support (e.g. ergonomic support)
- Track ball, track pad, joystick with onscreen keyboard
- Alternate keyboard
- Mouth stick or head pointer with standard or alternate keyboard
- Switch with Morse code
- Switch with scanning
- Voice recognition software
- Word prediction software to reduce keystrokes
- Head mouse or head master/tracer with onscreen keyboard
- Other:

### **C. Composing Written Material**

- Accessible Instructional Materials (AIM)
- Word cards, word book, or word wall
- Pocket dictionary or thesaurus
- Electronic or talking electronic dictionary, thesaurus, or spell checker
- Word processor with spelling and grammar checker
- Talking word processor for multi-sensory typing
- Multimedia software for expression of ideas (assignments)
- Concept mapping and outlining software
- Word processor with word prediction to facilitate spelling and sentence construction
- Voice recognition software
- Other:

### **D. Communication**

- Communication board or book with pictures, objects, letters, or words
- Eye gaze board (Eye gaze communication)
- Simple voice output device
- Voice output device with levels
- Voice output device with dynamic display
- Voice output device with icon sequencing
- Device with speech synthesis for typing

### **E. Reading**

- Accessible Instructional Materials (AIM)
- Changes in text size, spacing, color, or background color
- Use of pictures with text
- Book adapted for page turning (e.g. *page fluffers*, 3-ring binder, cardboard in page protector)
- Talking electronic dictionary to pronounce challenging words
- Flatbed scanner with talking word processor
- Electronic books
- Text to speech software for Web and electronic text
- Concept mapping and outlining software
- Other:

### **F. Learning and Studying**

- Accessible Instructional Materials (AIM)
- Print or picture schedule
- Low-tech aids to find and organize materials (i.e., index tabs, color coded folders, pocket notebooks/binders)
- Highlight text (e.g. markers, highlight tape, ruler)
- Software for manipulation of objects or concept development.

**List of Possible Assistive Technology**

- Software for organization of ideas and studying
- Recorded material (books on tape, taped lectures with number coded index)
- Other:

**G. Math**

- Accessible Instructional Materials (AIM)
- Abacus or math line
- Calculator, with or without print out
- Talking calculator
- Calculator with large keys or large LCD print out
- On-screen calculator
- Software with templates for math computation (consider adapted input methods)
- Tactile or voice output measuring devices (e.g. clock, ruler)
- Electronic math/concept manipulatives
- Other:

**H. Recreation**

- Adapted toys and games (e.g. toy with adaptive handle)
- Use of battery interrupter and switch to operate a toy
- Adaptive sporting equipment (e.g. lighted or bell ball, Velcro mitt)
- Universal cuff to hold crayons, markers, or paint brush
- Modified utensils (e.g. rollers, stampers, scissors)

- Ergonomic arm support arm for drawing or painting
- Drawing or graphic program on computer
- Recreational computer games/electronic games
- Music software on computer/adapted tape recorder, etc.
- Other:

**I. Activities of Daily Living**

- Adaptive eating devices (e.g. foam handle on utensil)
- Adaptive drinking devices (e.g. cup with cut out rim)
- Adaptive dressing equipment (e.g. button hook, reader)
- Other:

**J. Mobility**

- Walker
- Grab rails
- Manual wheelchair
- Powered mobility toy
- Powered wheelchair with joystick, head switch, or sip/puff controls
- Other:

**K. Environmental Control**

- Light switch extension
- Use of electronic control unit and switch to turn on electrical appliances (e.g. radio, fan, blender, and so on)
- Radio or ultrasound remote controlled appliances
- Other:
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**L. Positioning and Seating**

- Nonslip surface on chair to prevent slipping
- Bolster, rolled towel, or blocks for feet
- Adapted or alternate chair, side lyer, stander
- Custom fitted wheel chair or insert
- Other:

**M. Vision**

- Accessible Instructional Materials (AIM)
- Eye glasses
- Magnifier
- Large print books
- Screen magnifier (mounted over screen)
- Screen color contrast
- Screen magnification software
- CCTV (closed circuit television)
- Screen reader
- Braille keyboard and note taker
- Braille translation software
- Other:

**N. Hearing**

- Hearing aid
- FM System
- Classroom amplification
- Captioning
- Signaling device (e.g. vibrating pager)
- TDD/TTY for phone access
- Screen flash for alert signals on computer
- Other: