## Assistive Technology Considerations

Many IEP teams quickly skip over Assistive Technology (AT) consideration in the IEP simply because they are not sure what questions need to be asked to give an informed answer.  The Utah Assistive Technology Teams (UATT) Leadership Council created the Assistive Technology Consideration Support Document; a one-page reference to guide IEP teams while considering assistive technology on a student's IEP.

It is recommend putting AT consideration on hold until after the annual goals, special education services and related services have been determined.  Once the goals are in place, the IEP team must ask, Does the student need assistive technology tools (devices and services) to accomplish the task needed to "increase, maintain, or improve the functional capabilities of a student with disabilities" across environments?

The Assistive Technology Consideration Support Document is not a comprehensive list of all possible AT devices/services, but a reference for IEP teams to utilize during the discussion of AT Consideration. If IEP teams need further information to complete the AT Consideration Support Document, they should continue with the IEP and then evaluate the student for further AT needs.

The UATT Project gives every LEA in the state access to an AT team.  AT teams can collaborate with the IEP team to make informed, data driven decision for the student.

# Assistive Technology Consideration Support Document

Adapted from Payson Unified School District #10

Student Name:                                                    Birth Date:

Student Number:                                                Date of IEP:

Assistive Technology (AT) *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 student with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device (USBE SER I.4).

Determination of assistive technology devices/services must be driven by identified concern and areas of need, and should be considered at each initial placement, annual review, three-year reevaluation, etc. Completion of this form serves as documentation as to whether AT has been considered in order to provide free appropriate public education (FAPE).

The following is not a comprehensive list of AT recommendations. The IEP Team identifies specific supports based on the student's needs. For further assistance, contact your local Utah Assistive Technology Team.    UATT.org

AREA – Academics:

- Need AT?
    - Yes
    - No
- Reading:
    - Use of pictures/symbols with text; talking electronic devices to speak challenging words; audio books; electronic books; use of electronic text-to-speech software.
- Written Expression:
    - Graphic organizer; word processor with spell checker; word predictions; electronic spell checker/dictionary; adapted paper; alternative writing utensils (including grips); talking word processor; slant board; prewritten words/phrases on cards or pocket charts; voice recognition software.
- Math:
    - Abacus, number line; software for object manipulation; calculator; with/without large keys/display/voice output; special paper for number alignment; enlarged math sheets; grid paper; manipulatives.
- Executive Functions, Learning/Study:
    - Print/picture schedule; aids to find materials (color coding…); electronic organizer; educational software; highlighting text; pagers/electronic reminders; duplicate books; smart pen.

AREA - Sensory:

- Need AT?
  - Yes
  - No
- Hearing:
  - Signaling device; closed captioning; loop system; FM system (personal or classroom).
- Vision:
  - Magnifier, screen magnifier; screen color contrast; braille materials; braille translation; enlarged or braille labels for keyboard; enlarged materials; alternate color text/background; talking work processor; large cursor; enlarged books.
- Tactile/Movement:
  - Weighted vest/blanket/etc.*; movement cushion; specialized seating; fidget toys; chew toys.
    *Consult Occupational Therapist to ensure safe implementation.

AREA – Communication:

- Need AT?
  - Yes
  - No
- Expressive/Receptive/Functional:
  - Communication board with pictures/words/letters/objects; eye gaze frame; voice output device; scanning board; repetitive/predictable books.

AREA – Physical Access:

- Need AT?
  - Yes
  - No
- Environmental Control:
  - Appliance controls; battery operated toys/learning aids; key-guard; alternative keyboard; word prediction; track ball/joystick/head mouse; switch scanning; on screen keyboard; adaptive switches; adapted eating/drinking/dressing/hygiene tools; alternative access software.
- Positioning/Mobility/Seating:
  - Non-slip surface on chair; cushion; footrest; adapted or alternate chair; custom seating system; stander; positioning aids; hand/arm support; lap tray; walker; grab bars/rails; wheelchair; crutches; parallel bars.

<u>AREA – Computer Access:</u>

- Need AT?
  - Yes
  - No
- Computer Access:
  - Touch screen; adapted mouse, joystick, trackball; key guard; head mouse; switch/switch adapter; switch with scanning; on-screen keyboard; text to speech; word prediction; on-screen keyboard; alternative keyboard; speech recognition; touch pad; eyegaze.