

Assistive Technology Consideration - Curriculum and Learning

It is the responsibility of the IEP Team to consider the need for Assistive Technology at every IEP meeting. The purpose of this form is to guide the school team to identify needs, trial AT tools and strategies, collect data, select and document the need for assistive technology. After **discussing the student's present level of educational performance and developing measurable goals**, the team identifies the IEP goals that the student is not able to meet because of the disability and explores available resources. Document the beginning of this process in the IEP team notes.

Student Name:	Team Meeting Date(s):
Student Number:	School:
Teacher:	Current Services/Programs:
Grade:	
Task/goal that the student not currently able to complete with current strategies or accommodations:	

PART A: Select 1 or more tools/strategies to consider and document in the IEP team notes.

PART B: Document effectiveness of the selected intervention(s) on the provided data collection form, and update the progress of this intervention/s in the progress notes if applicable.

PART C: The team will meet to discuss and review the student's progress on the targeted skill(s) and make appropriate decisions based on data.

Please review this entire consideration process from part A to part C before beginning; to ensure you know how to complete from start to finish.

Presentation of Materials/Content (Reading)

After the student has completed the protocol please attach the report and complete the following:

Students independent text level: ___comprehension for silent reading ___%

Student recommended text level: ___comprehension w/ auditory presentation accommodations ___%

uPAR data indicates that auditory presentation of written content is an appropriate reading accommodation: Yes / No

Effect of the Disability task the student is having difficulty with	Tools/Strategies to consider
<p>Does the student have difficulty demonstrating comprehension?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Difficulty comprehending written material <input type="checkbox"/> Understanding and following directions <input type="checkbox"/> Comprehending vocabulary <input type="checkbox"/> Reading silently <input type="checkbox"/> Difficulty decoding text <input type="checkbox"/> Inability to read fluently <input type="checkbox"/> Difficulty with high frequency sight words 	<ul style="list-style-type: none"> <input type="checkbox"/> Auditory presentation of written content <ul style="list-style-type: none"> <input type="checkbox"/> Read & Write for Google features* <ul style="list-style-type: none"> <input type="checkbox"/> Text to speech <input type="checkbox"/> Vocabulary builder <input type="checkbox"/> Picture dictionary <input type="checkbox"/> Digital dictionary <input type="checkbox"/> Adult read aloud <input type="checkbox"/> Directions presented through a digital device <input type="checkbox"/> Digital Books with text to speech <ul style="list-style-type: none"> <input type="checkbox"/> Learning Ally* <input type="checkbox"/> Launchpad Digital Backpack <input type="checkbox"/> Orange County Public Library virtual library card* <input type="checkbox"/> Text leveling strategies (e.g.,rewordify.com) <input type="checkbox"/> Picture supported text (e.g.,Boardmaker online, ULS, N2Y)* <input type="checkbox"/> Reduce stimuli- Screen masking feature on Read & Write for Google* <input type="checkbox"/> Use of Soundfield Enhancement system in the classroom
<p>Does the student have difficulty visually processing written text?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Worksheets <input type="checkbox"/> Textbooks <input type="checkbox"/> Whiteboard <input type="checkbox"/> Computer screen 	<ul style="list-style-type: none"> <input type="checkbox"/> Enlarge print on copy machine or computer screen through increasing font size (This is not an accommodation without further consultation with Visually Impaired Program) <input type="checkbox"/> For students who do not qualify for the VI program consider: <ul style="list-style-type: none"> <input type="checkbox"/> increasing spacing between letters, words, and lines <input type="checkbox"/> Highlight text (e.g.,highlighter or colored tape) <input type="checkbox"/> Color overlays and/or reading guides <input type="checkbox"/> Slant board or large three ring binder <input type="checkbox"/> Use "ctrl +" on the keyboard <input type="checkbox"/> Read & Write for Google* <ul style="list-style-type: none"> <input type="checkbox"/> Simplify feature <input type="checkbox"/> Screen masking feature <input type="checkbox"/> Text to speech <input type="checkbox"/> Specialized fonts in Google* <ul style="list-style-type: none"> <input type="checkbox"/> Dyslexia Font <input type="checkbox"/> Beeline reader extension

Presentation of Materials/Content (Reading)	
<p>Does the student have difficulty holding and using reading material?</p> <p><input type="checkbox"/> Open Book</p> <p><input type="checkbox"/> Turn Pages of book</p>	<p><input type="checkbox"/> Book holder</p> <p><input type="checkbox"/> Page Up*</p> <p><input type="checkbox"/> Digital books (e.g., Launchpad and/or Bookshare*)</p> <p><input type="checkbox"/> Page Fluffers*</p> <p><input type="checkbox"/> Digital book or slideshow using a mouse click or switch click to turn pages</p>
<p>Does the student lose their place while reading (Tracking)</p>	<p><input type="checkbox"/> Reading Tracker</p> <p><input type="checkbox"/> Ruler, index card, file folder edge, or other straight edge</p> <p><input type="checkbox"/> Highlight text</p> <p><input type="checkbox"/> Read & Write for Google features*</p> <p style="padding-left: 20px;"><input type="checkbox"/> Screen masking</p> <p style="padding-left: 20px;"><input type="checkbox"/> Text to speech with dual colored highlighting</p>

Responding (Writing)	
Effect of the Disability (task the student is having difficulty with)	Tools/Strategies to consider
<p>Is the student positioned properly?</p>	<p><input type="checkbox"/> See “Independent Functioning Consideration” Form</p>
<p>Is the student's handwriting illegible?</p> <p><input type="checkbox"/> Letter formation</p> <p><input type="checkbox"/> Spacing</p> <p><input type="checkbox"/> Writing on the lines</p> <p><input type="checkbox"/> Letter size</p>	<p><input type="checkbox"/> Special lined paper- www.printablepaper.net</p> <p><input type="checkbox"/> Consult with school based OT for:</p> <p style="padding-left: 20px;"><input type="checkbox"/> Adapted paper</p> <p style="padding-left: 20px;"><input type="checkbox"/> Adapted writing tool</p> <p><input type="checkbox"/> Low tech (e.g., letter and/or number stamps, print words on address labels for students to indicate answer on fill in the blank)</p> <p><input type="checkbox"/> Word processing on classroom computer</p> <p style="padding-left: 20px;"><input type="checkbox"/> Microsoft word</p> <p style="padding-left: 20px;"><input type="checkbox"/> Google Docs*</p> <p><input type="checkbox"/> ios Math Apps for accessible math keyboard (complete an AT request for support)</p>
<p>Is the student's writing slow and laborious?</p>	<p><input type="checkbox"/> Oral response</p> <p><input type="checkbox"/> Read & Write for Google features*</p> <p style="padding-left: 20px;"><input type="checkbox"/> Word prediction</p> <p style="padding-left: 20px;"><input type="checkbox"/> Collect highlights for note-taking</p> <p><input type="checkbox"/> Word processing on classroom computer</p> <p style="padding-left: 20px;"><input type="checkbox"/> Microsoft word</p> <p style="padding-left: 20px;"><input type="checkbox"/> Google Docs*</p>

Responding (Writing)	
Is the student reluctant to write and easily frustrated?	<input type="checkbox"/> Word processing on classroom computers <ul style="list-style-type: none"> <input type="checkbox"/> Microsoft word <input type="checkbox"/> Google Docs* <input type="checkbox"/> Read & Write for Google features* <ul style="list-style-type: none"> <input type="checkbox"/> Word Prediction
Does the student have difficulty copying from the board?	<input type="checkbox"/> Digital copy of notes provided <input type="checkbox"/> Complete worksheets/notes digitally
Does the student have difficulty with spelling/grammar?	<input type="checkbox"/> Vocabulary notebook <input type="checkbox"/> Spelling/grammar check in word processing <input type="checkbox"/> Google Grammar extensions* <input type="checkbox"/> Read & Write for Google features* <ul style="list-style-type: none"> <input type="checkbox"/> Word prediction
Does the student struggle with putting their thoughts on paper?	<input type="checkbox"/> Read & Write for Google features* <ul style="list-style-type: none"> <input type="checkbox"/> Word prediction <input type="checkbox"/> Google voice typing in Google Docs <ul style="list-style-type: none"> <input type="checkbox"/> Tools- Voice Typing *Remember to teach editing skills

AT STRATEGIES AND INTERVENTIONS DATA SHEET

Student: _____ School: _____

Data Collector(s): _____ Data collection period: _____

Activity or task of concern: _____

Accommodation recommendation: _____

AT Tools used to support accommodation: _____

- Select a tool or strategy from form **A** that focuses on the area of concern to be addressed.
- Collect data at least 3 times a week for a minimum of 4 weeks in a variety of environments, assignments, and assessments. You may use additional copies of this data sheet or alternative data collection (please attach.)
- After a minimum of 4 weeks the team will meet to discuss and review the student's progress on the targeted skill(s). **C**

Current performance in the area of concern (This is before the strategy was in place):**Criteria for intervention success (How will we know the strategy worked?):**

Date	Activity/Task	Level of support	Measurable performance with use of accommodation

Codes for level of support/promoting: Independent (I), Occasional Support (O), Frequent Support (F), Constant Support (C)

Data Meeting

Discuss and review the student’s progress on the targeted skill(s) using AT

Trial accommodation start date: _____ **Review date:** _____

<p>Review attached data and consider the following: Is the student able to participate fully with the accommodation? yes / no Is the student able to master learning objectives with the accommodation? yes / no Did the accommodation help the students feel part of the class? yes / no Does the student regularly use the accommodation? yes / no Does the student need the accommodation to access or respond to assessments? yes / no</p>	
<p>Data was reviewed and the team concludes that: (Choose one of the columns below)</p>	
<p><input type="checkbox"/> The criteria for success was met using accommodation.</p>	<p><input type="checkbox"/> The criteria for success was <u>not met</u> using the accommodation.</p>
<p><input type="checkbox"/> The tool(s) is necessary for the student to meet IEP goals and standards. This tool/accommodation must be documented on the IEP by holding an IEP meeting. Please ensure you have documented AT on the IEP correctly by following <u>ALL</u> of the points below:</p> <p><input type="checkbox"/> <u>Special Considerations:</u> Check “yes” for the need for Assistive Technology.</p> <p><input type="checkbox"/> <u>Present Level Statement:</u> Describe why and how the student uses the tool/accommodation to complete tasks.</p> <p><input type="checkbox"/> <u>Supplementary Aids:</u> List the tool(s) or device(s) the student uses.</p> <p><input type="checkbox"/> <u>Assessment Accommodations and Classroom/Instructional Accommodations:</u> List all AT accommodations (list the function of the tool not the name brand) Ex: Auditory presentation of written content NOT “Read Write Google”</p> <p><input type="checkbox"/> <u>Unique Accommodations or Special Exemption Requests:</u> If submitting a request, the unique accommodation of Auditory Presentation for the FSA note that in this section of the IEP.</p>	<p>Consider <u>one or more</u> of the following:</p> <p><input type="checkbox"/> Continuing strategy with more support and/or increased frequency and collect more data.</p> <p><input type="checkbox"/> Changing target task/goal and reviewing the effects of the disability</p> <p><input type="checkbox"/> Requesting support from other team members at your school (OT, PT, SLP, ESE teachers..)</p> <p><input type="checkbox"/> Gain consent for reevaluation and request for support from the AT team</p>
<p>This form should be filed in the student's CUM file with their IEP and a copy sent to the OCPS AT Team.</p>	
<p>To request support at any time complete a Request for Support Form for assistive technology consultation: insert link here</p>	

