

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, during evaluation planning, 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.

Areas of Concern	
Physical: Vision, hearing, health, motor abilities, speech mechanism	<input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: Vision <ul style="list-style-type: none"> • Magnification devices/CCTV • Large print/audio books • Distance viewing devices/monocular • Screen reader/text reader • Screen magnification/accessibility options • Lightbox/materials • Alternate keyboard/enlarged keys • Braille materials/translation/note-taker
	<input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: Orientation & Mobility <ul style="list-style-type: none"> • Pre-cane devices • Signaling devices • Tactile boundaries • Directionality devices
	<input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: Hearing <ul style="list-style-type: none"> • Pen and paper • Computer/portable word processor • Signaling device • Closed captioning • Real time captioning • Computer aided note-taking • Flash alert signal on computer • Personal amplification system/hearing aid • FM or loop system • Infrared system
	<input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: Seating and Positioning/Mobility <ul style="list-style-type: none"> • Non-slip surface on chair • Bolster, cushions, foot blocks • Grab bars and rails • Canes, crutches, walker • Supports, seatbelts, harnesses • Adjustable tables, desks, equipment mounts, etc. • Adapted/alternate chair • Side-lyer/Stander • Gait training devices • Mobility devices/wheelchairs
	<input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: Mechanics of Writing <ul style="list-style-type: none"> • Adapted pencils/pens/grips • Adapted paper (raised line, bold line, colored), templates • Slant-board • Prewritten words/phrases • Word processor/ Alphasmart, laptop, etc. • Word prediction/abbreviation expansion • Voice recognition software
	<input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: Computer Access <ul style="list-style-type: none"> • Win/Mac accessibility options • Alternate/adapted keyboard/Keyguards, etc. • Arm support • Pointing options/Trackball, joystick, etc. • Accessibility Switch/Alternative Input • Voice recognition software
	<input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: Communication: Speech sound production and use, receptive and expressive language, voice, fluency, augmentative and alternative communication.
Cognitive: An appraisal of aptitude and mental processes by which an individual applies knowledge, thinks and solves problems.	<input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area: <ul style="list-style-type: none"> • Print or picture schedule • Organization Tools (color coded folders, PDAs, software, etc.) • Highlight text • Recorded material • Task prompter • Single word/hand-held scanners • Educational Software

<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> <ul style="list-style-type: none"> Predictable books Changes in text size, spacing, color, background Book adapted for page turning Use of pictures/symbols/objects with text Talking electronic device to speak challenging words Reading Pen (scanners) Scanner with Optical Character Recognition and talking word processor Alternate Format Books (digital, audio, tactile, objects, etc.) <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> <ul style="list-style-type: none"> Abacus/Math Line Enlarged worksheets Alternatives for answering, explaining, or giving examples Tactile/voice output measuring devices Talking watches/clocks Adapted Calculator Graphing Calculator Software Math Software <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> <ul style="list-style-type: none"> Word cards/book/wall Dictionary/thesaurus (electronic or manual) Writing templates Word processor with/without adaptive features Word prediction/abbreviation expansion Voice recognition software
<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> <ul style="list-style-type: none"> Toys adapted with Velcro, magnets, handles, switches, etc. Adaptive sporting equipment Modified utensils Arm support for drawing/painting Electronic aids to operate media (TV, VCR, DVD, CD, etc.) Art software Computer games, and adaptations Other software Adapted playground equipment
<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> <ul style="list-style-type: none"> Nonslip materials/adaptive grips Universal cuff/strap to hold items in hand Adaptive eating/drinking utensils Adaptive Personal Care Devices Adaptive cooking equipment Color, tactile coded items <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> <ul style="list-style-type: none"> Light switch extensions Switch/interface for devices Infrared/RF control of devices Environmental control through augmentative device

- 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.**

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