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 forLarge print books Screen color contrast keyboardCCTV (Closed Circuit Television) Screen reader/text reader Alternate keyboard/enlarged keys Screen magnifier Braille materials/translation Braille keyboard and/or note takerOther: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| **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 amplificationComputer/portable word Real time captioning system/hearing aidProcessor Computer aided note taking FM or loop systemSignaling device Flash alert signal on computer Infrared systemOther: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **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 SidelyerBolster, cushion, foot blocks Adapted/alternate chair StanderAdjustable 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 wheelchairGrab bars and rails Powered mobility toy Powered scooterOther:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **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 softwareAdapted 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 miceWord prediction/abbreviation expansion Trackball/joystick with Switch with Morse codeKeyguard onscreen keyboard Switch with scanningAlternate keyboard Voice recognition softwareOther: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| 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 displaypictures/objects/words Voice output device with icon Voice output device with speech Eye gaze frame sequencing synthesisScripted 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/schedulesHome to school communications Graphic Organizers and/or software Study Guides (modified) Copy of lecture notes Structured teaching activities Electronic organizersHighlighted 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 processorBook adapted for page turning Single word scanners Electronic booksReading pen Book WormOther:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 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 featuresAlternatives for answering, Talking watches/clocks Alternative keyboard explaining, or giving examples Calculator with/without printer Math softwareMath “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 supportsWriting templates Abbreviation/expansion Voice recognition softwareElectronic/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 gamesSwitch-adapted toys Electronic aids to operate media Other softwareAdapted 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 hygieneUniversal cuff/strap hold items in hand Adaptive drinking devices Adaptive bathing devicesColor coded items Adaptive dressing equipment Adaptive cooking equipmentOther: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| 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.