Figure 1

Assistive Technology Consideration Checklist

Student Name:_____ **School:** _____ **Date:** _____

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

Part I. Identify any area that is keeping the student from accomplishing IEP goals that reflect his/her abilities, or identify any area where the student is already using AT.			Was 1 or more area identified?
☐A. Motor Aspects of Writing ☐B. Computer Access ☐C. Composing Written Material ☐D. Communication ☐E. Reading	☐F. Learning/Studying ☐G. Math ☐H Recreation ☐I. Activities of Daily Living ☐J. Mobility	☐K. Environmental Control ☐L Positioning and Seating ☐M Vision ☐N. Hearing ☐O. Other: _____	☐ Yes - Go to Part II. ☐ No – Consideration is complete.
Part II. **A List the area(s) identified in Part I. Specify the task(s) the student is unable to do and the environment(s) where that task takes place.**	**B. Briefly list or describe any special strategies, accommodations or technology already being used.**		**C. Is the student able to complete tasks at his/her ability with any special strategies, accommodations or technology already being used?**
			☐ Yes - Current strategies are adequate. Consideration is complete. ☐ Yes - The student's current use of AT is adequate. Consideration is complete. Document current use of AT on the IEP. ☐ No - Go to Part III.

Part III. Select one of the following and proceed as described.

☐ AT is required. The IEP team knows the nature and extent of the AT devices/services needed and will address AT in the student's IEP.

☐ AT may be required. The IEP team determines that additional information is needed and will conduct additional AT screening by _____ (date). Record this statement on the IEP.

Comments:

Form completed by:

Student Name: _____   **School:** _____   Date: _____

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

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

Figure 2

List of Possible Assistive Technology

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

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

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

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

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

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

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

Figure 2

List of Possible Assistive Technology

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

G. Math

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

H. Recreation

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

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

I. Activities of Daily Living

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

J. Mobility

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

K. Environmental Contral

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

L. Positioning and Seating

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

M. Vision

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

N. Hearing

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