Assistive Technology Consideration Checklist

This checklist may be used by an Admissions and Release Committee (ARC) to determine whether or not a student may benefit from the use of Assistive Technology (AT). This form can be used during the referral process, or during the Admissions and Release Committee meeting to develop an Individualized Education Program. Each area of concern includes a sampling of common devices typically used to address that area. The samples are not provided as an exhaustive list and may not include the most appropriate device for a particular student.

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| **Domains related to the Student’s IEP** | **Area of Concern** |
| Physical:  Vision; hearing; health; motor abilities; speech mechanism | **Vision**   * Functioning independently with standard classroom tools * May benefit from the use of AT in this area:   **Examples: (circle proposed devices/tools)**  Magnifier Screen magnification software Enlarged or Braille/tactile labels for  Large print books Screen color contrast keyboard  CCTV (Closed Circuit Television) Screen reader/text reader Alternate keyboard/enlarged keys  Screen magnifier Braille materials/translation Braille keyboard and/or note taker  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Hearing**   * Functioning independently with standard classroom tools * May benefit from the use of AT in this area:   **Examples: (circle proposed devices/tools)**  Pen and Paper Closed Captioning Personal amplification  Computer/portable word Real time captioning system/hearing aid  Processor Computer aided note taking FM or loop system  Signaling device Flash alert signal on computer Infrared system  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Seating and Positioning**   * Functioning independently with standard classroom tools * May benefit from the use of AT in this area:   **Examples: (circle proposed devices/tools)**  Non-slip surface on chair Supports, restraints Sidelyer  Bolster, cushion, foot blocks Adapted/alternate chair Stander  Adjustable tables, desks, equipment Custom fitted wheelchair Pressure monitors  mounts, etc. Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Mobility**   * Functioning independently with standard classroom tools * May benefit from the use of AT in this area:   **Examples: (circle proposed devices/tools)**  Walker Manual wheelchair, tray, parts Powered wheelchair  Grab bars and rails Powered mobility toy Powered scooter  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Mechanics of Writing**   * Functioning independently with standard classroom tools * May benefit from the use of AT in this area:   **Examples: (circle proposed devices/tools)**  Variety of pencils/pens Computer with word processor Word prediction software  Pencil/pen with adapted grip Pre-written words/phrases Voice recognition software  Adapted paper (raised line or Template Port. Word processor (e.g. Alpha smart)  highlighted line) Slantboard Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Computer Access**   * Functioning independently with standard classroom tools * May benefit from the use of AT in this area:   **Examples: (circle proposed devices/tools)**  Keyboard with accessibility options Arm support Pointing option/head mice  Word prediction/abbreviation expansion Trackball/joystick with Switch with Morse code  Keyguard onscreen keyboard Switch with scanning  Alternate keyboard Voice recognition software  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Communication:  Speech sound production and use; receptive and expressive language; voice; fluency; augmentative and alter- native communication | * Functioning independently with standard classroom tools * May benefit from the use of AT in this area:   **Examples:** **(circle proposed devices/tools)**  Communication board with Simple voice output device Voice output device with dynamic display  pictures/objects/words Voice output device with icon Voice output device with speech  Eye gaze frame sequencing synthesis  Scripted conversations Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Cognitive:**  An appraisal of aptitude and mental processes by which an individual applies knowledge, thinks, and solves problems | Learning and Studying   * Functioning independently with standard classroom tools * May benefit from the use of AT in this area:   Examples: (circle proposed devices/tools)  Print or picture schedules Single word scanners Agendas/schedules  Home to school communications Graphic Organizers and/or software Study Guides (modified) Copy of lecture notes Structured teaching activities Electronic organizers  Highlighted text Recorded material  Software for concept development Aids to find materials (e.g. color coded folders)  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Academic Performance:**  Basic and content reading; reading comprehension; mathematics calculation, reasoning, and application; written expression; oral expression; listening comprehension; learning preference; learning style, strategies; effect of the disability on acquisition, development, mastery and applications of academic skills. | Reading   * Functioning independently with standard classroom tools * May benefit from the use of AT in this area:   Examples: (circle proposed devices/tools)  Predictable books Use of pictures/symbols with text Scanner with optical character,  Changes in text size, spacing, Talking electronic device to speak recognition and talking word  color, background challenging words processor  Book adapted for page turning Single word scanners Electronic books  Reading pen Book Worm  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Math   * Functioning independently with standard classroom tools * May benefit from the use of AT in this area:   Examples: (circle proposed devices/tools)  Abacus/Math line Tactile/voice output measuring Calculator with speech/  Enlarged worksheets device special features  Alternatives for answering, Talking watches/clocks Alternative keyboard  explaining, or giving examples Calculator with/without printer Math software  Math “Smart Chart” Calculator with enlarged keys/display On-screen/scanning calculator  Money calculator/coinulator Software for object manipulation  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Composing Written Material   * Functioning independently with standard classroom tools * May benefit from the use of AT in this area:   Examples: (circle proposed devices/tools)  Word cards/book/wall Word processor with spell checker Word processing with writing  Pocket dictionary/thesaurus Talking work processor supports  Writing templates Abbreviation/expansion Voice recognition software  Electronic/talking spell Writing With Symbols Multimedia software  checker/ dictionary Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Vocational Functioning:**  General work behaviors; following directions; working independently or with job supports; job preferences/interests; dexterity; abilities; interpersonal relation- ships and socialization; related work skills. | * Functioning independently with standard classroom tools * May benefit from the use of AT in this area:   Examples: (circle proposed devices/tools)  Any item from the other categories that enable an individual to perform or train for a vocational task with a greater degree of independence may be categorized here. |
| **Recreation/Leisure Functioning:**  Free time; maintenance of physical fitness; use of generic community recreation facilities and resources and degree of social movement. | * Functioning independently with standard classroom tools * May benefit from the use of AT in this area:   Examples: (circle proposed devices/tools)  Toys adapted with Velcro, magnets, Modified utensils Art software  handles, etc. Arm support for drawing/painting Computer games  Switch-adapted toys Electronic aids to operate media Other software  Adapted sporting equipment (TV, VCR, DVD, CD, etc.) Adapted playground equipment  equipment (beeping balls, etc.)  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Environmental Functioning:**  Relationship with family; relationship with peers; family’s dominant language; cultural influences; expectation of the parents for the child or youth in the home, schools, and community environment; service received in the community; economic influences. | Activities of Daily Living (ADLs)   * Functioning independently with standard classroom tools * May benefit from the use of AT in this area:   Examples: (circle proposed devices/tools)  Nonslip materials Adaptive eating utensils Adaptive devices for hygiene  Universal cuff/strap hold items in hand Adaptive drinking devices Adaptive bathing devices  Color coded items Adaptive dressing equipment Adaptive cooking equipment  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Environmental control   * Functioning independently with standard classroom tools * May benefit from the use of AT in this area:   Examples: (circle proposed devices/tools)  Switch and interface to turn on electrical appliances Light switch extensions  Switch and interface to activate battery operated devices Infrared/RF control of devices  Environmental control through augmentative devices Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

* The ARC determined that this student is functioning independently with the standard classroom tools. No assistive technology required.
* The ARC determined that this student will require the use of assistive technology.
* The ARC determined that this student may require a comprehensive assistive technology evaluation.