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West Virginia Department of Education
Assistive Technology Services:  
Guidance for West Virginia Schools and Districts

West Virginia Department of Education  
Office of Special Education

Pat Homberg  
Executive Director

January 2017
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Sections of this manual were developed through the efforts of the Wisconsin Assistive Technology Initiative (WATI) consultants and their work in creating, piloting, implementing and revising the Assessing Student Needs for Assistive Technology (ASNAT) resource manual. Permission to use their manual was granted by WATI. http://wati.org/?pageLoad=content/supports/free/index.php
Technology/Assistive Technology: What is the Difference?

Integrating technology into the classroom enhances the experience and learning of all students. Reading a chapter in a textbook has taken on new meaning from the traditional textbook, to the audiobook to integrated text and videos on a computer. Options are now embedded into instruction to allow students to choose the venue most conducive to the context to be learned. For other students this technology is not only the conduit for learning but also rather the tool needed for overcoming a challenging or perhaps impossible task. This is when technology becomes assistive technology.

In the pursuit of ensuring equal participation for those with disabilities, technologies have been developed to benefit everyone with or without disabilities. For example, audiobooks for the blind have become critical for those with specific learning disabilities, yet find their largest consumer to be those without disabilities and are becoming a valuable learning tool for the typical student in the classroom.

All students should be educated in the use of technology to help them with their learning. However, assistive technology is necessary when the tool is required for them to receive a free appropriate public education (FAPE).

Assistive Technology: The Law

As stated in The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) 300.308, each school district is required to insure that assistive technology devices and services are provided if needed by a student in order to receive a free appropriate public education (FAPE).

Definition of Assistive Technology

300.308 Assistive Technology
Each public agency shall ensure that assistive technology devices or assistive technology services or both, as those terms are defined in 300.5 - 300.6 are made available to a child with a disability if required as a part of the child’s
(a) Special education under 300.17;
(b) Related services under 300.16; or
(c) Supplementary aids and services under 300.550(b)(2).

Assistive technology devices and services

300.5 Assistive technology device
Assistive technology device means any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device. [Authority: 20 U.S.C. 1401(1)]
300.6 Assistive technology services
300.7
Any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device. Such term includes:

(A) the evaluation of needs including a functional evaluation, in the child’s customary environment;
(B) purchasing, leasing or otherwise providing for the acquisition of assistive technology devices;
(C) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing of assistive technology devices;
(D) coordinating and using other therapies, interventions or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
(E) training or technical assistance for a child with disabilities, or where appropriate that child’s family; and
(F) training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers or others(s) who provide services to employ or are otherwise, substantially involved in the major life functions of that child. [Authority: 20 U.S.C. 1401(2)]

IDEA 2004 affects assistive technology tool choice as well as the delivery of services. In addition, IDEA requires IEP Teams to provide alternative text formats, in a timely manner, to students who have difficulty interacting with text found in educational materials. Teams are required to identify the text format that matches a student’s need. Additionally, they must select the compatible file format for the device the student will use and the service needed to support the student’s successful use of the device for learning. [NOTE: refer to 300.172(a)(1) and the AEM-WV Guidance Document for additional information.]

Consideration

IDEA 1997 added the requirement that each IEP Team consider the need for assistive technology as part of the Consideration of Special Factors.

300.346 (a)(2) Consideration of Special Factors
The IEP Team shall . . .
(v) consider whether the child requires assistive technology devices and services.
Assistive Technology: District Responsibilities

Every school district needs a knowledgeable, supportive network of people working together to help each IEP Team choose and provide appropriate AT devices and services.

This means:

1. Every school district employee who works with students with disabilities (including general education teachers) has at least an awareness-level knowledge about what assistive technology is and what it does.
2. Every employee who works with students with disabilities and has contact with parents of those students knows the law about assistive technology; knows district procedures for obtaining assistive technology and assistive technology evaluations; and knows how to initiate those procedures.
3. All administrators understand and comply with the laws related to assistive technology and expect assistive technology options to be available in all classrooms.
4. Specific individuals at both the building and district level have been designated with those responsibilities related to assistive technology and are provided the necessary training, resources and support to carry out those responsibilities.

Even in a small school district, it is possible to identify and train at least one individual in each building to have basic knowledge about assistive technology. That individual can then participate in a network within the district so that he or she is aware of others who have knowledge. It also allows that network of people to collaborate to insure that someone with the group develops greater expertise in specific areas (e.g., augmentative communication, voice recognition or adapted computer access) and that all know who those individuals are and how to contact them for assistance.

Because IDEA 2004 specifically requires each IEP Team to consider the student’s need for assistive technology, each IEP Team must have at least one member with sufficient knowledge to appropriately consider that need. In addition to knowing about assistive technology devices, that individual must also know where to turn for greater expertise when difficult questions arise. This can only happen when there is a district-wide effort to generate knowledgeable people who are interconnected with each other.

Action Steps

If a school district does not have these procedures in place, the district should:

1. Provide awareness level training to all employees who work with students with disabilities in any capacity with an expectation of implementation.
2. Provide training on the law to all administrators and monitor implementation progress.
3. Designate individuals at the central office and building level to work together to gain more in-depth knowledge.
4. Create learning communities where general education, special education, curriculum and instructional technology staff continually support efforts to include all students in instruction.
5. Provide resources to keep staff knowledgeable including access to readily available equipment and software. Provide print supports as well as online resources and access to training.
6. Designate specific responsibilities, as needed, so that everyone clearly understands their role.

It is not so important that a district follow a certain model, but rather that they undertake a systematic course of action, designed to meet the needs of their students with disabilities.
Overview

This guidance document is intended to provide support for districts as they strive to address the needs of students who require assistive technology devices and services. The most important aspect of providing assistive technology is making sure the student’s device and service recommendations are based on the needs of the individual student.

The following pages will address the process for considering the need for assistive technology, determining the needs through an evaluation process and incorporating the recommended device(s) and services within the Individualized Education Program (IEP).

An overview of how assistive technology goes from consideration to incorporation of the assistive technology into the IEP will also be provided.

See Assistive Technology Flow Chart on the next two pages for the overview of the process for initial evaluations prior to the student having an IEP and for students who have IEPs. The charts were adapted from the Wisconsin Assistive Technology Initiative (WATT) manual.
ASSISTIVE TECHNOLOGY FLOW CHART FOR STUDENTS WITHOUT IEPS INITIAL REFERRALS

Multidisciplinary Evaluation Team (MDET) considers whether student may need assistive technology. (Assistive Technology Consideration Guide).

MDET Team determines no AT evaluation necessary.

MDET Team determines that an AT evaluation is necessary. (Notice of Individual Evaluation/Reevaluation Request) Written parent consent obtained.

MDET Team determines no AT evaluation necessary.

The Eligibility Committee determines that the child is not eligible for special education. If assistive technology is recommended, the SAT can provide assistive technology through a 504 plan.

The Eligibility Committee determines the child is eligible for special education and assistive technology is recommended for trial.

Trial period is documented on the Online IEP under Considerations, number 2 Assistive Technology or under the General Information section and the IEP Team determines what devices/services to trial. (Assistive Technology Decision-Making Guide)

At the conclusion of the trial period, the IEP Team reconvenes, reviews trial data and documents assistive technology on the IEP in Present Levels of Academic Achievement and Functional Performance, as the condition in a goal or objectives and/or as a Supplementary or Related Service.
ASSISTIVE TECHNOLOGY FLOW CHART FOR STUDENTS WITH IEPs

At any time, the IEP Team may convene to consider whether a student needs AT to meet IEP objectives. (Assistive Technology Consideration Guide)

- AT is not needed to support IEP goals.
  - AT is currently being used and is supporting progress toward IEP goals.
    - The team is familiar with AT tools and will trial additional devices, software or strategies.
  - AT is being used but is not sufficiently supporting progress toward IEP goals.
    - Written parent consent for evaluation. The IEP team discusses the concerns that need to be addressed during the AT evaluation. Members of the AT Team members gather information and complete necessary evaluations. Meet again to determine device(s) to trial.
  - The student is not using AT and may benefit from it.
    - Equipment is trialed and data collected on specific objectives.
    - AT is documented on IEP, reviewed continually and annually at IEP.
  - AT has been considered for the student and no further action is needed at this time.

- Assistive Technology is needed to support attainment of IEP goals and objectives.
Assistive Technology: Considering the Need

Every IEP Team is required to “consider” the student’s need for assistive technology. Consideration involves a brief discussion of which assistive technology might be useful and necessary.

Assistive technology consideration includes not only the device options, but also assistive technology services and the provision for home use.

Specific assistive technology services may include:
- an evaluation of the student’s need for assistive technology;
- training of the student, members of the family or staff on how to use the assistive technology;
- technical assistance about its operation or use;
- modification or customization of the assistive technology; and
- other supports to the school personnel that might be necessary for the assistive technology to be appropriately used.

To insure a thorough consideration of assistive technology, someone who is sufficiently knowledgeable about assistive technology will need to lead the IEP Team’s discussion. That person may bring along specific resource information about assistive technology to help all team members focus on the assistive technology which exists for the tasks that are challenging for the student. The Assistive Technology Considerations Guide on page 14 will help facilitate the IEP Team’s discussion when considering the student’s need for assistive technology.

If the IEP Team determines that additional information is needed to provide an assistive technology device or service, an assistive technology evaluation must be requested.

Assistive Technology: When Assistive Technology May Be Considered

Initial Evaluation

If assistive technology is suspected as an area of need to be assessed as part of the initial evaluation for a student who does not yet have an IEP, do the following:
- complete the Notice of Individual Evaluation/Reevaluation Request form, checking the box beside “Assistive Technology”
- discuss the specific areas of concern where student may benefit from assistive technology (The Assistive Technology Considerations Guide on page 14 may be helpful)
- secure the parent’s written consent to conduct the evaluation
- make available a signed, written report to the Eligibility Committee and parent within 80 days of the initial parent consent for evaluation
Reevaluation

If assistive technology is suspected as an area of need to be assessed during a reevaluation, do the following:

• document Eligibility Committee’s prior decisions about assistive technology on the Reevaluation Determination Plan form and put “Y” if it needs to be evaluated
• complete the Notice of Individual Evaluation/Reevaluation Request form, checking the box beside “Assistive Technology”
• discuss the specific areas of concern where student may benefit from assistive technology (The Assistive Technology Considerations Guide on page 14 may be helpful)
• secure the parent’s written consent to conduct the evaluation
• make available a signed, written report to the Eligibility Committee and parent prior to the established triennial review date

IEP Team Request for Assistive Technology Evaluation

If the IEP Team determines that an assistive technology evaluation should be conducted for a student who has an IEP in addition to the evaluations that have already been completed or as a part of the Consideration section on assistive technology, do the following:

• document the need for an additional evaluation in the space provided on the Considerations Page of the IEP
• complete the Notice for Individual Evaluation/Reevaluation Request form, checking the box beside “Assistive Technology”
• secure parent’s written consent to conduct the evaluation
• complete the evaluation and hold an IEP Team meeting within 60 days from receipt of parental consent for the identified evaluation
## Assistive Technology Consideration Guide

<table>
<thead>
<tr>
<th>Check if Task is Relevant</th>
<th>Task/Category</th>
<th>A. Specific tasks that are difficult or impossible at expected level of independence</th>
<th>B. Describe special strategies, accommodations and tools currently being used to lower barriers to the task</th>
<th>C. Description of new or additional AT devices to be tried to increase independence</th>
<th>D. Home use</th>
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Does this student need assistive technology services (adapting or modifying the assistive technology, technical assistance on its operation or use, or training of student, staff, or family)?  ___ Yes  ___ No  If yes, describe what will be provided,

________________________________________________________________________________________________________________________________________________________________________________________________________

Persons Present ______________________________________________________  Date _____________________________
Assistive Technology: Assessment

The need for an AT assessment may occur at any time during the provision of services to students with disabilities. It may come up during the official “consideration” during the IEP Team meeting, or any time a student is receiving special education and related services. Generally, the need for an AT assessment is brought up by either the parents or the therapists, teachers, assistants or other individuals employed to provide services in the school. It may be a formal request for an “Assistive Technology Evaluation” or a specific question indicating more information is needed.

An AT assessment has three parts:
1. Information Gathering: Information gathering may require specific tests to determine a student’s functional level on a given task, observation in customary environments to document performance as well as environmental demands and careful review of what has already been tried.
2. Decision-Making: The decision-making requires the use of a clearly defined decision-making process understood by everyone.
3. Trial Use: If assistive technology appears to be a viable tool, trials to determine exactly what will work are needed.

While school districts may vary in their specific procedures, it is essential that a team of people be involved in any AT assessment. As determined by the student’s area of concern, the following perspectives may be required:
- A person knowledgeable about the student. That may be the student and/or parents or other family members;
- A person knowledgeable in the area of curriculum, usually a Special Education Teacher;
- A person knowledgeable in the area of language, usually a Speech-Language Pathologist;
- A person knowledgeable in the area of motor skills, often an Occupational or Physical Therapist; and,
- A person who can commit the district’s resources, not only for purchase of devices, but to authorize staff training and guarantee implementation in various educational settings, usually an Administrator.

There can be any number of additional team members such as:
- Audiologist
- School Counselor
- Instructional Assistant
- Physician
- Social Worker
- Teacher of Blind/Visually Impaired
- Technology Coordinator
- Early Intervention Specialist
- Nurse
- Rehabilitation Engineer
- Teacher of Deaf/Hard of Hearing
- Division of Rehabilitation Services Counselor

This is not an exhaustive list. Each student’s team should be unique and customized to reflect the student’s unique needs. **Anyone who has the potential to contribute to the decision-making or implementation may be invited to participate on the team.**

The remaining document is designed to guide the district through comprehensive AT assessment. This process incorporates the SETT framework (Zabala, 1994) which organizes the complex task of assistive technology decision-making. SETT stands for Student, Environment, Tasks, Tools. By grouping the information into these categories, the task of selecting assistive technology becomes much more logical.

A comprehensive AT assessment is a three-part process of Information Gathering, Decision-Making and Trial Use. Each part is comprised of multiple steps. The Assistive Technology Assessment Procedure Guide was developed to help the team track and monitor their progress through the process.
Assistive Technology Assessment Procedure Guide

School District __________________________  School __________________________
Student ________________________________  Grade ___________________________
Team Members ____________________________
Date Completed __________________________  Comments ______________________

Part 1 Gathering Information

Step 1: Team Members Gather Information
Review existing information regarding student’s abilities, difficulties, environment and tasks. If there is missing information, complete formal tests, informal tests and/or observe the student in various settings. The Student Information Guide and Environmental Observation Guide are useful tools to assist with gathering information. The team gathering this information should include parents, and if appropriate, the student.

Step 2: Schedule Meeting
Schedule a meeting with the team, including the parents, student (if appropriate), service providers (e.g., SE teacher, GE teacher, SLP, OT, PT, administrator) and others who are directly involved or have the required knowledge and expertise.

Part 2 Decision-Making

Step 3: Team completes Problem Identification Portion of AT Decision-Making Guide at the meeting. (Choose someone to write all topics where everyone participating can see them.)
The team should quickly move through:

• Listing the student’s abilities/difficulties related to tasks (5-10 minutes).
• Listing key aspects of the environment in which the student functions and the student’s location and positioning within the environment (5-10 minutes).
• Identifying the tasks, the student needs to be able to do because the team cannot generate AT solutions until the tasks are identified (5-10 minutes).

(Note: The emphasis in problem identification is identifying tasks the student needs to be able to do, the relationship of the student’s abilities/difficulties and characteristics of the environment of the student’s performance of the tasks.)
Step 4: Prioritize the List of Tasks for Solution Generation
Identify critical task(s) for which the team will generate potential solutions. This may require a redefining or reframing of the original referral question, but is necessary so that you hone in on the most critical task.

Step 5: Solution Generation
Brainstorm all possible solutions.
Note: The specificity of the solutions will vary depending on the knowledge and experience of the team members; some teams may generate names of specific devices with features that will meet the student’s needs, other teams may simply talk about features that are important, e.g., “needs voice output”, “needs to be portable”, “needs few (or many) messages”, “needs input method other than hands”, etc. Teams may want to use specific resources to assist with solution generation. These resources include, but are not limited to Brainstorming Assistive Technology, Closing the Gap Resource Directory (found later in this document) and/or an AT Consultant.

Step 6: Solution Selection
Discuss the solutions listed, thinking about which are most effective for the student. It may help to group solutions that can be implemented 1) immediately, 2) in the next few months, and 3) in the future. At this point, list the names of specific devices, hardware, software, etc. If the team does not know the names of devices, etc., use resources noted in Step 5, or schedule a consultation with a knowledgeable resource person (plan on 20-30 minutes).

Step 7: Implementation Plan
Develop Implementation Plan (including trials with equipment), assign specific names and dates and determine meeting date to review progress (Follow-up Plan).

Reminder: Steps 3-7 occur in a meeting with all topics written where all participants can see them. Use a flip chart, board or overhead during the meeting, because visual memory is an important supplement to auditory memory. Following the meeting, ensure that someone transfers the information to a document for the student’s file for future reference. (Facilitation Tips are provided later in this document)

Part 3 Trial Use
Step 8: Implement Planned Trials
Step 9: Follow Up on Planned Date
Review trial use: make decisions about permanent use and develop a plan for permanent use.
Assistive Technology Assessment

Part 1 Gathering Information

Step 1: Team members gather information about the student and his/her environment.

Forms: Referral Question Identification Form (1a),
Student Information Guide (1b)
Environmental Observation Guide (1c) or Classroom Observation Guide (1c)

A comprehensive file review will be required to gather this information and to explore the AT used in the past and currently in use. It is possible for one service provider to be using assistive technology without others being aware of it. Step 1 begins with the team identifying the referral question(s) by completing the Referral Question Identification Form. Based on the referral questions, the Assessment Team will select the Section(s) to be completed in the Student Information Guide. Each section contains questions relevant to determining the type of assistive technology and the features as determined by the referral question.

If they are concerned about more than one task, the team may decide to complete more than one section of the Student Information Guide. It is up to the team to determine how many and which sections of the Guide will be helpful to them.

Effective, appropriate decisions about AT can only be made when teams are well informed about the unique characteristics of the environments in which the student spends time and the tasks that are being done in those environments (Zabala, 1994). The student must be observed in several environments with a specific focus on describing the environment and the activities/tasks in which the target student and other students are engaged.

Consider all customary environments, including the classroom and other school environments, such as the lunchroom, playground, assemblies, etc., the home and any relevant community sites such as shopping malls, restaurants, church, scouts or other groups.
There are many different types of Environmental or Classroom Observation Guides. This guidance document includes two versions: Environmental Observation Guide and Classroom Observation Guide. Remember that you can adapt either or both of these to fit your needs.

Prior to the environmental observation:
Clarify the purpose of the observation:
• Record successful AT use in educational environments
• Observe a student using AT in educational environments
• Record characteristics of the educational environments

Select a time and place:
• Review the Student Information Guide for specifics about the student’s AT use or need.
• Schedule the observation for the place, activity and time AT is used or needed during the day.
• Schedule the observation during a typical school day.
• Record observations on the Environmental or Classroom Observation Guide.
• Probe for additional information directly related to the observation, for clarity.
The *Environmental Observation Summary* is provided in this document to summarize the environmental information gathered for the teacher’s and team’s review and comments. The observer’s role is to capture what is occurring, not to make decisions or formal recommendations. During the observation(s), the observers are simply gathering information.

**Step 2: Schedule a Team Meeting.**

Schedule a meeting with the team, including the parents, student (if appropriate), service providers, and others who are directly involved or have the required knowledge and expertise.

**Note:** Once Part 1 is completed, **Part 2 Decision-Making** begins on page 57.
Referral Question Identification Form (STEP 1a)

Student’s Name __________________________ Date of Birth __________ Age __________
School __________________________ Grade __________________________
School Contact Person __________________________ Phone ______________
Persons Completing Form __________________________ Date ______________
Parent(s) Name(s) __________________________ Phone __________________________
Address __________________________
Student’s Primary Language _______________ Family’s Primary Language _______________
Disability (Check all that apply)
☐ Autism ☐ Emotional/Behavioral Disorder ☐ Specific Learning Disability
☐ Blindness and Low Vision ☐ Hard of Hearing ☐ Speech-Language Impairment
☐ Deafblindness ☐ Intellectual Disability ☐ Traumatic Brain Injury
☐ Deafness ☐ Orthopedic Impaired ☐ Other Health Impaired
☐ Developmental Delay
Classroom Setting
☐ General Education ☐ Special Education Part-Time ☐ Special Education Self-Contained
☐ Home ☐ Other
Related Service Providers (Check all that apply)
☐ Occupational Therapy ☐ Physical Therapy ☐ Speech-Language Therapy
☐ Other(s) __________________________
Medical Considerations (Check all that apply)
☐ History of Seizures ☐ Fatigues easily
☐ Has degenerative medical condition ☐ Has frequent pain
☐ Has multiple health problems ☐ Has frequent upper respiratory infections
☐ Has frequent ear infections ☐ Has digestive problems
☐ Allergic to __________________________
☐ Currently taking medication for __________________________
☐ Other __________________________
Other Issues of Concern __________________________________________

Assistive Technology Current Used (Check all that apply)
☐ None ☐ Low Tech Writing Aids
☐ Manual Communication Board ☐ Word Prediction
☐ Low Tech Vision Aids ☐ Amplification System
Previous Assistive Technology

Please describe the other assistive technology previously tried, length of trial and outcome (how did it work or why did not work).

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Number and Dates of Trial(s)</th>
<th>Outcome</th>
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</table>

REFERRAL QUESTION(S)

What task(s) does the student need to do that is currently difficult for impossible, and for which assistive technology might be an option?

Based on the referral question(s), select the sections of the Student Information Guide to be completed. (Check all that apply)

- Section 1 Seating, Positioning and Mobility
- Section 2 Communication
- Section 3 Computer Access
- Section 4 Motor Aspects of Writing
- Section 5 Composition of Written Materials
- Section 6 Reading
- Section 7 Mathematics
- Section 8 Organization
- Section 9 Recreation and Leisure
- Section 10 Vision
- Section 11 Hearing
- Section 12 General and Daily Living
SECTION 1  SEATING, POSITIONING AND MOBILITY

1. Current Seating and Positioning of the Student (Check all that apply)

- Sits in regular chair with feet on the floor
- Sits in a regular chair with pelvic belt or foot rest
- Sits in adapted chair – list brand or describe ________________________________
- Sits in seat with adaptive cushion that allows needed movement
- Sits comfortably in wheelchair ___ part of the day ___most of the day ___ all of the day
- Wheelchair in the process of being adapted to fit
- Spends part of the day out of chair due to prescribed positions
- Spends part of day out of chair due to discomfort – specific or general area of discomfort _____
- Uses many positions throughout the day, based on activity
- Has few opportunities for other positions
- Uses regular desk
- Uses desk with height adjusted
- Uses tray on wheelchair for desktop
- Uses adapted table

2. Description of Seating (Check all that apply)

- Seating provides trunk stability
- Seating allows feet to be flat on the floor or foot rest
- Seating facilitates readiness to perform tasks
- There are questions or concerns about the student’s seating – Describe ________________________________
- Student dislikes some positions, often indicates discomfort in the following positions – Describe ________________________________
  How is the discomfort communicated? ____________________________________________
- Student has difficulty using table or desk – Specific example ________________________________
- Student has difficulty achieving and maintaining head control, best position for head
  Head control is ________________________________
  How are hips positioned? ________________________________
- Can maintain head control for _____ minutes in ______ position.
3. **Summary of Student’s Abilities and Concerns Related to Seating and Positioning**

-----------------------------

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SECTION 2  COMMUNICATION

1. **Student’s Current Means of Communication** (Check all that are used. Circle the primary method.)

   - ☐ Changes in breathing patterns
   - ☐ Body Position Changes
   - ☐ Eye gaze/eye movement
   - ☐ Facial expressions
   - ☐ Gestures
   - ☐ Pointing
   - ☐ Sign language approximations
   - ☐ Sign language: Type ____________ # Signs ______
   - ☐ # Combinations ______ # Signs in a combination ______
   - ☐ Vocalizations – List examples ____________________________________________________
   - ☐ Vowels, vowel combinations – List examples _________________________________________
   - ☐ Single words – List examples and approximate no. ______________________________________
   - ☐ Two-word utterances
   - ☐ Three-word utterances
   - ☐ Semi-intelligible speech – Estimate percent intelligible __________________________________
   - ☐ Communication board
   - ☐ Tangibles
   - ☐ Photos
   - ☐ Symbols
   - ☐ Visual Scenes
   - ☐ Combination symbols/words
   - ☐ Words
   - ☐ Two-symbol combinations – List examples ____________________________________________
   - ☐ Three or more symbol combinations – List examples ___________________________________
   - ☐ Communication book/binder – Number of pages in book/binder _________________________
   - Does the student navigate to desired page/message independently?  ☐ Yes  ☐ No
   - ☐ Schedule board(s) – List examples __________________________________________________
   - ☐ Speech generating device(s) – Please list ____________________________________________
   - ☐ Dynamic display
   - ☐ Static overlays
   - ☐ Partner-assisted scanning – Please describe strategies and communication system ________
   - ☐ Intelligible speech
   - ☐ Writing
   - ☐ Other

   Comments about student’s present means of communicating ________________________________

2. **Purposes of Communication**

   Does the student communicate:

   - ☐ Wants/needs – List examples _______________________________________________________
   - ☐ Social exchanges – List examples __________________________________________________
   - ☐ Social etiquette – List examples __________________________________________________
   - ☐ Refusals/rejection – List examples __________________________________________________
   - ☐ Shared Information, including joint attention – List examples __________________________
3. Those Who Understand Student's Communication Attempts (Check best descriptor for each communication partner listed.)

<table>
<thead>
<tr>
<th></th>
<th>Most of the time</th>
<th>Part of the time</th>
<th>Rarely</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strangers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers/therapists</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Peers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Siblings</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Parent/Guardian</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

4. Current Level of Receptive Language

Approximate receptive language age __________
If formal tests were used, name and scores ________________________________________________
If formal testing is not used, please give an approximate age or developmental level of functioning.
Explain your rationale for this estimate. ________________________________________________

5. Current Level of Expressive Language

Approximate expressive language age ________
If formal tests were used, name and scores ________________________________________________
If formal testing is not used, please give an approximate age or developmental level of functioning.
Explain your rationale for this estimate. ________________________________________________

6. Communication Interaction Skills

Desires to communicate ☐ Yes ☐ No

To indicate yes and no the student
☐ Shakes head ☐ Signs ☐ Vocalizes
☐ Gestures ☐ Eye gazes ☐ Points to a board
☐ Uses word approximations ☐ Does not respond consistently

Can a person unfamiliar with the student understand the response? ☐ Yes ☐ No
**Does the student (Check the best descriptor)**

<table>
<thead>
<tr>
<th>Event</th>
<th>Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn toward the speaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interact with peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show awareness of listener’s attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to communication interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request communication clarification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair communication breakdowns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Require verbal prompts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Require physical prompts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain communication exchange</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terminate communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe the student’s repair techniques (i.e., keeps trying, change message, points to the first letter, etc.)

7. **Student Needs Related to Devices/Systems** (Check all that apply)

- [ ] Walks
- [ ] Uses wheelchair
- [ ] Carries device under two pounds
- [ ] Drops or throws things frequently
- [ ] Needs digitized (human) speech
- [ ] Needs device with large number of words and phrases
- [ ] Requires scanning
- [ ] Requires auditory preview
- [ ] One reliable switch site
- [ ] Other

8. **Pre-Reading and Reading Skills Related to Communication** (Check all that apply)

- [ ] Yes  [ ] No  Object/picture recognition
- [ ] Yes  [ ] No  Symbol recognition (tactile, Mayer-Johnson, Symbol Stix, etc.)  Number of symbols
- [ ] Yes  [ ] No  Auditory discrimination of sounds
- [ ] Yes  [ ] No  Auditory discrimination of words, phrases
- [ ] Yes  [ ] No  Selects initial letter of word
- [ ] Yes  [ ] No  Follows simple directions
- [ ] Yes  [ ] No  Sight word recognition. Number of words
- [ ] Yes  [ ] No  Recognizes environmental print
- [ ] Yes  [ ] No  Puts two symbols or words together to express and idea

List any other reading or pre-reading skills that support communication
9. **Visual Abilities Related to Communication** (Check all that apply)

- ☐ Maintains fixation on stationary object
- ☐ Visually recognizes people
- ☐ Visually recognizes common objects
- ☐ Visually recognizes photographs
- ☐ Visually recognizes symbols
- ☐ Needs additional space around a symbol
- ☐ Requires high contrast symbols or borders
- ☐ Looks to right and left without moving head
- ☐ Scans array of symbols in a grid
- ☐ Scans a line of symbols left to right
- ☐ Visually shifts horizontally
- ☐ Visually shifts vertically
- ☐ Looks at communication partner
- ☐ Benefits from “zoom” feature

Is a specific type (brand) of symbols or photos preferred? ______________________________________

What size symbols or photos is preferred? ______________________________________________________

What line thickness of symbols is preferred? _________ inches

Does the student seem to do better with black on white, white on black or specific color combination for figure ground discrimination? ____________________________________________

Explain anything else you think is significant about the student’s current communication system or his/her needs. (Use an additional page if necessary) ____________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

10. **Sensory Considerations**

Does the student have sensitivity to:

- ☐ Velcro
- ☐ Synthesized (computer-generated) voices
- ☐ Volume
- ☐ Switch feedback (clicking noises)
- ☐ Tactile sensations
- ☐ Other

Explain student’s reaction to any of the checked items ________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________
11. What are the communication expectations for the student in different environments?

School (regular and special education, with peers, formal and informal, such as lunchroom settings, etc.)

Home

Community

12. Summary of Student’s Abilities and Concerns Related to Communication
SECTION 3 COMPUTER ACCESS

1. Current Computer Access

How does the student currently access the computer?

☐ Doesn’t access the computer  ☐ Adapted keyboard mouse ________________________
☐ Touch type with two hands  ☐ Specialized software ________________________
☐ Hunt/peck with one hand  ☐ Head ________________________
☐ Touch type with one hand  ☐ Speech recognition ________________________
☐ Touchscreen  ☐ Switch scanning ________________________
☐ Partner-assisted scanning  ☐ Joystick ________________________
☐ Eye gaze  ☐ Other ________________________

List current AT ________________________

____________________________________

What difficulty is student having with current method? ________________________

____________________________________

2. Previous Assistive Technology

List any AT tried in the past for computer access and describe how it worked. ________________________

____________________________________

____________________________________

3. Physical Abilities

Does the student have limitations to range of motion?  ☐ Yes  ☐ No
Does the student have abnormal reflexes or abnormal muscle tone?  ☐ Yes  ☐ No
Does the student have difficulty with accuracy?  ☐ Yes  ☐ No
Does the student fatigue easily?  ☐ Yes  ☐ No

Describe how physical abilities affect computer use. ________________________

____________________________________

____________________________________

4. Motor Control

Does the student have voluntary, controlled movement on the following? (Check all that apply)

☐ Right hand  ☐ Left hand  ☐ Head
5. **Positioning**

How is the student positioned for computer access?

- Regular classroom chair
- Regular classroom chair with adaptations
- Specialty chair
- Wheelchair
- Other

6. **Sensory**

Does the student have any issues with hearing?  
- Yes
- No

Does the student have any issues with vision?  
- Yes
- No

Describe how sensory issue abilities affect computer use

7. **Literacy**

Is the student working at grade level in the following areas?

- Reading  
  - Yes  
  - No
- Writing  
  - Yes  
  - No
- Speaking/Listening  
  - Yes  
  - No
- Language  
  - Yes  
  - No
- Math  
  - Yes  
  - No
- Computer Skills  
  - Yes  
  - No

8. **Summary of Student Abilities and Concerns Related to Computer Access**

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

SECTION 4  MOTOR ASPECTS OF WRITING

1. Current Writing Ability (Check all that apply)
   - [_] Writes independently and legibly
   - [_] Pretends writes
   - [_] Writes cursive
   - [_] Uses adapted pencil or pencil grips
   - [_] Writes on 1" lines
   - [_] Holds pencil, but does not write
   - [_] Writes on narrow lines
   - [_] Copies from book (near point)
   - [_] Uses space correctly
   - [_] Copies from board (far point)
   - [_] Uses space correctly
   - [_] Copies simple shapes
   - [_] Sizes writing to fit spaces
   - [_] Writing is limited due to fatigue
   - [_] Prints name
   - [_] Writing is slow and arduous
   - [_] Scribbles a few recognizable letters

2. Current Keyboard Ability (Check all that apply)
   - [_] 10-finger typing (functional speed)
   - [_] Use alternate keyboard (list) _____________
   - [_] Multi-finger typing (functional or slow)
   - [_] Uses access software (list) _____________
   - [_] One-finger typing (functional or slow)
   - [_] Uses touch window/touch screen monitor
   - [_] Does not currently type
   - [_] Uses head or mouth stick
   - [_] Activates desired key on command
   - [_] Uses switch access computer
   - [_] Accidentally hits unwanted keys
   - [_] Uses eye gaze to access computer
   - [_] Requires arm or wrist support to type
   - [_] Uses Morse code to access computer
   - [_] Other ___________________________________

3. Computer Use (Check all that apply)
   - [_] Uses a computer for word processing
   - [_] Uses computer at school
   - [_] Uses a computer for Internet searches
   - [_] Uses computer at home
   - [_] Uses a computer for spellcheck
   - [_] Has never used a computer
   - [_] Uses a computer for leisure (games, music, IM) _________________________________
   - [_] Uses computer for other (list)________________________________________________
   - [_] Has potential to use the computer but has not used a computer because ____________
   - [ ] Uses a computer rarely (less than 1 time weekly)
   - [ ] Uses a computer daily
   - [ ] Student uses computer for one or more subjects (list subjects) ___________________
4. **Assistive Technology Currently Used** (Check all that apply)

- □ Adapted pencils-pencil grips
- □ Adapted papers
- □ Writing templates
- □ Adapted/portable keyboards
- □ Computers and accessibility features
- □ Adaptive software (Check all that apply)
  - □ Text-to-speech  □ Word prediction  □ Voice recognition
- □ Scanned worksheets
- □ Other

5. **Computer Availability** (Check all that apply)

- □ PC  □ Mac  □ Other
- □ Desktop  □ Laptop  □ Tablet

Location

6. **Summary of Student's Abilities and Concerns Related to Writing**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
SECTION 5 COMPOSITION OF WRITTEN MATERIAL

1. Typical of Student's Present Writing (Check all that apply)
   - Short words
   - Short phrases
   - Complex phrases
   - Sentences
   - Short paragraphs
   - Other ________________________________
   - Multi-paragraph reports
   - Longer paragraphs

2. Difficulties Currently Experienced by Student (Check all that apply)
   - Answering questions
   - Getting started on a sentence/story
   - Adding information to a topic
   - Sequencing information
   - Integrating information from two or more sources
   - Relating information to specific topics
   - Other ________________________________
   - Generating ideas
   - Working with peers to generate ideas and information
   - Planning content
   - Using a variety of vocabulary
   - Summarizing information
   - Determine when to begin a new paragraph

3. Strategies for Composing Written Materials Student Currently Uses (Check all that apply)
   - Story starters
   - Preset choices or plot twists
   - Templates to provide the format or structure (both paper and electronic)
   - Other ________________________________
   - Webbing/concept mapping
   - Outlines

4. Aides/Assistive Technology for Composing Written Materials Utilized by Student (Check all that apply)
   - Word cards
   - Word book
   - Word wall/word lists
   - Dictionary
   - Prewritten words on cards or labels
   - Whole words using software or hardware (i.e., IntelliKeys)
   - Symbol-based software for writing (i.e., Boardmaker Studio, Co-Writer, or Read and Write)
   - Word processing with spellchecker/grammar checker
   - Talking word processor
   - Abbreviation/expansion
   - Word processing with writing support
   - Multimedia software
   - Voice recognition software
   - Other ________________________________
5. **Summary of Student’s Abilities and Concerns Related to Composition of Written Material**

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
SECTION 6 READING

1. The Student Demonstrates the Following Literacy Skills (Check all that apply)

- Engages in joint attention with adult caregiver (i.e., songs, stories, games and/or toys)
- Shows interest in books and stories with adult
- Shows an interest in looking at books independently
- Associates pictures and spoken words when being read to
- Realizes that text conveys meaning when being read to
- Pretend writes and “reads” what he or she has written
- Recognizes and reads environmental print
- When asked to spell a word, gets first consonant correct, but not the rest of the word
- Demonstrates sound manipulation skills including:
  - Initial and final sounds in words
  - Initial letter names/sounds
- Recognizes names and prints the alphabet (if motor skills are limited, may use alternative means rather than printing to demonstrate knowledge of the alphabet)
- When asked to spell a word, gets first and last sounds correct
- Applies phonics rules when attempting to decode printed words
- Sound blends words
- Reads and understands words in context
- Uses inventive spelling most of the time
- Uses conventional spelling most of the time
- Reads and understands sentences
- Composes sentences using nouns and verbs
- Reads fluently with expression
- Reads and understands paragraphs
- Composes meaningful paragraphs using correct syntax and punctuation

2. Methods for Improving Student Performance (Check all that apply)

- Smaller amount of text on page
- Use of word wall
- Graphics to communicate ideas
- Bold type for main ideas
- Additional time
- Spoken text to accompany print
- Enlarged print
- Pre-teaching concepts
- Text rewritten at lower reading level
- Reduced length of assignment
- Color overlay or colored text/background
- Increased spacing between words/lines
3. **Reading Assistance Used**

Please describe the non-technology based strategies and accommodations that have been used with the student.

________________________________________________________________________

4. **Assistive Technology Used**

The following have been tried (Check all that apply. Add comments for clarification.)

- Highlighter, marker, template or other self-help aid in visual tracking
- Colored overlay to change contrast between text and background
- Tape recorder, taped text or talking books to “read along” with text
- Digital audio files (Mp3, iPod, etc.)
- Taking dictionary or talking spellchecker to pronounce single words
- Hand-held pen scanner to read difficult words and phrases
- Electronic text from
  - Internet
  - publisher
  - scanned text
  - other
- Electronic books from Bookshare or other digital source

Explain what seemed to work or not work with any of the above assistive technology that has been tried.

________________________________________________________________________

5. **Approximate Age or Grade Level of Reading Skills**

6. **Cognitive Ability in General**

- Significantly below average
- Below average
- Average
- Above average

7. **Difficulty** (Check all that apply)

Student has difficulty physically accessing the following:

- Single sheets of paper
- Books
Student Information Guide (Step 1b)

Student has difficulty understanding written language based on:

☐ English Language Learner  ☐ Limited background experiences

Student has sensory difficulties with:

☐ Visual clutter  ☐ Fluorescent lighting
☐ Background noise  ☐ Personal space
☐ Other

Student has difficulty decoding the following:

☐ Worksheets  ☐ Content textbooks
☐ Trade Books  ☐ Tests
☐ Websites or other digital text  ☐ Modified Curriculum
☐ Recreational text  ☐ Other

Student has difficulty comprehending the following:

☐ Worksheets  ☐ Content textbooks
☐ Trade Books  ☐ Tests
☐ Websites or other digital text  ☐ Modified Curriculum
☐ Recreational text  ☐ Other

8. Computer Availability and Use

The student has access to the following computer(s):

☐ PC  ☐ Mac  ☐ Tablet

The student uses a computer:

☐ Rarely  ☐ Frequently  ☐ Daily (more than subject or period)
☐ Every day, most of the day

For the following purposes


9. Summary of Student’s Abilities and Concerns Related to Reading


## SECTION 7 MATHEMATICS

### 1. Difficulties Student Has with Mathematics (Check all that apply)

<table>
<thead>
<tr>
<th>Reading Math</th>
<th>Organizing</th>
<th>Writing and Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Math-related language and vocabulary</td>
<td>- Understanding place value</td>
<td>- Writing legible numbers</td>
</tr>
<tr>
<td>- Interpreting visual representation</td>
<td>- Applying functions and formulas</td>
<td>- Noting points on graphs</td>
</tr>
<tr>
<td>- Switching from one representational format to another, as in a complex, as in a complex numbers, fractions, charts and graphs</td>
<td>- Organizing and applying multiple steps</td>
<td>- Drawing math figures</td>
</tr>
<tr>
<td>- Understands decimals/percentages</td>
<td>- Applying correct operational step such addition, subtraction, multiplication or division</td>
<td>- Aligning steps of a problem</td>
</tr>
<tr>
<td>- Understanding math concepts like: Money</td>
<td>- Drawing meaning from numbers, shapes and other representational formats</td>
<td>- Editing work</td>
</tr>
<tr>
<td>- Understanding math concepts like: Time</td>
<td>- Organizing work on a page</td>
<td>- Completing multiplication and division</td>
</tr>
<tr>
<td>- Understanding math concepts like: Units of measurement</td>
<td>- Converting mixed numbers</td>
<td>- Completing simple addition and subtraction</td>
</tr>
</tbody>
</table>

- Drawing meaning and applying action steps from/to a story problem
- Writing simple math equations
- Writing complex math equations
- Completing complex addition and subtraction
- Representing math concepts in alternate formats such as graphs, charts or geometric shapes
2. **Previous Assistive Technology** (Check all that apply)

- Adapted manipulatives
- Math graphic organizer
- Adapted time pieces
- Adapted measuring devices
- Adapted paper
- Graph paper
- Virtual manipulatives
- Mathline
- Alternate calculator
  - Large print
  - Talking
  - Graphing
- Smart chart
- Adapted number, shape or fraction stamp
- Math-specific writing or drawing software
- Digital math toolbars for writing equations
- Enlarged paper
- Onscreen keyboards or calculators
- Voice recognition for math notation
- Math software to help visualize, script visual math concepts

3. **Strategies Used** (Describe)

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. **Summary of Student's Abilities and Concerns Related to Math**

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
### SECTION 8 ORGANIZATION

1. **Difficulties Student Has with Organization** (Check all that apply)

<table>
<thead>
<tr>
<th>Self-Management</th>
<th>Materials Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Unable to self-regulate behavior and attention</td>
<td>□ Messy work and storage areas</td>
</tr>
<tr>
<td>□ Easily distracted</td>
<td>□ Lost papers and projects</td>
</tr>
<tr>
<td>□ Messy work and storage areas</td>
<td>□ Can’t find work tools such as book, scissors, or markers quickly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Management</th>
<th>Information Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Arrives late</td>
<td>□ Completing multi-step tasks</td>
</tr>
<tr>
<td>□ Misses deadlines</td>
<td>□ Organizing notes or review items</td>
</tr>
<tr>
<td>□ Poor transition between activities</td>
<td>□ Breaking a large project into smaller steps</td>
</tr>
<tr>
<td>□ Struggles to settle down after transitions or when it is work time</td>
<td></td>
</tr>
</tbody>
</table>

2. **Assistive Technology Tried** (Check all that apply)

<table>
<thead>
<tr>
<th>Self-Management</th>
<th>Materials Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Fidgets</td>
<td>□ Folders/containers/bins/boxes</td>
</tr>
<tr>
<td>□ Concentration CDs or Mp3s</td>
<td>□ Checklists</td>
</tr>
<tr>
<td>□ Pressure or weighted vest</td>
<td>□ Coding</td>
</tr>
<tr>
<td>□ Relaxation CDs or Mp3s</td>
<td>□ Filing</td>
</tr>
<tr>
<td>□ Sitting on a therapy ball, bounce or cushion</td>
<td>□ Portable electronic storage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Management</th>
<th>Information Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Clock (analog vs. digital)</td>
<td>□ Folders</td>
</tr>
<tr>
<td>□ Adapted clocks and watches</td>
<td>□ Tabs/Post It notes</td>
</tr>
<tr>
<td>□ Talking readout</td>
<td>□ Highlighters</td>
</tr>
<tr>
<td>□ Large numbers</td>
<td>□ Study guides</td>
</tr>
<tr>
<td>□ Visual cue</td>
<td>□ Hand-held recorders</td>
</tr>
<tr>
<td>□ Timed reminder</td>
<td>□ Digital organizers</td>
</tr>
<tr>
<td>□ Schedules</td>
<td>□ Search tools/engines</td>
</tr>
<tr>
<td>□ Picture</td>
<td>□ Bookmarking tools</td>
</tr>
<tr>
<td>□ Word (written)</td>
<td>□ Graphic organizers</td>
</tr>
</tbody>
</table>
Student Information Guide (Step 1b)

☐ Calendar-based ☐ Manipulatives/instructional tutorials
☐ Digital scheduler ☐ Animations
☐ Digital reminder

3. Summary of Student’s Abilities and Concerns Related to Organization

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
SECTION 9  RECREATION AND LEISURE

1. **Difficulties Student Experiences Participating in Recreation and Leisure** (Check all that apply)

- Understanding cause and effect
- Following complex directions
- Understanding turn-taking
- Communicating with others
- Handing/manipulating objects
- Hearing others
- Throwing/catching objects
- Seeing equipment or materials
- Understanding rules
- Operating a TV, DVD, etc.
- Waiting for his/her turn
- Operating a computer
- Following simple directions
- Other ____________________________

2. **Activities Student Especially Enjoys**

3. **Adaptations Tried to Enhance Participation in Recreation and Leisure**

   How did they help?

4. **Assistive Technology Tried** (Check all that apply)

- Toys adapted with Velcro®, magnets, handles, etc.
- Toys adapted for single switch operation
- Adaptive sporting equipment, such as lighted or beeping ball
- Universal cuff or strap to hold crayons, markers, etc.
- Modified utensils (i.e., rubber stamps, rollers and brushes)
- Ergo Rest or arm support
Student Information Guide (Step 1b)

- Software to complete art activities
- Games on computer
- Other computer software
- Other ________________________________

5. Summary of Student's Abilities and Concerns Related to Recreation and Leisure

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
SECTION 10 VISION

A vision specialist should be consulted to complete this section.

1. Date of Last Vision Report _________________________________
   Report indicates (Please address any field loss, vision condition, etc.) __________________________
   ________________________________________________________
   ________________________________________________________

2. Vision Abilities (Check all that apply)

   □ Reads standard textbook print
   □ Read text if enlarged to (indicate size in inches) _________________________________
   □ Requires specialized lighting such as _________________________________
   □ Requires materials titled at a certain angle (indicate angle) _____________________________
   □ Can read using optical aides such as _________________________________
   □ Currently uses the following screen enlargement device _________________________________
   □ Currently uses the following screen enlargement software _________________________________
   □ Recognizes letters enlarged to _____ pt. type on the computer screen
   □ Recognizes letters enlarged to _____ pt. type for _____ minutes without eye fatigue
   □ Prefers
     □ Black letters on white   □ White on black   □ _____ (color) on _______ (color)
   □ Tilts head when reading
   □ Uses only one eye   □ Right eye   □ Left eye
   □ Uses screen reader _________________________________
   □ Requires recorded material, text to speech or Braille materials

3. Current Alternate Output (Check all that apply)

   □ Slate and stylus
   □ Talking calculator
Student Information Guide (Step 1b)

☐ Electric Brailler
☐ Refreshable Braille display
☐ Tactile images
☐ Screen reader
☐ Braille translation software

4. **Level of Proficiency** (Check the one that most closely describes the student)

☐ Requires frequent physical prompts
☐ Requires frequent verbal cues
☐ Needs only intermittent cues
☐ Uses device to complete tasks independently
☐ Troubleshoots problems related to device

5. **Writing/Handwritten Materials** (Check all that apply)

☐ Writes using space correctly
☐ Writes on line
☐ Writes appropriate size
☐ Reads own handwriting
☐ Reads someone else’s writing
☐ Reads hand printing
☐ Reads cursive
☐ Skips letters when copying
☐ Requires bold or raised-line paper
☐ Requires soft lead pencils
☐ Requires colored pencils, pens, or paper
☐ Requires felt tip pen
   ☐ Fine point
   ☐ Broad point

6. **Summary of Students Abilities and Concerns Related to Vision**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
SECTION 11  HEARING

A hearing specialist should be consulted to complete this section.

1. Audiological Information

Date of last audiological exam

Hearing Loss Identified

<table>
<thead>
<tr>
<th>Ear</th>
<th>Mild</th>
<th>Moderate</th>
<th>Severe</th>
<th>Profound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Left</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Onset of hearing loss age ____________  Etiology ____________________________

2. Unaided Auditory Abilities (Check all that apply)

☐ Attends to sounds
   ☐ High pitch  ☐ Low pitch  ☐ Voices  ☐ Background noises

☐ Discriminates environmental vs. non-environmental sounds

☐ Turns toward sound

☐ Hears some speech sounds

☐ Understands synthesized speech

☐ Understands digitized speech

3. Student's Eye Contact and Attention to Communication (Check best descriptor)

☐ Poor  ☐ Inconsistent  ☐ Limited  ☐ Good  ☐ Excellent

4. Communication Used by Others (Check all that apply)

Indicate the form of communication generally used by others in the designated environments.

<table>
<thead>
<tr>
<th>Communication</th>
<th>School</th>
<th>Home</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body language</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Tangible symbols</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Gestures</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Speech</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Cued Speech</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Picture cues</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Student Information Guide (Step 1b)

☐ Written messages  ☐  ☐  ☐
☐ Signs and speech together  ☐  ☐  ☐
☐ Signed English  ☐  ☐  ☐
☐ Contact (Pidgin) sign language  ☐  ☐  ☐
☐ American Sign Language (ASL)  ☐  ☐  ☐

5. Level of Receptive Proficiency in Each Environment

☐ Understands single words  ☐  ☐  ☐
☐ Understands short phrases  ☐  ☐  ☐
☐ Understands the majority of communication  ☐  ☐  ☐

6. Student’s Current Mode of Communication (Check all that apply)

☐ Speech  ☐ American Sign Language  ☐ Body language
☐ Signs/speech together  ☐ Gestures  ☐ Written messages
☐ Signed English  ☐ Picture cues  ☐ Contact (Pidgin) sign Language
☐ Other

7. Level of Expressive Communication

☐ Single Words  ☐ Combination of words  ☐ Proficient

8. Discrepancy Between Receptive and Expressive Abilities

☐ Yes  ☐ No

If yes, please describe further. 

________________________________________________________________________________

________________________________________________________________________________
9. **Services Currently Used** (Check all that apply)

- [ ] Audiology
- [ ] Note taker
- [ ] ASL
- [ ] Transliterating
- [ ] PSE
- [ ] Oral
- [ ] Educational interpreter using ____________________________

10. **Equipment Currently Used** (Check all that apply)

- [ ] Hearing aids
- [ ] Cochlear Implants
- [ ] Telecaption decoder
- [ ] Vibrotactile devices
- [ ] Classroom amplification
- [ ] TTY/TTD
- [ ] FM system
- [ ] Other ____________________________

11. **Present Concerns for Communication, Writing, and/or Educational Materials**

- [ ] Cannot hear teacher/other students
- [ ] Cannot respond to emergency alarm
- [ ] Cannot participate in class discussions
- [ ] Cannot use telephone to communicate
- [ ] Displays receptive/expressive language delays
- [ ] Cannot benefit from educational videos/programs

12. **Current Communication Functioning** (Check all that apply)

- [ ] Desires to communicate
- [ ] Initiates interaction
- [ ] Responds to communication requests
- [ ] Reads lips
- [ ] Appears frustrated with current communication functioning
- [ ] Requests clarification from communication partners (“Would you please repeat that?”)
- [ ] Repairs communication breakdown (Keeps trying, changes messages)

13. **Current Reading Level** ____________________________

14. **Summary of Abilities and Concerns Related to Hearing** ____________________________
SECTION 12   GENERAL AND DAILY LIVING SKILLS

Are there behaviors (both positive and negative) that significantly impact the student’s performance? ________________________________

______________________________

______________________________

Are there significant factors about the student's strengths, learning style, coping strategies or interests that the team should consider? ________________________________

______________________________

______________________________

Are there other significant factors about the student that the team should consider? __________

______________________________

______________________________

Does the student fatigue easily or experience a change in performance at different times of the day? ________________________________

______________________________

______________________________

Are there areas of daily living skills that have not been addressed in earlier sections? __________

______________________________

______________________________

______________________________
Environmental Observation Guide (Step 1c) Version 1

Student’s name ____________________________
School ____________________________
Observer ________________________________
Date of Observation ________________________
Type of Class ____________________________

**Directions:** Complete this Environmental Assessment Checklist before beginning

**Describe the environment:** Record short responses in the space provided.

<table>
<thead>
<tr>
<th>Special or general education classroom</th>
<th>Specialty classroom (Specify) i.e. P.E., art, music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therapy room (Specify)</td>
<td></td>
</tr>
<tr>
<td>Number of teachers in class</td>
<td></td>
</tr>
<tr>
<td>Number of aides in class</td>
<td></td>
</tr>
<tr>
<td>Number of volunteers in class</td>
<td></td>
</tr>
<tr>
<td>Number of students in the class</td>
<td></td>
</tr>
<tr>
<td>How many days per week is the program?</td>
<td></td>
</tr>
<tr>
<td>How many hours/day?</td>
<td></td>
</tr>
<tr>
<td>Is the atmosphere busy or quiet?</td>
<td></td>
</tr>
<tr>
<td>Are there large open areas or small divided sections?</td>
<td></td>
</tr>
<tr>
<td>How are the desks arranged?</td>
<td></td>
</tr>
<tr>
<td>Is the furniture sized for students?</td>
<td></td>
</tr>
<tr>
<td>Are materials accessible and appropriate?</td>
<td></td>
</tr>
<tr>
<td>Is special equipment available (i.e., chairs with arm supports)?</td>
<td></td>
</tr>
<tr>
<td>Where is the classroom located in relationship to the cafeteria, therapy, outdoor play areas?</td>
<td></td>
</tr>
<tr>
<td>Are bathrooms located in or outside the classroom?</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Sensory Stimulation:** Judge the level of sensory stimulation and record it with a check in the corresponding box. Enter comments or notes that clarify your responses if needed.

<table>
<thead>
<tr>
<th>Auditory</th>
<th>Excessive</th>
<th>Balanced</th>
<th>Reduced</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallway</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External noise; street, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher aides/volunteers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Sensory Stimulation: continued**

<table>
<thead>
<tr>
<th></th>
<th>Excessive</th>
<th>Balanced</th>
<th>Reduced</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clutter/busy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art/decorations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lighting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Persons Present During Observation:** For each person on the list, put a check in the appropriate column indicating their level of participation.

<table>
<thead>
<tr>
<th>Persons</th>
<th>Participating</th>
<th>Observing</th>
<th>Not Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Educator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Educator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Tutors (How many?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aide/Paraprofessional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Braille Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign Language Interpreter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:1 Support; e.g. Mentor, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech-Language Pathologist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Therapist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Psychologist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

50
Access to Assistive Technology: Identify all classroom AT, not just the AT used by the target student.

<table>
<thead>
<tr>
<th>Types</th>
<th>Present-Not Used</th>
<th>Present-Used</th>
<th>Not Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication cards/boards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digitally recorded devices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic communication devices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT for activities of daily living</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjustable seating (not a wheelchair)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positioning equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amplification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual signaling devices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brailler/Brailled materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnifiers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notetaking devices/keyboards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice output devices/computers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handwriting aids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate/adapted keyboards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate/adapted mouse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer switch interface</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch window</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking word processor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tablet device</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word prediction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text or screen reader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portable word processor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer aids - Hoists/lifts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobility aids (not wheelchairs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapted environment (e.g., doors, fixtures, furniture)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic equipment for instruction (calculator, e-books)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapted instructional materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional software</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer stations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapted art/craft materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapted sports/recreation equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapted toys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wheelchair – Manual or Power</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify):</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Classroom Observation Guide (Step 1c) Version 2**

<table>
<thead>
<tr>
<th>Task</th>
<th>Classroom Peer's Response</th>
<th>Target Student's Response</th>
<th>Barrier(s) To Task Completion</th>
<th>Potential Adaptations</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples: Writing a report on SMART Board, aligning math problems, researching topic in media center</td>
<td>How does the rest of the class respond to the task? How do they complete their work?</td>
<td>Is there a difference in how the target student handles the directions? How does the student begin, maintain and end the task? Did the student need extra time?</td>
<td>Did the environment affect the target student's work? If yes, explain.</td>
<td>What changes to the environment would increase the student's success?</td>
<td>What information is needed? Who can provide the information?</td>
</tr>
</tbody>
</table>

**Directions**
How are they given? For example, visually and auditorily

**Time**
For task completion

---

Assessing Students' Needs for Assistive Technology (2009)
### Environmental Observation Summary

*(To be provided to teacher and team)*

<table>
<thead>
<tr>
<th>Classroom(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher(s)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td><strong>Time</strong></td>
</tr>
</tbody>
</table>

#### Activity/Task(s) observed:

#### Ways that typical students participated:

#### Ways the target student participated:

#### Barriers to target student’s participation:
Part 2 Decision-Making

Steps 3-7: Use the AT Decision-Making Guide to facilitate the meeting identified in Step 2.
Forms: AT Decision-Making Guide
Supporting Material: Brainstorming Assistive Technology

The AT Decision-Making Guide provides a structure for the process. The key elements or steps of an effective decision-making process include:

- Problem Identification: Apply the information gathered in Step 1 to complete the Problem Identification portions of the AT Guide. Review and discuss to ensure all team members have a mutual understanding.
- Solution Generation and Selection: Brainstorm possible solutions. Evaluate suggestions and choose a solution(s) for a plan.
- Implementation Plan and Follow-up: Develop plans to include trials, training, persons responsible and timelines. Identify specific follow-up dates. Follow the plan completely; reconvene the team before changing the plan.

A sample of a completed AT Decision-Making Guide and a blank form are provided for the team’s use. Additionally, a non-exhaustive list of AT is provided in the brainstorming activity. This list is in hierarchal arrangement of AT items, separated by the 12 content areas identified in Student Information Guide (Step 1).

Recommended forms for Part 2 immediately follow.

Facilitation Tips

- Value the opinions of all team members equally.
- Present the information via flip chart or projector where everyone can see and reflect throughout the process.
- During solution generation and selection, review the Brainstorming Assistive Technology list. This optional list, created in order from low tech to high tech, is not exhaustive and is intended to generate possible ideas and solutions.
- Reminder: Higher tech solutions may not be the most appropriate to meet the student’s needs.
- Share roles and responsibilities. Identify a facilitator, a recorder, a timekeeper and other roles as necessary.
- Obtain consensus from all participants before adjourning meeting.
- Follow up on a planned schedule.
- If AT Team members cannot attend, allow for participation via electronic means.
### PROBLEM IDENTIFICATION

<table>
<thead>
<tr>
<th>Student's Abilities/Difficulties</th>
<th>Environmental Considerations</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Writing/use of hands</td>
<td>• Classroom</td>
<td>• Produce legible written material</td>
</tr>
<tr>
<td>• Communication</td>
<td>• Playground</td>
<td>• Produce audible speech</td>
</tr>
<tr>
<td>• Reading/academics</td>
<td>• Lunch room</td>
<td>• Read text</td>
</tr>
<tr>
<td>• Mobility</td>
<td>• Home, etc.</td>
<td>• Complete math problems</td>
</tr>
<tr>
<td>• Vision</td>
<td>In each:</td>
<td>• Move independently in the school environment</td>
</tr>
<tr>
<td>• Hearing</td>
<td>• Technology equipment available</td>
<td></td>
</tr>
<tr>
<td>• Behavior</td>
<td>• Room arrangement, lighting</td>
<td></td>
</tr>
<tr>
<td>• Other</td>
<td>• Sound</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Activities, etc.</td>
<td></td>
</tr>
</tbody>
</table>

#### Sensory Considerations

- Vision/Hearing/Tactile (hyper/hypo)
- Narrowing the Focus
  - i.e., Specific task identified for solution generation

### SOLUTION GENERATION AND SELECTION

<table>
<thead>
<tr>
<th>Solution Generation Tools &amp; Strategies</th>
<th>Solution Selection Tools &amp; Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming Only</td>
<td>Discuss &amp; Select Idea from Solution Generation</td>
</tr>
<tr>
<td>No Decision</td>
<td></td>
</tr>
<tr>
<td>Review Brainstorming Assistive Technology</td>
<td></td>
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</tbody>
</table>

### IMPLEMENTATION AND FOLLOW-UP PLANS

<table>
<thead>
<tr>
<th>Implementation Plan</th>
<th>Follow-up Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT Trials/Services Needed</td>
<td>Who &amp; When</td>
</tr>
<tr>
<td>Date</td>
<td>Set specific date now</td>
</tr>
<tr>
<td>Length</td>
<td></td>
</tr>
<tr>
<td>Person Responsible</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name ____________________________</th>
<th>Date __________</th>
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</thead>
</table>
# Assistive Technology Decision Making Guide (Step 3-7)

**Student Name___________________________**  **Date ___________________**

## PROBLEM IDENTIFICATION

<table>
<thead>
<tr>
<th>Student's Abilities/Difficulties</th>
<th>Environmental Considerations</th>
<th>Tasks</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

**Sensory Considerations**  **Narrowing the Focus**

## SOLUTION GENERATION AND SELECTION

<table>
<thead>
<tr>
<th>Solution Generation Tools &amp; Strategies</th>
<th>Solution Selection Tools &amp; Strategies</th>
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## IMPLEMENTATION AND FOLLOW-UP PLANS

<table>
<thead>
<tr>
<th>Implementation Plan</th>
<th>Follow-up Plan</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Brainstorming Assistive Technology

A Non-Exhaustive Hierarchical Arrangement of AT Items

SECTION 1   SEATING, POSITIONING AND MOBILITY

Seating and Positioning

☐ Standard seat/workstation at correct height and depth
☐ Modifications to standard seat or desk
☐ Alternative chairs
☐ Adapted/alternate chair, Side Lyer, stander
☐ Custom fitted wheelchair or insert

Mobility

☐ Walking devices - crutches/walker
☐ Grab bars and rails
☐ Manual wheelchair
☐ Powered scooter, toy car or cart
☐ Powered wheelchair w/joystick or other control
☐ Adapted vehicle for driving

SECTION 2   COMMUNICATION

☐ Concrete Representation (objects, tangible symbols)
☐ Eye gaze board
☐ Pragmatic Organization Dynamic Display (PODD)
☐ Picture communication notebook/board
☐ Simple speech generating device with recorded speech
☐ Speech generating device recorded voice and levels
☐ Speech generating device with synthetic speech and dynamic display
☐ Speech generating device with synthetic speech, dynamic display and icon sequencing
☐ Eye gaze (device)
☐ Partner-assisted scanning
☐ Switch scanning with device
☐ Tablet device with communication app
☐ Text based device with synthetic speech
SECTION 3  COMPUTER ACCESS

- Positioning of student
- Standard Keyboard/Mouse with accessibility/access features built into the operating system
- Standard Keyboard/Mouse with Adaptations
- Rate Enhancement
- Alternate Keyboard/Mouse
- Onscreen keyboard
- Voice recognition software
- Eye Gaze
- Morse Code
- Switch Access
- Tablet
- Touch screen monitor
- Other ____________________________

SECTION 4  MOTOR ASPECTS OF WRITING

- Environmental and seating adaptations
- Variety of pens/pencils
- Adapted pen/pencil
- Writing templates
- Prewritten words/phrases
- Label maker
- Portable word processor
- Computer with accessibility features
- Computer with word processing software
- Alternative keyboards
- Computer with scanner
- Computer with word prediction
- Computer with voice recognition software

SECTION 5  COMPOSITION OF WRITTEN MATERIAL

- Picture Supports to write from/about
- Pictures with words
- Words Cards/Word Banks/Word Wall
Pocket Dictionary/Thesaurus
Written templates and Guides
Portable, talking spellcheckers/dictionary/thesaurus
Word processing software
Word prediction software
Digital templates
Abbreviation expansion
Word processing with digital supports
Talking word processing
Multimedia software with alternative expression of ideas
Tools for citations and formats
Voice recognition software
Tablet device

SECTION 6   READING

Standard text
Book adapted for access
Low-tech modifications to text
Handheld device to read individual words
Use of pictures/symbols with text
Electronic text
Modified electronic text
Text reader
Scanner with OCR and text reader
Text reader with study skill support

SECTION 7   MATHEMATICS

Math manipulatives
Low-tech physical access
Abacus/math line
Adapted math paper
Adapted math tools
Math “smart chart’, math scripts
Math tool bars
On-screen calculator
Alternative keyboards/portable math processors
Virtual manipulatives
Math software and web simulations
Voice recognition math software

SECTION 8 ORGANIZATION

Self-Management

Sensory regulation tools
Movement and deep pressure tools
Fidgets
Auditory
Visuals

Information Management

Tabs
Sticky notes, index cards
Highlighters
Key words
Study guide
Task analysis
Digital highlighters and sticky notes
Handheld scanners/electronic extraction
Electronic organization
Study grid generators/grading rubric
Online search tools
Online web trackers
Online sorting file tools
Digital graphic organizers
Online manipulatives, interactive, tutorials, animations

Time Management

Checklists
Paper planners/calendars
Schedules (visual)
Portable, adapted timekeepers
Electronic reminders
Digital planners (PDA) cell phones
Tablet device
Web-based planning tools

**Material Management**
- Low-tech organizers
- Checklists
- Container system
- Coding system
- Electronic filing and storage
- Portable electronic storage
- Computer-based tools

**SECTION 9  RECREATION AND LEISURE**
- Typical toys/puzzles/balls/utensils/instruments adapted; adjustable equipment; flexible rules; add visual/auditory clarity
- Specially designed utensils/equipment
- Electronically/mechanically adapted utensils and equipment
- Electronic aids – remote controls, timers, CD players, speech generating devices
- Computer-facilitated and computer-based activities
- Online and virtual recreational experiences

**SECTION 10  VISION**

**Computer access**
- Color scheme
- Large operating system features
- Built-in magnification
- Fully-featured magnification
- Magnification with screen reader
- Screen reader
- Screen Reader with Braille device
- Audio text
- Computer-based reading software
- Electronic Braille notetaker
Reading
- Glasses
- Color Filter
- Slant board
- Large print
- Optical Magnifier
- Electronic Magnifier
- CCTV
- Monocular
- CCTV with distance camera

Mathematics
- Large print measuring tools
- Large key calculator
- Tactile measuring devices
- Abacus
- Talking calculator
- Models or 2D and 3D geometric shapes
- Tiger embossed, PIAF Tactile representation

Pictorial Information
- Enlarged format
- CCTV
- Models or objects
- Tactile graphics
- Tactile-audio graphics

Note taking
- Slate and stylus
- Tape or digital recording device
- Computer-based recording software
- Electronic Braille note taker
Writing
- High contrast pen
- Portable word processing device
- Typing with audio support
- Braillewriter
- Typing with Braille support
- Electronic Braille note taker
- Voice recognition

Mobility
- Cane
- Monocular
- Braille/talking compass
- Electronic travel device
- GPS device

SECTION 11   HEARING

Hearing Technology
- FM
- Infrared
- Induction Loop
- 1:1 Communicators
- Personal amplification

Alerting
- Visual or vibrating alerting devices

Communication
- Telecommunication supports
- Closed captioning
- Person to person
- Classroom/group activities
- Voice to text/sign
SECTION 12  General and Daily Living

Eating

- Nonslip materials
- Placemat templates
- Built up handles
- Adapted utensils
- Positioning of the arm
- Adapted dishes
- Electronic eating aides
- Height adjustable eating surfaces

Drinking

- Regular cups
- Cup and glass with modified rims
- Adapted handles
- Positioning aides/cup stabilization
- Adapted cups
- Straws
- Lids

Self-Care

- Specifically chosen clothing (elastic, pull-on)
- Adapted clothing
- Tools to assist with dressing

Hygiene Self-Care

- Adapted tools
- Toiletting aides
- Pump style containers
- Accessible bathroom surfaces
Part 3 Trial Use

**Steps 8-9:** Implement planned trials and develop plan for permanent use.

**Form:** *Trial Use Guide and Trial Use Summary*

In order to determine which assistive technology will work effectively for a student, that student must have an opportunity to try the assistive technology. In some cases, a brief trial during a short visit with one of the team members reveals an effective solution. More typically, a longer trial of several days, weeks or in some cases months is necessary. Whether the trial is short or long, documenting the student’s performance while they utilize the assistive technology is critical.

**Step 8** includes two planning tools that can help the team as they prepare for a more extensive trial with one or more assistive technology devices. The Assistive Technology Trial Use Guide is a form that guides the team through a sequence of important questions that must be addressed prior to implementing trial use of assistive technology and after the trial.

**Step 9** requires the team to develop a plan for the acquisition of assistive technology device(s) and services as delineated in IDEA 300.5-300.7 (see page 6-7).

**Note:** The West Virginia Assistive Technology Systems (WVATS) provides a virtual loan library and exchange system, and is a free online service located at: https://vll.cedwvu.org/. The equipment may be borrowed for two weeks and could be a source for obtaining devices for trial.
Assistive Technology: Trial Use Guide (Step 8)

AT to be assessed

Student's Name ___________________________ DOB _____ Age ___ Meeting Date: _____

School/Agency ___________________________ Grade/Placement __________________

Contact Person(s) _____________________________________________________________

School/Agency Phone ___________________________ Address _______________________

Persons Completing Guide ______________________________________________________

Parent(s) Name ___________________________ Phone _____________________________

Parent(s) Address __________________________________________________________________

Goal for AT use ________________________________________________________________

ACQUISITION

<table>
<thead>
<tr>
<th>Source(s)</th>
<th>Person Responsible</th>
<th>Date(s) Available</th>
<th>Date Received</th>
<th>Date Returned</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Person(s) primarily responsible to learn to operate this AT: ______________________

TRAINING

<table>
<thead>
<tr>
<th>Person(s) to be trained</th>
<th>Training Required</th>
<th>Date Initiated</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>


### MANAGEMENT/SUPPORT

<table>
<thead>
<tr>
<th>Location(s)</th>
<th>Support to be provided (e.g., set up, trouble shoot, recharge, program, etc.)</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

### STUDENT USE

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Used</th>
<th>Location</th>
<th>Task(s)</th>
<th>Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>


**Assistive Technology: Trial Use Summary (Step 8)**

Student’s Name ___________________________ Age ______ Date Completed ______

Person(s) Completing Summary ____________________________________________

Task(s) Being Addressed During Trial _______________________________________

Criteria for Success ______________________________________________________

<table>
<thead>
<tr>
<th>AT Tried</th>
<th>Dates Used</th>
<th>Criteria Met?</th>
<th>Comments (e.g. advantages, disadvantages, preferences, performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

**Recommendations for IEP**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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Assistive Technology: Documenting in the IEP

When the IEP Team determines there is a need for AT devices or services, it is then necessary to describe it in the student's IEP. IDEA does not specify where in the IEP to include AT devices or services. It is up to the IEP Team to determine which IEP section is most appropriate for its inclusion. The most important thing is not specifically where to document the need, but to document it somewhere within the IEP. Remember to describe the AT device or service. Do not list brand names.

There is a variety of ways that assistive technology can be documented within the Online IEP including:

• on the Considerations page
• as the part of a present level of academic achievement and functional performance statements
• on the General Information page
• as a condition of a goal statement
• on the Services page as part of Supplementary, Special Education, Related or Transition Services

Considerations Page
The IEP Team must consider whether the child needs an assistive technology device and/or services the type of device and provision for home use, if any. The Assistive Technology Consideration Guide on page 14 will facilitate the team’s discussion.

• If the student needs assistive technology devices or services, mark YES on Consideration 2 on the Consideration page.
• Document the description of the device and indicate if there are any provisions for home use and the nature and amount of services. If additional space is needed, note on the Considerations page that assistive technology is further documented in the General Information section.

Present Level of Academic Achievement and Functional Performance
The use or need for assistive technology devices and services should be explained here. This would describe the student's current use of AT, contain the information found during the AT assessment or outline the student's need for a more thorough assessment. Include a reference as to the nature of the assistive technology in either the General Information section or the specific content areas where it will be used (i.e., ELA, math, functional skills and access skills for OT, PT and Speech.) A description of the device should be used, not a brand name.

Goal and Objective Statements
Assistive technology devices and/or assistive technology services are tools to complete one or more specific tasks or goals. Assistive technology can be included in the Goals and Objectives section of the IEP for a student with a disability if required as a part of a student’s special education or related service; therefore, in most cases the use of AT is a condition of a goal. For example, teachers of the blind/visually impaired might include a Braille reader in a condition of a goal on the IEP to support the direct service they are providing to achieve a designated goal. Teachers of the deaf/hard of hearing might include in their condition an FM system to support the direct service they are providing to achieve a designated goal.
IEP Services

• **Supplementary Services (Part A)**
  Supplementary Aids and Services are those aids, services and other supports that are provided to enhance or allow the student’s placement in the least restrictive environment (LRE), especially when an LRE is the general education classroom.

  Assistive technology should be documented in Supplementary Services section of the IEP when:
  - the assistive technology device/service provides supports in the general education classroom which enables a student in need of special education to have equal access to instruction to be educated with students without exceptionalities to the maximum extent appropriate and
  - the assistive technology device/service provides a student with disabilities an equal opportunity to participate in nonacademic and extracurricular activities
  - the assistive technology device/service provides a student with disabilities equal access to classroom, district and statewide assessment through identified accommodations
  - the assistive technology service provides additional training to school personnel/parents in the use of assistive technology

• **Special Education Services (Part B)**
  Special education is specially designed instruction to meet the unique needs of a student with a disability. Assistive technology devices/services are typically documented in the Supplementary Services and/or Related Services sections of the IEP. For example, assistive technology associated with a special education service like deaf/hard of hearing (DHH) and/or blindness and low vision (VI) may be documented within the present level of academic achievement and functional performance statement and/or as a condition statement within a goal because it supports the special education service they provide. It is not necessary to list it in multiple locations providing the assistive technology device/service and use are reflected within IEP.

• **Related Services (Part C)**
  Related services include developmental, corrective and other supportive devices and/or services required to assist a child with a disability to benefit from special education. Transportation should also be considered in this section. Assistive technology devices/services should be documented in the Related Services section of the IEP when:
  - the assistive technology device/service provides a student with disabilities the necessary support to benefit from the special education services described in the IEP
  - the assistive technology service is a direct service provided within the special education environment (SEE) or the general education environment (GEE)
  - the assistive technology is related to the special education services provided to students with disabilities who are determined to be in need of Extended School Year (ESY) services

• **AT and Transition**
  The use of or need for assistive technology devices and services must be an integral part of the student's IEP Transition Plan. Assistive technology should be documented in the Transition section of the IEP when the assistive technology is a part of a coordinated set of activities for a student with a disability that promotes movement from school to post-school activities. IEP Teams must appropriately plan and assure for the student's continued use of the AT without interruption and should be documented on the Summary of Performance.
Assistive Technology Supplemental Funding Grant

The WVDE provides an Assistive Technology Supplemental Funding Grant. The intent of this supplemental funding is to provide a resource for county school districts when the district encounters an unanticipated costly assistive technology device and/or service for a specific student with a disability and other funding sources are not available. Priorities for disbursement of this funding are:

- Newly identified student or students who have moved into the district with costly assistive technology needs as determined by an IEP Team; not students who have previously been identified and should have been receiving assistive technology devices and/or services as indicated on their IEPs. (See Section I)
- Assistance to school districts in meeting the general summative technology requirements in ELA and math for students in grades 3-12 who are blind/low vision with braille as their primary reading medium. (See Section II)

The Assistive Technology Supplemental Funding Grant application link:
https://wvde.state.wv.us/osp/ATGRANT2016-17.pdf

Second Launch: AT

Assistive technology items no longer in use by a student in the district are available to other districts through Second Launch: AT. These devices and materials can be located in the WVATS virtual Loan Library and Exchange System, under the Program: West Virginia Department of Education. https://vll.cedwvu.org/

In order to locate these devices, go to Advanced Search, select All Programs and select West Virginia Department of Education (WVDE) for items available. These items are available at no cost and without time restrictions for school districts for PK-12 users only.

All items available through this program will appear. If the viewer identifies an item to request, the viewer must click on the link. The details of the item will appear, and under Transaction Information, the viewer must click on the item. If the viewer does not have an account with WVATS, they will be prompted to open a free account. Account creation will only be requested once. If the viewer has an account, then click Item Request.
Additional Resources

Closing the Gap Resource Directory and Online Searchable Database
The Resource Directory is a guide to the latest assistive technology products.
http://www.closingthegap.com/solutions/search/?-session=ctg:8147D7A1080f820D0FTJg39B526C

RESNA Rehabilitation Engineering and Assistive Technology Society of North America
http://www.resna.org/

QIAT - Quality Indicators of Assistive Technology (QIAT) is a voluntary organization of AT professionals from around the world who share both ideas and questions.
http://natri.uky.edu/assoc_projects/qiat/

West Virginia Assistive Technology Systems (WVATS)
WVATS provides a virtual Loan Library and Exchange System, and is a free online service.
https://vll.cedwvu.org/

http://www2.ed.gov/about/offices/list/ocr/docs/dcl-faqs-effective-communication-201411.pdf

Tech Matrix – Online technology guide for assistive and educational technology tools and resources to support learning for students with disabilities divided by content area and grade level- http://techmatrix.org/

WATI (Wisconsin Assistive Technology Initiative) - http://www.wati.org/

ATA (Alliance for Technology Access) http://www.ataccess.org/


MATR (Michigan Assistive Technology Resource) http://www.cenmi.org/matr

MACUL (Michigan Association for Computer Users in Learning) http://macul.org/

UCP (United Cerebral Palsy Association) http://www.ucpa.org/

AER (Association for Education and Rehabilitation for Blind and Visually Impaired) http://www.aerbvi.org/
Assistive Technology Frequently Asked Questions

Are school's districts required to pay for assistive technology devices and services?

Yes. It is the responsibility of the school district to provide the equipment, services or programs recommended in the Individualized Education Program (IEP). If the assistive technology devices and services appear in the IEP, then the school district is responsible for providing the identified assistive technology need(s). The school district may purchase the equipment, service or programs using federal, state or local funds. The school district may also choose to access other sources such as Medicaid, Division of Rehabilitation Services and/or private health insurance policies to pay for the devices and services.

Can school districts require parents to use their private insurance to pay for necessary assistive technology devices and services?

No. The “free” in FAPE (Free Appropriate Public Education) is extremely significant regarding children with disabilities who may require assistive technology devices or services. As stated in IDEA and its regulations, all aspects of special education and related services must be provided “at no cost to the parents.” If the family agrees to allow the school district to access their private insurance, this decision must be strictly voluntary.

Can families be asked to purchase the devices or augment the identified assistive technology needs of their child?

Education is a shared responsibility between school, families, employers and community. It is well recognized that assistive devices and services are used across a broad spectrum. These devices and services serve functional as well as educational needs. When viewed in this manner, the possibility of joint funding is entirely appropriate as long as the parents’ willingness to share the financial responsibility is voluntary. Even if the family does purchase the assistive technology device, the schools cannot mandate that the device be brought to school. Families can insist that another device be provided for school use.

Are there other options for school’s districts to consider in lieu of purchasing the assistive technology device?

Yes. There are times when the outright purchase of equipment or devices is not necessary or even advisable. In instances such as these, school districts might consider rental or long-term lease/purchase options. Equipment rentals or long-term lease/purchase options are not intended to be less costly than purchase. There are certain advantages worth considering depending on the individual needs of the student. For example, renting equipment might be a reasonable strategy if the child’s condition is considered temporary; if the child’s condition is expected to improve or deteriorate; or, when it is necessary to try-out the equipment before purchase for a student. Long-term leasing or lease/purchase agreements also have potential benefits for schools which include: no obligation on behalf of the school to purchase the device; reduction of obsolete inventory; flexible leasing terms; use of equipment without a lump sum purchase; upgrading of equipment as more improved technology becomes available; and, upgrading of equipment as the student’s needs change.
Can school districts share the funding responsibilities of providing assistive technology devices and services?

Yes. This practice is especially appropriate for children with disabilities who are transitioning from WV Birth to Three programs into public school preschool programs or transitioning from public school to adult services through the Division of Rehabilitation Services. Ownership of the device is an important issue to consider by IEP Teams especially during times of transition.

Do school districts have responsibility to pay for an independent educational evaluation (IEE) regarding assistive technology?

As part of IDEA procedural safeguards, a parent has a right to an IEE at public expense if the parent disagrees with an evaluation obtained by the public agency. The requirements for an IEE are outlined in WV Policy 2419: Regulations for the Education of Exceptional Students. Whenever an independent evaluation is obtained at the school district’s expense, the criteria under which the evaluation is obtained, including the location of the evaluation and qualifications of the examiner, must be the same as criteria used by the school district. Regardless of who pays for the independent evaluation, the results must be considered in any decision regarding the provision of FAPE to the student.

Are school districts responsible for customization, maintenance, repair and replacement of assistive technology devices?

AT services such as customization, maintenance, repair and replacement are included as considerations in the acquisition of equipment or devices purchased/provided by the school district. It is the responsibility of the school district to ensure that students who require assistive technology devices also receive the necessary assistive technology services that will make the technology meaningful to the student. This requirement reflects the “individualization” of a specific type of device. If family owned AT is used by the school, is listed in the Individual Education Program (IEP), and is necessary for providing Free Appropriate Public Education (FAPE), the school district is also responsible for maintenance, repair and re-placement. Responsibilities for these services should be identified in the IEP.