
Assistive Technology Consideration and Documentation

**Georgia Department of Education
Division for Special Education Supports
Georgia Project for Assistive Technology
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Atlanta, Georgia 30334**



Definition

Section 300.5 Assistive technology device.

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))

Legal Reference

Section 300.324 Development, review, and revision of IEP

- (1) Consideration of special factors. The IEP team must-**
 - (v) Consider whether the child needs assistive technology devices and services.**

(Authority 20 U.S.C. 1414(d)(3)(B))

Assistive Technology Service

Section 300.6 Assistive technology service.

Any service that directly assists a child with a disability with the selection, acquisition, or use of an assistive technology device. The term includes-

- (a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;**

Assistive Technology Service

Section 300.8 Continued

- (b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- (c) Selecting designing, fitting, customizing, adapting, applying, retaining, repairing, or replacing 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;

Assistive Technology Service

Section 300.8 Continued

- (e) Training or technical assistance for a child with a disability or, if appropriate, that child's family; and
- (f) Training or technical assistance for professionals (including individuals or rehabilitation services), employers, or other individuals who provide services to employ, or are otherwise substantially involved in the major life functions of children with disabilities.

(Authority 20 U.S.C. 1401(2))

Assistive Technology Areas

- **Technology solutions available in the following areas:**
 - **Academic and Learning Aids**
 - **Aids for Daily Living**
 - **Assistive Listening Devices and Environmental Aids**
 - **Computer Access and Instruction**
 - **Environmental Control**
 - **Mobility Aids**
 - **Augmentative Communication**
 - **Pre-vocational and Vocational Aids**
 - **Recreation and Leisure Aids**
 - **Seating and Positioning**
 - **Visual Aids**

Adapted from the Assistive Technology Guidelines for Kentucky Schools, Kentucky Department of Education

Guiding Questions

- **What are the student's present levels of performance?**
- **What do we want the student to be able to do (standards, relevant instructional tasks and goals)?**
- **Can the student accomplish the tasks or achieve the goals independently using standard classroom tools?**

Guiding Questions

- **If not, can the student accomplish the tasks or achieve the goals when provided with accommodations or modifications?**
- **If not, can the student accomplish the tasks or achieve the goals when provided with currently available assistive technology?**
- **If not, what additional supports need to be provided?**

GPAT Resources

- **Assistive Technology Consideration Consideration Checklist**
- **Assistive Technology Resource Guide**

Assistive Technology Consideration Resource Guide

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individual Educational Plan. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions. Additional tasks and solutions will need to be added to address individual student needs.

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
<p>Writing:</p> <p style="padding-left: 40px;">Sample Tasks:</p> <ul style="list-style-type: none"> • Write name • Copy letters/words/numbers for skills practice • Write words from memory • Copy print from book or worksheet • Copy notes from board or overhead • Complete written worksheets with single word responses (fill-in-the blank) • Complete written worksheets with phrase or sentence response • Complete written test with multiple choice response (circle/mark answer) • Complete written test and forms with fill-in-the-blank response • Complete written test with matching response • Complete written test with phrase/sentence (short answer) • Complete written test with essay response (multi-paragraph) • Record notes from teacher dictation/lecture with teacher recording notes on board/overhead • Record notes from teacher dictation/lecture without teacher notes • Generate creative/spontaneous writing samples • Copy numbers • Enter number in correct location within calculation problems • Copy math calculation problems with correct alignment 	<ul style="list-style-type: none"> • Crayon/Marker • Pencil • Pen • Letter and number strip • Clipboard • Typewriter • Computer with word processing software with grammar and spell checker • Instructional software to remediate and enhance specific writing skills 	<ul style="list-style-type: none"> • Increased time for completing assignments • Decreased length of assignment/number of responses • Oral dictation as an alternative to writing • Peer notetaker • Format of assignment changed to meet need of student - multiple choice, matching word banks, fill-in-the-blank, short answer • Word banks, sentence starters, and cloze format writing activities for supports • Provide typed outline or typed copy of lecture notes to student prior to delivery for student to use to follow lecture • Student highlights key points on printed copy of notes rather than copying/recording lecture notes • Webbing-concept mapping strategy used 	<ul style="list-style-type: none"> • Pencil grip or other adapted writing aids • Adapted paper (bold line, raised line, different spacing, secured to desk, paper stabilizers) • Slant board • Personal dry erase board • Non-slip writing surface (e.g. dycem) • Tape recorder or digital recorder for dictated responses and notetaking • Portable word processor (e.g. AlphaSmart Neo, The Writer Fusion, etc.) • Notetaking device (e.g. Braille, adapted tape/digital recorder, smartboard, Notetaker, Iris Pen) • Computer with word processing software with spell and grammar checks (e.g. Microsoft Word) • Computer with word processing software and outlining/webbing software (e.g. Inspiration or Kidspiration, Draft:Builder) • Computer with graphic-based word processor (e.g. Writing with Symbols) • Computer with talking word processing software (e.g. Write Out:Loud, Classroom Suite, Talking Word Processor) • Computer with word prediction software (e.g. Co:Writer, WordQ) • Computer with graphic based word processor (e.g. Writing with Symbols) • Scanner and computer with form filling software to create electronic worksheets • Computer-based advanced reading and writing aids (e.g. Kurzweil 3000, WYNN, Read & Write Gold) <p>*Adaptive input hardware and/or software (e.g. keyguard, keyboard utilities, enlarged keyboard, touchscreen, on-screen keyboard,</p>

Assistive Technology Consideration Checklist

Student: _____ School: _____ Date: _____

DIRECTIONS

- Please check (✓) the instructional or access areas in which the student is experiencing difficulty completing instructional tasks and/or meetings goals, benchmarks, or objectives. Record each of the checked areas in Column A of the boxes below (one area per box).

☐ Writing

☐ Spelling

☐ Reading

☐ Math

☐ Study/Organizational Skills

☐ Listening

☐ Oral Communication

☐ Seating/Positioning/Mobility

☐ Daily Living Activities

☐ Recreation and Leisure

☐ Pre-vocational and Vocational

☐ Other Specify: _____
- Specify all relevant tasks (e.g. copying notes from board, responding to teacher questions, etc.) within each area in the space provided. Check the settings in which the task is required: GEC: General Education Classroom SEC: Special Education Classroom COM: Community HOM: Home.
- In Column B, specify the standard classroom tools (low technology to high technology) used by the student to complete relevant tasks identified in Column A. Place a check (✓) in the appropriate box in Column B regarding independence or lack of independence with the identified tasks using standard classroom tools. For areas in which the student can complete the tasks independently with standard classroom tools, it will not be necessary to complete Columns C-D.
- In Column C, specify the accommodations/modifications and assistive technology solutions that are currently being utilized. Place a check (✓) in the appropriate box in Column B regarding independence or lack of independence with the identified tasks using the identified accommodations/modifications and assistive technology solutions.
- Complete Column D if the student cannot adequately complete the task with accommodations/modifications and assistive technology solutions specified in column C.

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
<input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	
<input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
<input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	
<input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	
<input type="checkbox"/> GEC <input type="checkbox"/> SEC <input type="checkbox"/> COM <input type="checkbox"/> HOM	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input type="checkbox"/> Not Independent	

Consideration Outcomes:

- ☐ Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required.
☐ Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required.
☐ Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required.
☐ Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.
☐ Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation.

Specify any assistive technology services required by this student: _____

Name	Position	Name	Position

Consideration Outcomes

- **Student independently accomplishes tasks.**
 - No assistive technology required

Consideration Outcomes:

- ☒ Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required.
- ☐ Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required.
- ☐ Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required.
- ☐ Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.
- ☐ Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation.

Consideration Outcomes

- **Current interventions including accommodations, modifications, and standard classroom tools are working.**
 - Document accommodations, modifications, and tools
 - No assistive technology required

Consideration Outcomes:

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required. |
| <input checked="" type="checkbox"/> | Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required. |
| <input type="checkbox"/> | Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required. |
| <input type="checkbox"/> | Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required. |
| <input type="checkbox"/> | Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation. |

Consideration Outcomes

- **Assistive technology currently in place to meet student's needs.**
 - Continue use of assistive technology
 - Monitor use of assistive technology
 - Document assistive technology in the IEP

Consideration Outcomes:

- ☐ Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required.
- ☐ Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required.
- ☒ Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required.
- ☐ Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.
- ☐ Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation.

Consideration Outcomes

- **Student's needs not being met with current interventions. Possible technology solutions known.**
 - Specify trial use of an assistive technology device and identify expected outcomes

Consideration Outcomes:

- _____ Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required.
- _____ Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required.
- _____ Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required.
- ☒ Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.
- _____ Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation.

Consideration Outcomes

- **Student's needs not being met with current interventions. IEP team is not aware of any possible solutions.**
 - Obtain additional assistance or information
 - Refer for an assistive technology assessment

Consideration Outcomes:

- ☐ Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required.
- ☐ Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required.
- ☐ Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required.
- ☐ Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.
- ☒ Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation.

Academic Aids – Reading

Student Summary Resource Guide - Reading Consideration

Sample Academic Aids

Student Summary

- **Middle school student with a high incidence disability**
 - Doesn't like to read at all, even for pleasure
 - Doesn't like to read aloud in class
 - Avoids reading aloud in class by misbehaving?
 - Complains about words moving around on page or that they are blurry
 - Complains of headache or burning, watery eyes
 - Skips words and often whole lines when reading

Assistive Technology Consideration Resource Guide

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
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Instructional or Access Area
<p>Reading:</p> <p>Sample Tasks:</p> <ul style="list-style-type: none">• Identify letters in isolation and in sequence• Recognize/read name• Read basic/primer sight words• Read functional words (community, emergency, grocery, etc.)• Read target/selected words within a sentence• Comprehend age/grade appropriate reading materials• Read print materials from textbooks and supplemental materials with comprehension• Read material from worksheet with comprehension• Read material from board/overhead with comprehension• Read material from computer display with comprehension• Read longer reading samples with comprehension and without fatigue• Answer literal questions regarding materials read• Answer questions regarding main idea of materials read• Answer inferential questions regarding materials read

Assistive Technology Consideration Resource Guide

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
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Standard Tools
<ul style="list-style-type: none">• Textbooks• Worksheets• Printed information on board/overhead• Printed test materials• Instructional software to remediate basic reading and/or reading comprehension skills

Assistive Technology Consideration Resource Guide

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
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Modifications and Accommodations of Task and Expectations
<ul style="list-style-type: none">• Peer/adult reading assistance• High interest, low reading level materials• Increased time for completing reading materials• Decreased length of assignment• Simplify complexity of text• Color coding to emphasize key points (highlighting)• Custom vocabulary list• Increase print size of materials through photocopying

Assistive Technology Consideration Resource Guide

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
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Assistive Technology Solutions

- Page fluffers
- Slant board and book holders for positioning books
- Color Overlays
- Tracking strategies (e.g. reading window, bar magnifier)
- Speaking spellchecker or dictionary as a word recognition aid(e.g. Speaking Merriam-Webster Dictionary and Thesaurus)
- Reading Pen (e.g. Readingpen)
- Audio-taped books (e.g. books-on-tape from Recordings for the Blind and Dyslexic)
- Electronic books (e.g. disk or CD-ROM)
- Computer-based talking word processing program (e.g. Write OutLoud, E-Text Reader, Classroom Suite)
- Computer with graphic word processor (e.g. Writing with Symbols)
- Computer with text enlargement software (e.g. ZoomText)
- Computer with text reading software (e.g. ReadPlease, JAWS, Kurzweil 1000)
- Computer-based advanced reading and writing aids (e.g. Kurzweil 3000, WYNN, Read & Write Gold)
- Solutions for converting text into alternative format (e.g. scanner with OCR software, Braille translation software, Braille printer/embosser, refreshable Braille displays, and tactile graphic production systems, etc.)

Assistive Technology Consideration Checklist

Student: Any Student

School: Spring Middle School

Date: _____

DIRECTIONS

- Please check (✓) the instructional or access areas in which the student is experiencing difficulty completing instructional tasks and/or meetings goals, benchmarks, or objectives. Record each of the checked areas in Column A of the boxes below (one area per box).

☐ Writing

☐ Spelling

☒ Reading

☐ Math

☐ Study/Organizational Skills

☐ Listening

☐ Oral Communication

☐ Seating/Positioning/Mobility

☐ Daily Living Activities

☐ Recreation and Leisure

☐ Pre-vocational and Vocational

☐ Other Specify: _____
- Specify all relevant tasks (e.g. copying notes from board, responding to teacher questions, etc.) within each area in the space provided. Check the settings in which the task is required: GEC: General Education Classroom SEC: Special Education Classroom COM: Community HOM: Home.
- In Column B, specify the standard classroom tools (low technology to high technology) used by the student to complete relevant tasks identified in Column A. Place a check (✓) in the appropriate box in Column B regarding independence or lack of independence with the identified tasks using standard classroom tools. For areas in which the student can complete the tasks independently with standard classroom tools, it will not be necessary to complete Columns C-D.
- In Column C, specify the accommodations/modifications and assistive technology solutions that are currently being utilized. Place a check (✓) in the appropriate box in Column B regarding independence or lack of independence with the identified tasks using the identified accommodations/modifications and assistive technology solutions.
- Complete Column D if the student cannot adequately complete the task with accommodations/modifications and assistive technology solutions specified in column C.

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
Reading <ul style="list-style-type: none"> Read for pleasure Read print materials from textbooks, supplemental materials, board, overhead and computer displays with comprehension Answer literal and inferential questions regarding materials read <div style="margin-top: 10px;"> <input checked="" type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input type="checkbox"/> COM <input checked="" type="checkbox"/> HOM </div>	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> Textbooks Worksheets Printed information on board/overhead Printed test materials Instructional software to remediate basic reading and/or reading comprehension skills 	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> Peer/adult reading assistance Increased time for completing reading materials Decreased length of assignment 	<input checked="" type="checkbox"/> Independent <input type="checkbox"/> Not Independent <ul style="list-style-type: none"> Color Overlays 	

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	

Reading

- Read for pleasure
- Read print materials from textbooks, supplemental materials, board, overhead and computer displays with comprehension
- Answer literal and inferential questions regarding materials read

☒GEC ☒SEC ☐COM ☒HOM

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	

- ☐ Independent
☒ Not Independent

- Textbooks
- Worksheets
- Printed information on board/overhead
- Printed test materials
- Instructional software to remediate basic reading and/or reading comprehension skills

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	

<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> • Peer/adult reading assistance • Increased time for completing reading materials • Decreased length of assignment

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	

- ☒ Independent
 ☐ Not Independent
- Color Overlays

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	

Sample Academic Aids

Consideration Outcomes

Consideration Outcomes:

 X Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required.

Consideration Outcomes:

- Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required.
- Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required.
- X Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required.
- Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.
- Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation.

Specify any assistive technology services required by this student: _____

Name	Position	Name	Position

Oral Communication

Student Summary

Resource Guide – Oral Communication

Consideration

Sample Oral Communication Student Summary

- **Kindergarten student:**
 - Functionally non-verbal
 - Moderately Intellectually Disabled
 - Some vocalizations (grunting, squealing, etc.)
 - Ambulatory
 - Does not consistently initiate communicative interactions

Assistive Technology Consideration Resource Guide

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
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Instructional or Access Area
<p>Oral Communication: Sample Tasks:</p> <ul style="list-style-type: none">• Gain attention of peers/adults within environment• Express basic wants/needs• Request assistance as needed• Provide appropriate greetings• Participate in conversation with peers/teachers• Respond appropriately to teacher/peer questions and/or comments• Provide oral report in class on assigned topic• Inform others of events, topics, etc• Terminate conversation

Assistive Technology Consideration Resource Guide

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
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Standard Tools

- Speech

Assistive Technology Consideration Resource Guide

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
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Modifications and Accommodations of Task and Expectations
<ul style="list-style-type: none">• Interpreter• Verbal prompts• Modeling appropriate skills• Repetition of spoken answers• Additional response time• Provide questions before time• Accepting shortened responses

Assistive Technology Consideration Resource Guide

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
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Assistive Technology Solutions

- Speech enhancing devices (e.g. amplifiers, clarifiers)
- Augmentative communication solutions (e.g. object based communication displays, picture communication boards, books, and wallets, talking switches, dedicated augmentative communication devices, and integrated computer based augmentative communication solutions- all with adaptive input as needed)
- Sign language

Assistive Technology Consideration Checklist

Student: John John School: Somewhere Elementary School Date: 00/00/00

DIRECTIONS

- Please check (✓) the instructional or access areas in which the student is experiencing difficulty completing instructional tasks and/or meetings goals, benchmarks, or objectives. Record each of the checked areas in Column A of the boxes below (one area per box).

☐ Writing

☐ Spelling

☐ Reading

☐ Math

☐ Study/Organizational Skills

☐ Listening

☒ Oral Communication

☐ Seating/Positioning/Mobility

☐ Daily Living Activities

☐ Recreation and Leisure

☐ Pre-vocational and Vocational

☐ Other Specify: _____
- Specify all relevant tasks (e.g. copying notes from board, responding to teacher questions, etc.) within each area in the space provided. Check the settings in which the task is required: GEC: General Education Classroom SEC: Special Education Classroom COM: Community HOM: Home.
- In Column B, specify the standard classroom tools (low technology to high technology) used by the student to complete relevant tasks identified in Column A. Place a check (✓) in the appropriate box in Column B regarding independence or lack of independence with the identified tasks using standard classroom tools. For areas in which the student can complete the tasks independently with standard classroom tools, it will not be necessary to complete Columns C-D.
- In Column C, specify the accommodations/modifications and assistive technology solutions that are currently being utilized. Place a check (✓) in the appropriate box in Column B regarding independence or lack of independence with the identified tasks using the identified accommodations/modifications and assistive technology solutions.
- Complete Column D if the student cannot adequately complete the task with accommodations/modifications and assistive technology solutions specified in column C.

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	
Oral Communication <ul style="list-style-type: none"> Gain attention of peers/adults Provide appropriate greetings and farewells Express continuance or make choices during activities <div style="margin-top: 10px;"> <input type="checkbox"/> GEC <input checked="" type="checkbox"/> SEC <input type="checkbox"/> COM <input checked="" type="checkbox"/> HOM </div>	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> Verbal prompts Modeling appropriate skills 	<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> Twin Talk 	<ul style="list-style-type: none"> Tactile/tangible symbol system Talking switch (BIGmack)

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	

Oral Communication

- Gain attention of peers/adults
- Provide appropriate greetings and farewells
- Express continuance or make choices during activities

☐ GEC ☒ SEC ☐ COM ☒ HOM

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	

☐ Independent:
☒ Not Independent:

- Speech

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	

<input type="checkbox"/> Independent <input checked="" type="checkbox"/> Not Independent <ul style="list-style-type: none"> • Verbal prompts • Modeling appropriate skills
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A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	

- ☐ Independent
☒ Not Independent

- Twin Talk

A. Instructional or Access Areas	B. Independent with Standard Classroom Tools	C. Completes Tasks with Accommodations/Modifications and/or Assistive Technology Solutions Currently in Place		D. Additional Solutions/Services Considered including Assistive Technology
		Accommodations/Modifications	Assistive Technology Solutions	

Trial use of :

- Tactile/tangible symbol system
- Single message voice output communication device such as a BIGmack

Sample Oral Communication Consideration Outcomes

Consideration Outcomes:

 X Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.

Specify any assistive technology services required by this student:

Training student, staff and parents in the use of and implementation of the tactile/tangible symbol system and talking switch such as the BIGmack.

Consideration Outcomes:

- ☐ Student independently accomplishes tasks in all instructional areas using standard classroom tools. No assistive technology is required.
- ☐ Student accomplishes tasks in all instructional areas with accommodations and modifications. No assistive technology is required.
- ☐ Student accomplishes tasks in all instructional areas with currently available assistive technology. Assistive technology is required.
- ☒ Student does not accomplish tasks in all instructional areas. Required assistive technology devices are known. Assistive technology is required.
- ☐ Student does not accomplish tasks in all instructional areas. Appropriate assistive technology solutions are not known to the IEP team. Obtain additional assistance through consultation or refer for an assistive technology evaluation.

Specify any assistive technology services required by this student: Training student, staff and parents in the use of and implementation of the tactile/tangible symbol system and talking switch such as the BIGmack.

Name	Position	Name	Position

Other Consideration Resources

- **There are other frameworks that assist with the consideration process**
 - SETT (www.joyzabala.com)
 - WATI (www.wati.org)
 - [Minnesota Assistive Technology](#)
 - [Palm Beach SETT Framework](#)

THE SETT FRAMEWORK - PART I
Collaborative Consideration of Student Need for Assistive Technology Devices and Services

Student: _____ Date: _____ Perspective: _____

EXAMINING CURRENT CONDITIONS TO CONSIDER EDUCATIONAL NEED		
STUDENT	ENVIRONMENTS	TASKS

CIRCLE AREAS WHICH PRESENT BARRIERS TO STUDENT PROGRESS

THE SETT FRAMEWORK - PART II - A
Describing an Assistive Technology Tool System to Address Identified Student Needs
Brainstorming Possible Tools that Match the Description

STUDENT: _____ AREA OF ESTABLISHED NEED (See SETT:Part I): _____

Enter one description or important function in each column									
Enter one possible tool in each row									

THE SETT FRAMEWORK - PART II - B
Establishing Availability and Service Needs for Promising Tools

SHORT LIST OF TOOLS	TOOL AVAILABILITY			SERVICES REQUIRED FOR EFFECTIVE USE		
	A	S	TBA	STUDENT	STAFF	FAMILY
JUSTIFY CHOICES WITH SETT DATA AND FEATURE MATCH						

KEY: A= Available to ALL students served by this system

S= Available through Special Ed. or other special program for which the student qualifies

TBA = Tools which need to be acquired if consideration or assessment data establishes student need

SETT

- **The Student**

- What is the functional area(s) of concern? What does the student need to be able to do that is difficult or impossible to do independently at this time?
- Special needs (related to area of concern)
- Current abilities (related to area of concern)

SETT

- **The Environments**

- Arrangement (instructional, physical)
- Support (available to both the student and the staff)
- Materials and Equipment (commonly used by others in the environments)
- Access Issues (technological, physical, instructional)
- Attitudes and Expectations (staff, family, others)

SETT

- **The Tasks**

- What SPECIFIC tasks occur in the student's natural environments that enable progress toward mastery of IEP goals and objectives?
- What SPECIFIC tasks are required for active involvement in identified environments? (related to communication, instruction, participation, productivity, environmental control)

SETT

- **The Tools** - In the SETT Framework, Tools include devices, services and strategies... everything that is needed to help the student succeed. Analyze the information gathered on the Student, the Environments, and the Tasks to address the following questions and activities.
 - Is it expected that the student will not be able to make reasonable progress toward educational goals without assistive technology devices and services?
 - If yes, describe what a useful system of assistive technology devices and services for the student would be like.

SETT

- **The Tools (continued)**
 - Brainstorm Tools that could be included in a system that addresses student needs.
 - Select the most promising Tools for trials in the natural environments. Plan the specifics of the trial (expected changes, when/how tools will be used, cues, etc.)
 - Collect data on effectiveness.

Things to Keep in Mind for Consideration

- **A good consideration process is**
 - Individualized
 - Dynamic
 - Ongoing
 - Team driven
 - Documented
 - Bound to the expected tasks

Documentation: Guiding Principles

- **Assistive technology devices and services that are determined educationally necessary by the student's IEP team should be clearly documented in the IEP.**
- **It is not necessary to name brands of equipment, rather features of technology solutions should be described.**
- **Assistive technology may be documented in one or more components of the IEP.**

Documenting Assistive Technology in the IEP

Georgia Department of Education
Kathy Cox, State Superintendent of Schools

Present Levels of Academic Achievement and Functional Performance

- **Examples:**

- John exhibits a severe expressive communication impairment. He communicates with peers and adults within his environment using vocalizations and a voice output augmentative communication device. He will have access to the device in all school settings as appropriate.
- Susan is not able to see standard print instructional materials. She requires that all print copies be enlarged through the use of a photocopier or closed circuit television system.

Present Levels of Academic Achievement and Functional Performance

- **Examples (continued):**
 - Bobbie is currently reading 2 years below grade level. She has difficulty decoding and comprehending text. When content material is read aloud to Bobbie, her comprehension and participation increases. She has been provided with a text-to-speech program and digital text to support her independent access to the curriculum. This technology is available to Bobbie throughout her school day.

Consideration of Special Factors

- **Minimal compliance is checking yes or no on the consideration of assistive technology special factor and describing the AT if yes is checked, and how deficits are met if no is checked.**
- **Best Practice Examples:**
 - An analysis of all tasks and activities indicates that Karen can complete the tasks independently when given additional time. No assistive technology is required.
 - Paula needs access to adaptive seating and positioning equipment (prone stander, wedge) in her classes in order to benefit from her educational program.

Special Education and Related Services

- **Assistive technology is generally addressed within other sections of the IEP including Present Performance Levels, Consideration of Special Factors, Goals and Benchmarks, or Minutes of the IEP Meeting (if taken).**

Supplemental Aids and Services

- **Examples**
 - Kendra will use a portable word processor to complete writing assignments in her general education classes.

Modifications for Participation in State/district-wide Assessments

- **Examples:**
 - Mavis requires the use of her auditory trainer when directions are provided during administration of assessments.
 - Marcus requires the use of word processing program when taking tests that require over one paragraph of written communication.
 - All testing materials should be provided to Mary Jane in braille.

Modifications and Supports for School Personnel

- **Examples:**

- Paul's teachers will receive training in the use and programming of his augmentative communication device.
- Kelly's special education and general education teachers will be provided with follow-up training and technical assistance as needed to aid them in integrating the use of her assistive technology devices (spell checker, word processor) into her school curriculum.

Annual Goals

- **Examples:**
 - Susie will express basic wants and needs in 80 % of the opportunities using single word utterances and a voice output augmentative communication system.
 - John will compose a three or more sentence paragraph with less than two spelling errors when using a hand-held spellchecker.

Statement of Transition Services

- **Examples:**
 - Colin's school staff, vocational rehabilitation counselor, and family will contact public and private agencies to assist him in obtaining funding for a communication device that can be used after he graduates from school. They will begin contacting agencies at the beginning of his senior year. The vocational rehabilitation counselor will identify potential sources to technical support that will be available to Colin after he graduates.

Minutes of IEP Meeting

- **Examples:**
 - The committee members present discussed Donnita's recent assistive technology assessment. Based on the recommendations of the assessment and her classroom performance, it was recommended that she needs to have access to her augmentative communication device in all school settings.

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