

41 | AT Consideration

okabletech-docs.org/homepage/at-ta-document-part-b/appendix-b-virtual-binder/41-at-consideration/

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Quality Indicator for Assistive Technology:

1. AT Consideration

Promising Practices

1. AT is considered for all students with disabilities and the consideration is consistently based on the unique educational needs of the student.
2. A collaborative process is established and consistently used by IEP teams to make AT decisions.
3. The team consistently uses collective knowledge and skills to make informed AT decisions. The team seeks help when needed.
4. Decisions about a student's need for AT consistently are based on both the student's IEP goals and general education curricular tasks.
5. The IEP team consistently gathers and analyzes data about the student, customary environments, educational goals and tasks when considering a student's need for AT devices and services.
6. The IEP team always explores a range of AT devices, services, and other supports to address identified needs.
7. The consideration process and results are documented in the IEP and consistently include a rationale for the decision and supporting evidence.

Resources available for developing Operational Procedures

- See AT TA Guide page 5 for AT Consideration Process Flow Chart.
- See Appendix C for additional consideration resources.

Worksheets

Teams may use the following AT Consideration form:

Big East Educational Cooperative AT Consideration Checklist (see the following pages for worksheet)

Also available at: <http://www.systemsofsupport.org/wp-content/uploads/2012/03/BEEC-AT-consideration-guide.pdf>

Sample Operational Procedures for AT Consideration

Our Local Education Agency, _____ (name school/district), has chosen collectively to use the _____ (Ex. Big East Educational Cooperative AT Consideration Checklist or other equivalent form) to walk through the discussion of whether each and every student on an IEP needs AT. These guidelines and the consideration form are kept _____ (name where documents/files are located physically and/or digitally) so that those completing the IEP can access it.

_____ (Name when faculty/staff are notified of the document/file procedures to use it; i.e., at the beginning of each school year) the form is disseminated to faculty/staff and procedures on how and when to complete the form are explained.

Once completed, the AT consideration form will be kept _____ (location for hardcopy/digital file; ex. the student's cumulative file).

Specific information on the AT Consideration process - including results - will be recorded in the student's IEP.

Signed into effect on _____ (date) by _____ (Administrator's signature who approved guidelines/procedures)

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Big East Educational Cooperative Assistive Technology Consideration Checklist

This checklist is intended to be used by an Admissions and Release Committee (ARC) to determine whether or not a student may benefit from the use of Assistive Technology (AT). This form can be used during the referral process, or during the Admissions and Release Committee meeting to develop an Individualized Education Plan. Each area of concern includes a sampling of common devices typically used to address that area. The samples are not provided as an exhaustive list and may not include the most appropriate device for a particular student.

Student Name: _____ DOB: _____ Date: _____

Domains related to the Student's IEP	Area of Concern			
<p>Physical: Vision, hearing, health, motor abilities, speech mechanism</p>	<input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <p>Vision</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Magnification devices/CCTV • Large print/audio books • Distance viewing devices/monocular </td> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Screen reader/text reader • Screen magnification/accessibility options • Lightbox/materials </td> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Alternate keyboard/enlarged keys • Braille materials/translation/notetaker </td> </tr> </table>	<ul style="list-style-type: none"> • Magnification devices/CCTV • Large print/audio books • Distance viewing devices/monocular 	<ul style="list-style-type: none"> • Screen reader/text reader • Screen magnification/accessibility options • Lightbox/materials 	<ul style="list-style-type: none"> • Alternate keyboard/enlarged keys • Braille materials/translation/notetaker
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	<input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <p>Orientation & Mobility</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Pre-cane devices • Signaling devices </td> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Tactile boundaries </td> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Directionality devices </td> </tr> </table>	<ul style="list-style-type: none"> • Pre-cane devices • Signaling devices 	<ul style="list-style-type: none"> • Tactile boundaries 	<ul style="list-style-type: none"> • Directionality devices
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	<input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <p>Hearing</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Pen and paper • Computer/portable word processor • Signaling device </td> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Closed captioning • Real time captioning • Computer aided notetaking • Flash alert signal on computer </td> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Personal amplification system/hearing aid • FM or loop system • Infrared system </td> </tr> </table>	<ul style="list-style-type: none"> • Pen and paper • Computer/portable word processor • Signaling device 	<ul style="list-style-type: none"> • Closed captioning • Real time captioning • Computer aided notetaking • Flash alert signal on computer 	<ul style="list-style-type: none"> • Personal amplification system/hearing aid • FM or loop system • Infrared system
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	<input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <p>Seating and Positioning/Mobility</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Non-slip surface on chair • Bolster, cushions, foot blocks • Grab bars and rails • Canes, crutches, walker </td> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Supports, seatbelts, harnesses • Adjustable tables, desks, equipment mounts, etc. </td> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Adapted/alternate chair • Sidelyer/Stander • Gait training devices • Mobility devices/wheelchairs </td> </tr> </table>	<ul style="list-style-type: none"> • Non-slip surface on chair • Bolster, cushions, foot blocks • Grab bars and rails • Canes, crutches, walker 	<ul style="list-style-type: none"> • Supports, seatbelts, harnesses • Adjustable tables, desks, equipment mounts, etc. 	<ul style="list-style-type: none"> • Adapted/alternate chair • Sidelyer/Stander • Gait training devices • Mobility devices/wheelchairs
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<input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <p>Mechanics of Writing</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Adapted pencils/pens/grips • Adapted paper (raised line, bold line, colored), templates </td> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Slant-board • Prewritten words/phrases • Word processor/ Alphasmart, laptop, etc. </td> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Word prediction/abbreviation expansion • Voice recognition software </td> </tr> </table>	<ul style="list-style-type: none"> • Adapted pencils/pens/grips • Adapted paper (raised line, bold line, colored), templates 	<ul style="list-style-type: none"> • Slant-board • Prewritten words/phrases • Word processor/ Alphasmart, laptop, etc. 	<ul style="list-style-type: none"> • Word prediction/abbreviation expansion • Voice recognition software 	
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<p>Communication: Speech sound production and use, receptive and expressive language, voice, fluency, augmentative and alternative communication.</p>	<input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Communication board with pictures/words/objects </td> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Eye gaze frame </td> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Voice output device (switches, etc.) </td> </tr> </table>	<ul style="list-style-type: none"> • Communication board with pictures/words/objects 	<ul style="list-style-type: none"> • Eye gaze frame 	<ul style="list-style-type: none"> • Voice output device (switches, etc.)
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<p>Cognitive: An appraisal of aptitude and mental processes by which an individual applies knowledge, thinks and solves problems.</p>	<input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Print or picture schedule • Organization Tools (color coded folders, PDAs, software, etc.) </td> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Highlight text • Recorded material </td> <td style="width: 33%; border: none;"> <ul style="list-style-type: none"> • Task prompter • Single word/hand-held scanners • Educational Software </td> </tr> </table>	<ul style="list-style-type: none"> • Print or picture schedule • Organization Tools (color coded folders, PDAs, software, etc.) 	<ul style="list-style-type: none"> • Highlight text • Recorded material 	<ul style="list-style-type: none"> • Task prompter • Single word/hand-held scanners • Educational Software
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<p>Academic Performance: Basic and content reading; Reading comprehension; Mathematics calculation, reasoning and application; Written expression; Oral expression; Listening comprehension; Learning preference; learning style, strategies; Effect of the disability on acquisition, development, mastery and applications of academic skills.</p>	<p><input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area:</p> <p>Reading</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> Predictable books Changes in text size, spacing, color, background Book adapted for page turning </td> <td> <ul style="list-style-type: none"> Use of pictures/symbols/objects with text Talking electronic device to speak challenging words Reading Pen (scanners) </td> <td> <ul style="list-style-type: none"> Scanner with Optical Character Recognition and talking word processor Alternate Format Books (digital, audio, tactile, objects, etc.) </td> </tr> </table> <p><input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area:</p> <p>Math</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> Abacus/Math Line Enlarged worksheets Alternatives for answering, explaining, or giving examples </td> <td> <ul style="list-style-type: none"> Tactile/voice output measuring devices Talking watches/clocks </td> <td> <ul style="list-style-type: none"> Adapted Calculator Graphing Calculator Software Math Software </td> </tr> </table> <p><input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area:</p> <p>Composing Written Material</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> Word cards/book/wall Dictionary/thesaurus (electronic or manual) </td> <td> <ul style="list-style-type: none"> Writing templates Word processor with/without adaptive features </td> <td> <ul style="list-style-type: none"> Word prediction/abbreviation expansion Voice recognition software </td> </tr> </table>	<ul style="list-style-type: none"> Predictable books Changes in text size, spacing, color, background Book adapted for page turning 	<ul style="list-style-type: none"> Use of pictures/symbols/objects with text Talking electronic device to speak challenging words Reading Pen (scanners) 	<ul style="list-style-type: none"> Scanner with Optical Character Recognition and talking word processor Alternate Format Books (digital, audio, tactile, objects, etc.) 	<ul style="list-style-type: none"> Abacus/Math Line Enlarged worksheets Alternatives for answering, explaining, or giving examples 	<ul style="list-style-type: none"> Tactile/voice output measuring devices Talking watches/clocks 	<ul style="list-style-type: none"> Adapted Calculator Graphing Calculator Software Math Software 	<ul style="list-style-type: none"> Word cards/book/wall Dictionary/thesaurus (electronic or manual) 	<ul style="list-style-type: none"> Writing templates Word processor with/without adaptive features 	<ul style="list-style-type: none"> Word prediction/abbreviation expansion Voice recognition software
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<p>Vocational Functioning: General work behaviors; Following directions; Working independently or with job supports; Job preferences or interests; Dexterity; Abilities; Interpersonal relationships and socialization; Related work skills.</p>	<p><input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area:</p> <p>Any Item from the other categories that may enable an individual to perform or train for a vocational task with a greater degree of independence may be categorized here.</p>									
<p>Recreation / Leisure Functioning: Free time, maintenance of physical fitness, use of generic community recreation facilities and resources and degree of social involvement.</p>	<p><input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area:</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> Toys adapted with Velcro, magnets, handles, switches, etc. Adaptive sporting equipment Modified utensils </td> <td> <ul style="list-style-type: none"> Arm support for drawing/painting Electronic aids to operate media (TV, VCR, DVD, CD, etc.) </td> <td> <ul style="list-style-type: none"> Art software Computer games, and adaptations Other software Adapted playground equipment </td> </tr> </table>	<ul style="list-style-type: none"> Toys adapted with Velcro, magnets, handles, switches, etc. Adaptive sporting equipment Modified utensils 	<ul style="list-style-type: none"> Arm support for drawing/painting Electronic aids to operate media (TV, VCR, DVD, CD, etc.) 	<ul style="list-style-type: none"> Art software Computer games, and adaptations Other software Adapted playground equipment 						
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<p>Environmental Functioning: Relationship with family; Relationship with peers; Family's dominant language; Cultural influences; Expectations of the parents for the child or youth in the home, school, and community environments; Services received in the community; Economic influences.</p>	<p><input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area:</p> <p>Activities of Daily Living (ADLs)</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> Nonslip materials/adaptive grips Universal cuff/strap to hold items in hand </td> <td> <ul style="list-style-type: none"> Adaptive eating/drinking utensils Adaptive Personal Care Devices </td> <td> <ul style="list-style-type: none"> Adaptive cooking equipment Color, tactile coded items </td> </tr> </table> <p><input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area:</p> <p>Environmental Control</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> Light switch extensions Switch/interface for devices </td> <td> <ul style="list-style-type: none"> Infrared/RF control of devices </td> <td> <ul style="list-style-type: none"> Environmental control through augmentative device </td> </tr> </table>	<ul style="list-style-type: none"> Nonslip materials/adaptive grips Universal cuff/strap to hold items in hand 	<ul style="list-style-type: none"> Adaptive eating/drinking utensils Adaptive Personal Care Devices 	<ul style="list-style-type: none"> Adaptive cooking equipment Color, tactile coded items 	<ul style="list-style-type: none"> Light switch extensions Switch/interface for devices 	<ul style="list-style-type: none"> Infrared/RF control of devices 	<ul style="list-style-type: none"> Environmental control through augmentative device 			
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- As a result of this screening it has been determined that this student is functioning independently with the standard classroom tools. **No assistive technology is required.**
- As a result of this screening it has been determined that this student **will require the use of assistive technology, as determined by the Admissions and Release Committee.**
- As a result of this screening it has been determined that this student **may require a comprehensive assistive technology evaluation as determined by the Admissions and Release Committee.**

I have been advised, in my native language, and I understand the contents of this notice. I have a copy and have received an explanation of my procedural safeguards as a parent of a student with a disability or as a student with a disability. I understand that I can receive an additional copy of my procedural safeguards, a further explanation of my rights, or assistance in understanding the content of this notice by contacting the student's school or the Director of Special Education.

Parent(s)/Student* _____
*(if age 18 or older or younger if appropriate)