

## SCKSEC Assistive Technology Considerations

This list is intended to be used by IEP teams as reminders of things that may be considered Assistive Technology. Any item becomes AT when a student needs it to have FAPE. This list also serves as an “idea generator” for things to try when a student is not making appropriate progress toward IEP goals.

Guiding Questions: Answer the guiding questions for any checked instructional activities.

- What specific task in the instructional area identified do we want this student to perform that he/she is unable to do because of his/her disability?
- What data do you have that progress is not being made or access to the curriculum is not appropriate for this student?
- What strategies, accommodations or AT have you already tried to enable the student to complete the task? What was the result?
- What is the specific need/skill based question the team needs to answer?
- If additional trials are needed, what specifically is going to be tried, for how long, and what is the anticipated outcome?

### VISION

- o Eyeglasses
- o Optical aids (magnifier, etc)
- o Large print materials
- o Auditory materials
- o Enlarged, tactile, or alternate keyboard
- o Dictation software (voice input)
- o Screen magnifier (mounted over screen)
- o Screen magnification software
- o Screen color contrast
- o Screen reader, text reader
- o Braille notetaker/software/embosser/keyboard
- o Long white cane
- o Other: \_\_\_\_\_

### HEARING

- o Personal amplification system/hearing aid
- o Classroom amplification such as FM system
- o Signaling device (e.g. flashing light or vibrating pager)
- o Captioning
- o Computer aided note taking
- o Screen flash for alert signals on computer
- o Phone amplifier
- o Infrared system
- o Other: \_\_\_\_\_

### COMMUNICATION

- o Communication board with pictures/objects/words  
(circle all that are used)
- o Eye gaze board communication system
- o PECS, PODD book
- o Simple voice output device \_\_\_\_\_
- o Voice output device w/levels \_\_\_\_\_
- o Voice output device w/dynamic display  
\_\_\_\_\_
- o Other: \_\_\_\_\_

### LEARNING / STUDYING

- o Print or picture schedule
- o Low tech aids to find materials (e.g. index tabs, color coded folders)
- o Highlight text
- o Recorded material (books on tape, taped lectures)
- o Voice output reminders for assignments, steps of task
- o Electronic organizers
- o Pagers/electronic reminders
- o Single word scanners, handheld scanners
- o Software for concept development/ manipulation of objects – may use alternate input device, e.g. switch
- o Software for organization of ideas and studying
- o Other: \_\_\_\_\_

### READING

- o Predictable books
- o Changes in text size, spacing, color, background color
- o Book adapted for page turning (e.g. page fluffers, 3-ring binder)
- o Use of pictures/symbols with text
- o Talking electronic device/software to pronounce challenging words
- o Single word scanners
- o Scanner w/OCR and text to speech software
- o Software to read websites and emails
- o Other: \_\_\_\_\_

### MATH

- o Math Line / “Smart Chart”
- o Enlarged math worksheets
- o Low tech alternatives for answering
- o Tactile/voice output measuring devices
- o Talking watches/clocks
- o Calculator with large keys and/or large display
- o Talking calculator
- o On-screen/scanning calculator

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o Other: \_\_\_\_\_

### **COMPUTER ACCESS**

- o Keyboard using accessibility options
- o Word prediction, abbreviation/expansion to reduce keystrokes
- o Touch Window
- o Arm support / Keyguard
- o Alternate mouse access with on screen keyboard
- o Alternate keyboard
- o Switch with scanning
- o Voice to text
- o Other: \_\_\_\_\_

### **WRITING**

#### **Motor Aspects of Writing**

- o Regular pencil/pen or adaptive grip
- o Adapted paper (e.g. raised line, highlighted lines)
- o Slant board
- o Use of prewritten words/phrases
- o Keyboarding instead of write
- o Voice to text
- o Other: \_\_\_\_\_

### **WRITING**

#### **Composing Written Material**

- o Word cards/word book/word wall
- o Writing templates
- o Graphic organizers (paper or electronic)
- o Electronic dictionary/thesaurus/spell checker
- o Word prediction, abbreviation/expansion
- o Voice to text
- o Multimedia software
- o Voice to text \_\_\_\_\_
- o Other: \_\_\_\_\_

### **ACTIVITIES OF DAILY LIVING (ADLS)**

- o Adaptive eating/drinking utensils (foam handles, deep sides, cut-out cups, etc.)
- o Adaptive dressing equipment (e.g. button hook, elastic shoelaces, Velcro instead of buttons, etc.)
- o Adaptive devices for hygiene
- o Adaptive equipment for cooking
- o Color coded items for easier locating and identifying
- o Non slip materials to hold things in place
- o Universal cuff/strap to hold items in hand
- o Other: \_\_\_\_\_

### **ENVIRONMENTAL CONTROL**

- o Use of switch and Powerlink to turn on appliances (lights, music, TV, fan, blender, etc.)
- o Remote controlled appliances
- o Adapted light switch (extension, etc)
- o Other: \_\_\_\_\_

### **MOBILITY**

- o Walker / Gait trainer
- o Mobility chair / stroller
- o Manual wheelchair
- o Powered mobility \_\_\_\_\_
- o Other: \_\_\_\_\_

### **POSITIONING AND SEATING**

- o Dynamic seating (seat wedge/disc, ball, etc)
- o Footrest or other foot supports
- o Adapted/alternate chair
- o Stander
- o Other: \_\_\_\_\_

### **RECREATION AND LEISURE**

- o Toys adapted with Velcro, magnets, handles, etc.
- o Toys adapted for single switch operation
- o Adaptive sporting equipment (eg. lighted or beeping ball)
- o Universal cuff/strap to hold crayons, markers, etc.

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