

# Assistive Technology



Student Services



Supporting  
Student  
Success



# Assistive Technology

---

#### Website References

Website References contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The Department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

© Crown copyright, Province of Nova Scotia, 2006

The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education. Where this document indicates a specific copyright holder, permission to reproduce the material must be obtained directly from that copyright holder. Cover photographs may not be extracted or reused.

#### **Cataloguing-in-Publication Data**

Main entry under title.

Assistive technology : supporting student success / Nova Scotia. Department of Education. Student Services.

ISBN: 1-55457-086-7

1. Assistive devices (for disabled) I. Nova Scotia. Department of Education. Student Services.

371.91 – dc22

2006

# Acknowledgments

---

*Assistive Technology: Supporting Student Success* has been developed as a guide to support the development, implementation, and evaluation of programming for students with special needs when the use of assistive technology is involved. The committee contributing to the document consisted of the following members:

Margie Beck  
Student Services Coordinator, Chignecto-Central Regional School Board

Barb Cochrane  
Program Planning Consultant, South Shore Regional School Board

Daniel Demers  
Special Education Consultant, Department of Education

Don Glover  
Student Services Consultant, Department of Education

Nova Herring  
Assistive Technology Consultant, Atlantic Provinces Special Education Authority

Vicki Jeans  
Supervisor, Atlantic Provinces Special Education Authority

Sharon MacCuspic  
Student Services Coordinator, Strait Regional School Board

Nancy MacDonald  
Curriculum and Technology Integration Consultant, Department of Education

Liz Mahoney  
Facilitator of Assistive Technology, Cape Breton-Victoria Regional School Board

Elizabeth Pass  
Facilitator of Programs and Student Services, Halifax Regional School Board



## ACKNOWLEDGMENTS

Bev Roy  
Guidance Counsellor, Annapolis Valley Regional School Board

James Roy  
Communications Officer, Technical Resource Centre-Kings Regional  
Rehabilitation Centre

Sharon Southern  
Student Services Coordinator, Conseil scolaire acadien provincial

Holly Stephenson  
Student Services Consultant, Annapolis Valley Regional School Board

Barb Welsford  
Assistive Technology Specialist, South Shore Regional School Board

Cheryl Whytock  
Assistive Technology Specialist, Halifax Regional School Board

# Contents

---

<b>Introduction and Purpose .....</b>	<b>1</b>
<b>Guiding Principles .....</b>	<b>3</b>
<b>Assistive Technology Definition .....</b>	<b>5</b>
Categories of Assistive Technology.....	5
Low-Tech Tools .....	7
Mid-Tech Tools .....	8
High-Tech Tools .....	9
<b>Assistive Technology within the Program Planning Process .....</b>	<b>11</b>
Stage 1: Screening and Identification .....	14
Stage 2: Exploration of Instructional Strategies .....	16
Stage 3: Referral to Program Planning Team .....	17
Stage 4: Program Planning Team Meeting .....	17
Stage 5: Individual Program Plan Development.....	18
Stage 6: Implementation of Individual Program Plan.....	18
Stage 7: Monitoring of Individual Program Plan.....	19
Stage 8: Review of Individual Program Plan.....	19
<b>Assistive Technology Resources .....</b>	<b>21</b>

**Appendices**

Appendix A: The SETT Framework—Part 1 ..... 25

Appendix B: WATI Referrals/Question Identification Guide ..... 26

Appendix C: WATI Environmental Observation Guide ..... 28

Appendix D: WATI Assistive Technology Assessment—  
Technology Checklist..... 29

Appendix E: Assistive Technology Resources Centers (ATRC)  
of Hawaii: Instructional Adaptations, Strategies and Ideas ..... 31

Appendix F: Parent Worksheet ..... 32

Appendix G: Student Worksheet ..... 34

Appendix H: WATI Assistive Technology Trial Use Guide ..... 35

Appendix I: WATI Assistive Technology Trial Use Summary..... 37

Appendix J: WATI Assistive Technology Protocol for  
Transition Planning ..... 38

**Bibliography .....41**

# Introduction and Purpose

---

The term “assistive technology” (AT) describes a range of strategies, services, and low- to high-tech tools used to enable, improve, increase, and maintain a student’s ability to meet the learning outcomes of the Public School Program (PSP) or of an individual program plan (IPP). AT has the potential to increase a student’s control over objects, daily activities, age-appropriate experiences, and subsequent learning. Consideration of AT is usually most effective when carried out within the collaborative program planning process.

In providing AT services, school boards in Nova Scotia must consider priorities, resources, and unique circumstances with their own boards and communities. School boards are encouraged to explore service delivery options and combinations of these options for AT, including

- **assistive technology-trained school personnel**  
(e.g., classroom teachers, resource teachers)
- **regional support personnel within the community**  
(e.g., Atlantic Provinces Special Education Authority, assistive technology specialists, occupational therapists, physiotherapists, learning disabilities specialists, speech language pathologists)
- **clinical services within the community**  
(e.g., occupational therapy, physiotherapy, speech language pathology, rehabilitation services)

The purpose of *Assistive Technology: Supporting Student Success* is to provide educators and students with the strategies and tools required for addressing barriers to learning. Greater access to curriculum and learning opportunities supports students in achieving educational outcomes.

*Assistive Technology: Supporting Student Success* is designed to represent a beginning—a foundation for building an ongoing comprehensive process to support students through assistive technology.



# Guiding Principles

---

The following guiding principles provide a framework for the provision of assistive technology with the understanding that “only as special as necessary” governs the selection and use of assistive technology.

## Assistive technology

- requires ongoing collaboration in planning, implementation, and monitoring
- supports access to learning outcomes within various settings
- considers the student’s specific strengths and needs
- considers the least-complex/most-efficient intervention
- relates to task, rather than to specific disabilities
- supports but does not replace instruction in social and academic skills
- requires ongoing professional development to ensure best practices



# Assistive Technology Definition

---

As noted in the Introduction, AT is a range of strategies and resources, which includes services and tools, used to enable a student to meet learning outcomes or to improve or maintain a student's ability to meet learning outcomes. Assistive technology has the potential to increase a student's control over objects, daily activities, age-appropriate experiences, and subsequent learning. The use of AT should not be viewed as an activity in itself, but rather as a means toward achieving goals. The program planning process should be used to identify and utilize appropriate assistive technology to achieve outcomes and maximize student participation.

## Categories of Assistive Technology

---

The primary responsibility for decision making within some categories will require consultation with appropriate professionals.

**Aids for Daily Living:** Modified or specialized items for self-help in eating, dressing, personal care, and home management, such as reachers, utensil grips, books stands, grab bars, etc.

**Augmentative and Alternative Communication:** Devices and systems used to supplement or replace oral and/or written communication, such as communication displays, signs and gestures, speech-generating devices, eye gaze, partner-assisted scanning, etc.

**Computer Access:** Modified standard equipment, alternative equipment, or specialized software that enables a person to use a computer, such as sticky keys, specialized keyboards, touch screens, head pointers, switches, voice input, etc.

**Educational/Vocational/Cognitive Technologies:** Specialized software, hardware, devices, and strategies for developing or supplementing literacy, math, behaviour, work tasks, organization, and memory, such as cueing devices, calculators, timers, graphic organizers, word prediction, text readers, etc.

**Aids for Vision:** Devices and systems used to access print or environmental information, such as large print, magnifiers, Braille, speech output devices, closed-circuit television for magnifying documents, etc.

**Aids for Hearing:** Devices and systems used to access auditory information, such as assistive listening devices, hearing aids, telecommunication devices, visual and tactile alerting systems, etc.

**Recreation and Leisure:** Adapted or specialized items that allow an individual to participate in social and personal play and relaxation, such as items adapted with Velcro, magnets, and handles; items adapted for single-switch operation; adaptive sporting equipment such as a lighted or beeping ball; arm support for drawing/painting; electronic aids to control a TV, VCR, or CD player, software for art, etc.

**Seating and Positioning:** Accommodations to a seating system to provide optimum body stability, support, and posture, such as custom inserts, bolsters, cushions, etc.

**Aids for Mobility:** Devices used to increase personal mobility within environments, such as wheelchairs, crutches, canes, walkers, modified vehicles, etc.

**Environmental Control:** Electronic and non-electronic systems that enable someone with a disability to control various aspects of their environment, such as switch-operated appliances, door openers, switch- or voice-operated security systems, etc.

**Adaptations to the Learning Environment:** Structures or adaptations that remove or reduce physical barriers, such as ramps, a custom desk or workspace, lifts, bathroom changes, etc.

**Prosthetics and Orthotics:** Artificial limbs, splints, braces, etc.

**Service Animals:** Animals that are trained to assist individuals with disabilities, by, for example, guiding a person with a visual impairment, alerting a person with a hearing impairment, pulling a wheelchair, carrying and picking up articles for a person with a mobility impairment, or assisting a person with a mobility impairment with their balance, etc.

**Aids for Sensory Integration:** Devices or adaptations that aid a student in regulating environmental stimuli, such as therapy balls or cushions, hand fidget toys, and suspended equipment, etc.

## Low-Tech Tools

---

These tools typically require little maintenance, have no electronics and do not require a battery source. Examples include, but are not limited to, the following.

### Educational Technologies

- Reading: picture symbols, adapted books, line guide, predictable books, change text size, spacing, colour
- Writing and Spelling: pocket dictionary/thesaurus, variety of pencils and pens, adaptive grips, adapted paper (e.g., raised line and highlighted line), carbonless paper
- Organization: highlighters/highlighting tape, book holder, pocket folders, calendar/ planner, aids for organizing materials
- Math: graph paper, abacus/math line, enlarged math worksheets, alternatives for answering

**Environment Controls:** book holder, non-slip materials, adapted scissors, book and page holders

**Augmentative and Alternative Communication:** communication board with pictures/words/objects, eye-gaze board

**Aids for Vision:** large-print books, magnifiers, high-contrast colour acetate, eyeglasses, Braille materials

**Aids for Hearing:** sign language visuals, pen and paper

**Aids for Mobility/Positioning:** cushions, braces, walker, grab bars and rails

## Mid-Tech Tools

---

These tools typically require some training and maintenance; they may have electronics and a power source. Examples include, but are not limited to, the following.

### **Educational Technologies**

- Reading: digital recorder, books adapted for page turning, pictures/symbols with text, scanning pen
- Writing and Spelling: portable word processor, talking spell checker, tape recorder, books on tape
- Organization: appointment books, calendars, timers, graphic organizer worksheets, digital voice or variable-speed tape recorder
- Math: talking calculator, calculator with/without printout, calculator with large keys/displays

**Environmental Controls:** interface and switch to activate electrical appliances, switch-adapted games and toys, simple technologies

**Augmentative and Alternative Communication:** simple voice output device, voice output device with levels

**Aids for Vision:** books on tape/CD, magnification software, closed-circuit television, talking calculator, screen magnification software, screen-colour contrast, screen reader, text reader

**Aids for Hearing:** voice-amplification system, closed captioning, telecommunications device for the deaf (TDD)

**Aids for Mobility/Positioning:** manual wheelchair, adapted chairs and tables

## High-Tech Tools

---

These devices and systems are more complex; they may require more training and maintenance. Examples include, but are not limited to, the following.

### **Educational Technologies**

- Reading: talking word processor, electronic books, multimedia software, scanner with optical character recognition (OCR) software
- Writing and Spelling: word processor software, adapted keyboard/mouse, word-prediction software, voice-recognition software
- Organization: electronic organizer, software to organize ideas, word-prediction software, voice-recognition software
- Math: calculator with special features, on-screen scanning calculator, math software, software for manipulation

**Environmental Controls:** electronic aid to control augmentative device, environmental control systems, adapted electronic games, computer adaptations for games

**Augmentative and Alternative Communication:** voice-output devices, dynamic displays, integrated computer-based systems

**Aids for Vision:** adapted keyboard, screen reading software, Braille translation software, enlarged or Braille/tactile labels, enlarged keys, Braille keyboard and note taker

**Aids for Hearing:** speech-amplification system, phone amplifier, personal amplification system/hearing aid

**Aids for Mobility/Positioning:** van adaptations, hoist/lift, customized wheelchair, powered wheelchair



# Assistive Technology Within the Program Planning Process

---

In order to consider a student's need(s) for assistive technology, program planning teams need to use a clearly defined decision-making process. This process incorporates a focus on the student and specific environments in which the student functions and the tasks in those environments that he or she needs to accomplish. This section of the document outlines decision making in relation to AT within the program planning process.

It is important to have team members who are knowledgeable about appropriate use and application of assistive technology. If the team is unsure about the student's need for assistive technology or feels that they do not have the necessary knowledge to make a decision, they should pursue further direction at the board level.

Two widely used approaches to guide decision making about AT are the SETT Framework (Student, Environment, Task, Tools) and the WATI Assistive Technology Assessment (Wisconsin Assistive Technology Initiative).

The SETT Framework is built on the premise that in order to develop an appropriate system of assistive technology devices and services, teams must first gather information about the students, the typical environments in which the students spend their time, and the tasks that are required for the students to be active participants in the teaching/learning processes that lead to educational success.

The WATI Assistive Technology Assessment is a process-based, systematic approach to carrying out a functional evaluation of the student's need for assistive technology in his or her customary environment. With WATI's permission, their protocols are found in the appendices.

The SETT Framework<sup>1</sup> and the WATI Assistive Technology Assessment<sup>2</sup> are further discussed in this section.

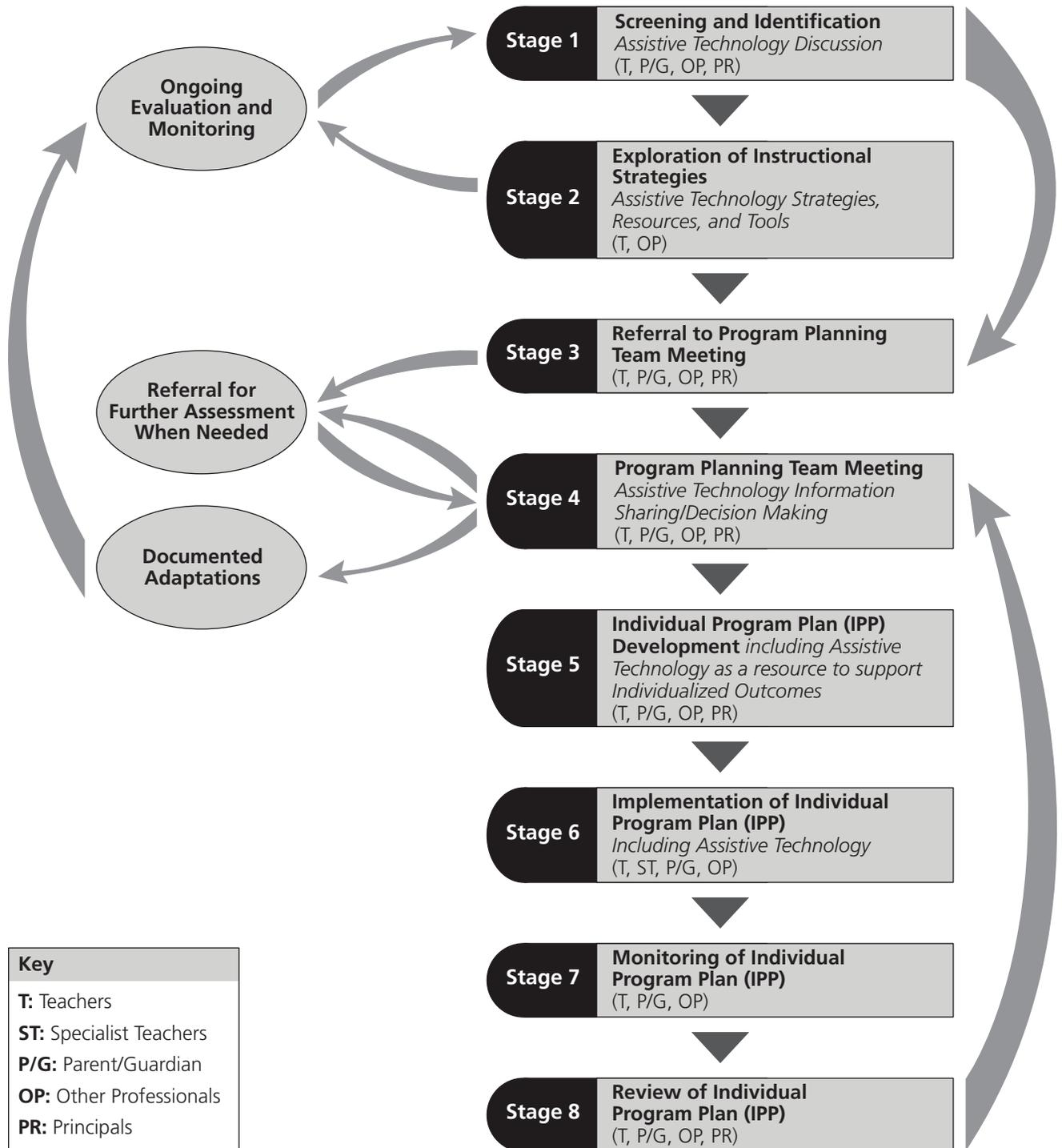
Figure 1 provides an overview of the program planning process and how assistive technology is incorporated within it.

---

<sup>1</sup> Used with permission from Joy Zabala, Ed.D. For more information, visit <[www.joyzabala.com](http://www.joyzabala.com)> or contact Dr. Zabala via e-mail to <[joy@joyzabala.com](mailto:joy@joyzabala.com)>.

<sup>2</sup> Used with permission from the Wisconsin Assistive Technology Initiative (WATI) <[www.wati.org](http://www.wati.org)>.

Figure 1: Assistive Technology Within the Program Planning Process



## Stage 1

### Screening and Identification

#### *Assistive Technology Discussion*

Stage 1 involves information gathering, discussion, and reflection to determine if assistive technology would enhance a student’s potential to achieve outcomes. A focus on the student, the environments, and the tasks are key topics for consideration.

The following questions related to the concept of “only as special as necessary” are taken from the Nova Scotia Department of Education document entitled *Supporting Student Success: Resource Programming and Services* and should be taken into consideration in determining an individual student’s need for assistive technology.

- What is the student able to do independently and/or participate in with the class?
- What is the student able to do and/or participate in with the assistance of the natural supports in the classroom?
- What is the student able to do and/or participate in with the assistance of the additional supports in the classroom?
- Are there outcomes of the provincially approved curriculum that cannot be met by the student? If so, what individualized outcomes are required to address the student’s needs?
- What level of support is required to assist the student in achieving the individualized outcomes, keeping in mind that the support should be only as special as necessary?
- Are there services and/or programming that are best provided in a setting other than the student’s classroom? If so, how can they be scheduled so as to be least disruptive to the student’s inclusion in his or her class?

Using the SETT Framework, the following questions may guide discussion at this stage.

#### Student

Consider and establish the need (or lack of need) of an individual student for assistive technology.

- 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?
- What are the student’s current abilities?

- What is the student's learning style?
- What are the student's interests?
- Are there student behaviours that significantly affect impact performance?  
If so, what are they?

## Environment

Consider the environment(s) in which a system of tools needs to be used by a student to address identified needs.

- What environments must be considered?
- What materials and equipment are currently available in the environment?
- What is the physical arrangement? Are there special concerns?
- What is the instructional arrangement? Are there likely to be changes?
- What supports are available to the student?
- What resources are available to the people supporting the student?
- Does time of day affect the student's performance?

## Tasks

Consider the task(s) in the student's environment(s) required for mastering outcomes.

- What specific tasks are required for active involvement in identified environments? (Related to communication, instruction, participation, productivity, environmental control)
- What tasks need to be accomplished? (Fine and gross motor, reading, writing, communication, self-care, etc.)
- What activities occur in the environments that enable progress toward mastery of identified outcomes?
- What are the critical elements of the activities?
- How might the activities be adapted to accommodate the student's special needs?

The *WATI Referrals/Questions Identification Guide* and *Environment Organization Guide*, found in Appendices B and C, also support Stage 1: Screening and Identification.

## Stage 2

### Exploration of Instructional Strategies

#### *Assistive Technology Strategies, Resources, and Tools*

Stage 2 focusses on a review of current adaptations and instructional strategies and an exploration of possible assistive technology tools to be considered or incorporated. Tools include devices, services, and strategies—everything that is needed to help the student succeed. At this point, the team may need to consider accessing other resources and/or expertise.

Continuing with the SETT Framework, an exploration of assistive technology tools may begin.

#### Tools

Analyse the information gathered on the student, the environment, and task to address the following questions and activities and relation to possible tools:

- Is it expected that the student will not be able to make reasonable progress toward educational outcomes without assistive technology devices and services?
- What strategies might be used to invite increased student performance?
- Brainstorm tools that could be included in a system that addresses student needs. (Refer to low-, mid-, and high-tech tools)
- What level of staff expertise, support, and training might be required to consider assistive technology options?
- Select the most promising tools for trials in the natural environment.
- Plan the specifics of the trial (expected changes, when/how tools will be used, cues, etc.)
- Collect data on effectiveness.

It is important to revisit the SETT Framework information periodically to determine if the information that is guiding decision making and implementation is accurate, up-to-date, and clearly reflects the shared knowledge of all team members involved.

A variety of technology checklists as well as checklists for instructional adaptations, strategies, and ideas are also helpful and can be found in Appendices C and D of this document.

## Referral to the Program Planning Team

## Stage 3

Following Stages 1 and 2, should further consultation related to the assistive technology needs of the student be necessary, a referral to the program planning team should be made, according to board policy and procedure. Policy 2.2, *Special Education Policy*, Nova Scotia Department of Education, provides the framework for program planning teams.

## Program Planning Team Meeting

### *Assistive Technology Information Sharing/Decision Making*

## Stage 4

At this stage the team will

- review information accompanying the referral, including informal and formal assessment data and outcomes
- consider parent/guardian and/or student information (see Appendices E and F for worksheets)
- review information resulting from the use of such frameworks as SETT and/or WATI, including strengths and needs
- review current adaptations, document strategies, and evaluate further adaptations that do not alter PSP outcomes (should PSP outcomes be changed, deleted, or added, proceed to Stage 5: IPP Development)
- determine the need for further assessment data and/or assistive technology consultation/expertise
- determine procedures for the trial use and acquisition of assistive technology, related training, and professional development and follow-up relative to the adaptations
- determine if, when, and for whom training will occur
- establish a trial period, monitoring process, and review date
- establish dates for the team to review the adaptations

## Stage 5

### **Individual Program Plan Development**

*Including Assistive Technology as a Resource to Support Individualized Outcomes*

At Stage 5, when learning outcomes of the Public School Program must be changed, deleted, or added to meet the need(s) of the student, an individualized program plan (IPP) is developed, as set down in Policy 2.6, *Special Education Policy*, Nova Scotia Department of Education.

Assistive technology is used to support the achievement of annual and specific outcomes outlined in the IPP. The need to learn the use of a particular assistive technology may be an outcome in an IPP. The WATI Assistive Technology Trial Use Guide in Appendix G is a useful tool to determine if the AT is supporting the outcomes of the IPP.

## Stage 6

### **Implementation of Individual Program Plan**

*Including Assistive Technology*

Team members are assigned specific responsibilities as documented in the IPP. This would include

- related training and professional development
- trial use and acquisition of assistive technology

The WATI Assistive Technology Trial Use Guide in Appendix G is also useful in identifying acquisition, required training, and support.

## Monitoring of Individual Program Plan

## Stage 7

At Stage 7, ongoing monitoring of the student's use of assistive technology to achieve individualized outcomes includes

- documenting effectiveness of instructional strategies and tools
- documenting suggestions for review and revision to be addressed at Stage 8
- determining the need for scheduling further training and professional development

Note: During this stage, specialist support should be obtained as needed.

The WATI Assistive Technology Trial Use Summary found in Appendix I can be used to support the monitoring process.

## Review of Individual Program Plan

## Stage 8

At this stage, the program planning team meets at least twice annually to review and document the student's progress in meeting individualized outcomes using AT.

Reviews should consider the following

- continued use of existing AT supports
  - long-term use
  - accessibility to the AT technology
  - extended loan possibilities
  - purchase possibilities through home, school, or funding agencies
  - monitoring
  - further training and professional development
  - transition implications
- consideration of additional and/or alternative AT supports (return to Stage 4)
- consideration to fade or discontinue identified AT support

The WATI Assistive Technology and Transition Planning Portfolio found in Appendix J will help identify significant barriers a student may face during the transition process.



# Assistive Technology Resources

---

This section provides suggested informational assistive technology resources.

## **Authorized List of Resources (ALR)**

Learning resources for use in the Nova Scotia Public School Program are evaluated and authorized for purchase using School Book Bureau Credit Allocation funds vested and authorized with school boards. Textbooks, teacher professional books, some manipulative materials, and assistive technology curricular software are available for purchase using the credit allocation system. Authorized assistive technology resources currently available through the ALR are described at the Nova Scotia School Book Bureau website, <[w3apps.ednet.ns.ca/nssbb](http://w3apps.ednet.ns.ca/nssbb)>. Search using subjects Assistive Technology, Professional Development.

## **Assistive Technology Listserv**

The Assistive Technology listserv is a closed, private listserv. The intent of the listserv is to provide a cost-effective and efficient vehicle for collaboration and information sharing. Membership is open to Nova Scotia teachers, school boards, and Department of Education staff. To join the conversation, follow the procedure described at <[mailman.EDnet.ns.ca/mailman/listinfo/assisttech](mailto:mailman.EDnet.ns.ca/mailman/listinfo/assisttech)>.

## **Technology Recycling**

The Nova Scotia Technology Recycling Program provides older, refurbished computers and related technology to schools on an equitable student population basis. Schools may obtain current specification information for available recycled computers and details of the allocation process by consulting the AT designate or school board technology co-ordinator.

## Assistive Technology Websites for Teachers

The Department of Education maintains a database of recommended assistive technology websites collated and annotated on the EDnet website, <EDnet.ns.ca>. Select the link for Educators, then select Classroom and Curriculum Resources, then select Curriculum-Related Websites, then select Assistive Technology. Please be aware that non-Department of Education website links are evaluated at the time they are selected for linking; however, they are provided as a convenience to teachers and do not constitute an endorsement by the Department of Education of the content, policies, or products of the external link site. Links are recommended when they match Nova Scotia curriculum outcomes; support teacher professional development, curriculum, and program implementation; and are primarily of a non-commercial nature.

### EBSCO

Professional journals and other print resources are available via the provincially licensed periodical database EBSCO. To access EBSCO, go to <lr.ednet.ns.ca>. Select Teacher Resources, Curriculum Materials, and EBSCO Periodical Database. From school, a user name and password are not required. From other locations, teachers must know the school's user name and password, which are available from the principal.

### WATI and SETT

As referenced earlier in this guide, the Wisconsin Assistive Technology Initiative (WATI) and Joy Zabala (Student Environment Tasks Tools Framework) have published many resources to help school teams develop or expand their knowledge of assistive technology to train others (See Appendices A, B, and C.)

# Appendices

---



**Appendix A: The SETT Framework—Part 1\***  
 Collaborative Consideration of Student Need for Assistive Technology Devices and Services

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Perspective: \_\_\_\_\_

Examining Current Conditions to Consider Education Need		
Student	Environments	Tasks

Circle areas that present barriers to student progress.

\* Used with permission by Joy Zabala, 2001 <joy@joyzabala.com>.

## Appendix B: WATI Referrals/Question Identification Guide\*

Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

School Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Persons Completing Guide: \_\_\_\_\_ Date: \_\_\_\_\_

Parent(s) Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Student's Primary Language: \_\_\_\_\_ Family's Primary Language: \_\_\_\_\_

### Disability (Check all that apply)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Speech/Language                  | <input type="checkbox"/> Significant Developmental Delay | <input type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Cognitive Disability             | <input type="checkbox"/> Other Health Impairment         | <input type="checkbox"/> Hearing Impairment           |
| <input type="checkbox"/> Traumatic Brain Injury           | <input type="checkbox"/> Autism                          | <input type="checkbox"/> Vision Impairment            |
| <input type="checkbox"/> Emotional/Behavioural Disability |  |   |
| <input type="checkbox"/> Orthopedic Impairment—Type _____ |  |   |

### Current Age Group

- |   |  |                                     |
|---|--|-------------------------------------|
| <input type="checkbox"/> Birth to Three | <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Elementary |
| <input type="checkbox"/> Middle School  | <input type="checkbox"/> Secondary       |                                     |

### Classroom Setting

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Regular Education Classroom | <input type="checkbox"/> Resource Room | <input type="checkbox"/> Self-contained Classroom |
| <input type="checkbox"/> Home                        | <input type="checkbox"/> Other _____   |   |

### Current Service Providers

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Occupational Therapy | <input type="checkbox"/> Physical Therapy | <input type="checkbox"/> Speech Language |
| <input type="checkbox"/> Other(s) _____       |   |  |

### Medical Considerations (Check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> History of seizures                      | <input type="checkbox"/> Fatigues easily                           |
| <input type="checkbox"/> Has degenerative medical condition       | <input type="checkbox"/> Has frequent pain                         |
| <input type="checkbox"/> Has multiple health problems             | <input type="checkbox"/> Has frequent upper respiratory infections |
| <input type="checkbox"/> Has frequent ear infections              | <input type="checkbox"/> Has digestive problems                    |
| <input type="checkbox"/> Has allergies _____                      |  |
| <input type="checkbox"/> Is currently taking medication for _____ |  |
| <input type="checkbox"/> Other (describe briefly) _____           |  |
| <input type="checkbox"/> Other issues of concern _____            |  |

**Assistive Technology Currently Used** (Check all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> None                            | <input type="checkbox"/> Low-tech writing aids             |
| <input type="checkbox"/> Manual communication board      | <input type="checkbox"/> Augmentative communication system |
| <input type="checkbox"/> Low-tech vision aids            | <input type="checkbox"/> Amplification system              |
| <input type="checkbox"/> Environmental control unit/EADL | <input type="checkbox"/> Manual wheelchair                 |
| <input type="checkbox"/> Power wheelchair                | <input type="checkbox"/> Computer-type (platform)          |
| <input type="checkbox"/> Voice recognition               | <input type="checkbox"/> Word prediction                   |
| <input type="checkbox"/> Adaptive input (describe)       | <input type="checkbox"/> Adaptive output (describe)        |
| <input type="checkbox"/> Other _____                     |  |

**Assistive Technology Tried:** Please describe any other assistive technology previously tried, length of trial, and outcome (how it worked or why it didn't work).

Assistive technology: \_\_\_\_\_ Number and dates of trial(s) \_\_\_\_\_

Outcome: \_\_\_\_\_

Assistive technology: \_\_\_\_\_ Number and dates of trial(s) \_\_\_\_\_

Outcome: \_\_\_\_\_

Assistive technology: \_\_\_\_\_ Number and dates of trial(s) \_\_\_\_\_

Outcome: \_\_\_\_\_

**Referral Question:** What task(s) does the student need to do that is/are currently difficult or impossible and for which assistive technology may be an option?

---



---



---

**Based on the referral question, select the sections of the *Student Information Guide* to be completed** (check all that apply). The *Student Information Guide* is available at <[www.wati.org](http://www.wati.org)>.

- |   |   |
|---|---|
| <input type="checkbox"/> Section 1: Motor Aspects of Writing                        | <input type="checkbox"/> Section 7: Math                    |
| <input type="checkbox"/> Section 2: Fine Motor Related to Computer or Device Access | <input type="checkbox"/> Section 8: Recreation and Leisure  |
| <input type="checkbox"/> Section 3: Composing Written Material                      | <input type="checkbox"/> Section 9: Seating and Positioning |
| <input type="checkbox"/> Section 4: Communication                                   | <input type="checkbox"/> Section 10: Mobility               |
| <input type="checkbox"/> Section 5: Reading   | <input type="checkbox"/> Section 11: Vision                 |
| <input type="checkbox"/> Section 6: Learning and Studying                           | <input type="checkbox"/> Section 12: Hearing                |
|   | <input type="checkbox"/> Section 13: General                |

### Appendix C: WATI Environmental Observation Guide\*

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Location: \_\_\_\_\_ Observer(s): \_\_\_\_\_  
 Activity: \_\_\_\_\_

Activity/tasks being observed	Ways that typical students participate	Ways the target student participates	Barriers to target student's participation	Potential adaptation(s) and/or AT

\* Adapted with permission from the Wisconsin Assistive Technology Initiative.

## Appendix D: WATI Assistive Technology Assessment—Technology Checklist\*

### Writing

#### Motor Aspects of Writing

- Regular pencil/pen
- Pencil/pen with adaptive grip
- Adapted paper (e.g., raised line, highlighted line)
- Slantboard
- Use of prewritten words or phrases
- Portable word processor to keyboard instead of write
- Computer with word processing software
- Portable scanner with word processing software
- Voice-recognition software to word process
- Other: \_\_\_\_\_

#### Computer Access

- Keyboard using accessibility options
- Word prediction, abbreviation/expansion to reduce keystrokes
- Keyguard
- Arm support
- Trackball/trackpad/joystick with on-screen keyboard
- Alternate keyboard
- Mouse stick/head with on-screen keyboard
- Switch with Morse code
- Switch with scanning
- Voice-recognition software
- Other: \_\_\_\_\_

#### Composing Written Material

- Word cards/word book/word wall
- Pocket dictionary/thesaurus
- Writing templates
- Electronic/talking electronic dictionary/thesaurus/spell checker
- Word processing with spell checker/grammar checker
- Talking word processing
- Multimedia software
- Voice-recognition software
- Other: \_\_\_\_\_

### Communication

- Communication board/book with pictures/objects/letters/words
- Eye-gaze board/frame communication system
- Simple voice output device
- Voice output device with levels
- Voice output device with icon sequencing
- Voice output device with dynamic display
- Device with speech synthesis for typing
- Other: \_\_\_\_\_

### Reading, Studying, and Math

#### Reading

- Standard text
- Predictable books
- Changes in text size, spacing, colour, background colour
- Book adapted for page turning (e.g. page fluffers, 3-ring binder)
- Use of symbols/pictures with text
- Talking electronic device/software to pronounce challenging words
- Single-word scanners
- Scanner with OCR and text-to-speech software
- Software to read websites and e-mails
- Other: \_\_\_\_\_

#### Learning/Studying

- Print or picture schedule
- Low-tech aids to find materials (e.g., index tabs, colour-coded folders)
- Highlight text (e.g., markers, highlight tape, ruler, etc.)
- Recorded material (books on tape, taped lectures with number-coded index, etc.)
- Voice-output reminders for assignments, steps of task, etc.
- Electronic organizers
- Pagers/electronic reminders
- Single-word scanners
- Software for concept development/manipulation of objects—may use alternative input device, e.g., switch, touch window
- Software for organization of ideas and studying
- Palm computers
- Other: \_\_\_\_\_

## APPENDICES

### Math

- Abacus/math line
- Enlarged math worksheets
- Low-tech alternatives for answering
- Math “smart-chart”
- Money calculator and Coinulator
- Tactile/voice output measuring devices
- Talking watches/clocks
- Calculator/calculator with printout
- Calculator with large keys and/or large display
- Talking calculator
- Calculator with special features (e.g., fraction translation)
- On-screen/scanning calculator
- Alternative keyboard
- Software with cuing for math computation (may use adapted input methods)
- Voice-recognition software
- Other: \_\_\_\_\_

### Recreation and Leisure

- Toys adapted with Velcro, magnets, handles, etc.
- Toys adapted for single-switch operation
- Adaptive sporting equipment (e.g., lighted or beeping ball)
- Universal cuff/strap to hold crayons, markers, etc.
- Modified utensils (e.g., rubber stamps, brushes, etc.)
- Ergo Rest or other arm support for drawing/painting
- Electronic aids to control/operate TV, VCR, CD player, etc.
- Software
- Completion of art activities
- Games on the computer
- Other computer software
- Other: \_\_\_\_\_

### Activities of Daily Living (ADLS)

- Non-slip materials to hold things in place
- Universal cuff/strap to hold items in hand
- Colour-coded items for easier locating and identifying
- Adaptive eating utensils (e.g., foam handles, deep sides)
- Adaptive drinking devices (e.g., cup with cut-out rim)
- Adaptive dressing equipment (e.g., button hook, elastic, shoe laces, Velcro instead of buttons, etc.)
- Adaptive devices for hygiene (e.g., adaptive toothbrush, raised toilet seat, etc.)
- Adaptive bathing devices
- Adaptive equipment for cooking
- Other: \_\_\_\_\_

### Mobility

- Walker
- Grab bars and rails
- Manual wheelchair including sports chair
- Powered mobility toy (e.g., Cooper Car, GoBot)
- Powered scooter or cart
- Powered wheelchair with joystick or other control
- Adapted vehicle for driving
- Other: \_\_\_\_\_

### Positioning and Seating

- Non-slip surface on chair to prevent slipping (e.g., Dycem)
- Bolster, rolled towel, block for feet
- Adapted/alternative chair, sidelyer, stander
- Custom-fitted wheelchair or insert
- Other: \_\_\_\_\_

\* Adapted by permission from the Wisconsin Assistive Technology Initiative (WATI).

## Appendix E: Assistive Technology Resources Centers (ATRC) of Hawaii: Instructional Adaptations, Strategies, and Ideas\*

	Handwriting	Reading	Math	Written Expression	Organization
Instructional Strategies	<ul style="list-style-type: none"> <li>Tracing exercises</li> <li>“Talk through” letter formation</li> <li>Dot-to-dot</li> <li>Multi-modality instruction</li> <li>Chalkboard practice</li> </ul>	<ul style="list-style-type: none"> <li>Use story frame</li> <li>Use before, during, after echo reading</li> <li>Story mapping</li> <li>Multi-modality teaching</li> <li>Structured study guides</li> </ul>	<ul style="list-style-type: none"> <li>Use number lines</li> <li>Use mnemonic devices</li> <li>Use “two-finger” counting aids</li> <li>Using colour-coding strategies (e.g., green marker to start, red marker to stop)</li> <li>Use multi-modality approach</li> <li>Use computational aids</li> </ul>	<ul style="list-style-type: none"> <li>Content outlines</li> <li>“webbing”</li> <li>strategies/story starters</li> <li>formulate sentences aloud</li> </ul>	<ul style="list-style-type: none"> <li>Colour-coding strategies</li> <li>Homework journal</li> <li>Pocket schedule</li> <li>Notebook schedule</li> <li>Schedule on desk</li> <li>Schedule on bulletin board</li> </ul>
Task Adaptation	<ul style="list-style-type: none"> <li>Adapt test to fill-in-the-blank, multiple choice, or true/false</li> <li>Provide additional time</li> <li>Shorten assignments</li> <li>Photocopied notes</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>Try different writing tools</li> <li>Change paper position</li> <li>Check student position: feet/pelvis/trunk and arm/hand</li> <li>Avoid using short pencils</li> <li>Utilize cross-age tutoring</li> <li>Utilize peer support</li> <li>Provide typing/keyboarding instruction</li> <li>Highlight key concepts</li> </ul>	<ul style="list-style-type: none"> <li>Extra time for completion</li> <li>Shorten assignments</li> <li>Simplify text</li> <li>Use chapter outlines</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>Utilize peer support</li> <li>Utilize cross-age tutoring</li> <li>Information organizer</li> <li>Study carrel</li> <li>Provide tactile letters/ words</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the number of problems</li> <li>Eliminate the need to copy problems</li> <li>Enlarge worksheets</li> <li>Avoid mixing “signs” on a page</li> <li>Reduce number of problems on a page</li> <li>Allow more time</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>Utilize peer support</li> <li>Utilize cross-age tutoring</li> </ul>	<ul style="list-style-type: none"> <li>Allow extra time</li> <li>Shorten assignments</li> <li>Provide sentence “shells”</li> <li>Provide key words</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>Utilize peer support</li> <li>Utilize cross-age tutoring</li> <li>Study carrel</li> </ul>	<ul style="list-style-type: none"> <li>Assignment sheets</li> <li>Appointment book</li> <li>Reminder cards</li> <li>Structured study guides</li> <li>Post signs and label areas in room</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>Utilize peer support</li> <li>Utilize cross-age tutoring</li> <li>Study carrel</li> <li>Organize desk</li> </ul>
AT	Provide instruction on use of AT devices	Provide instruction	Provide instruction	Provide instruction	Provide instruction
Assistive Technology Considerations	Adaptive (No and Lo Tech)	<ul style="list-style-type: none"> <li>Page magnifiers</li> <li>Magnifying bars</li> <li>Coloured acetate</li> <li>Word window</li> <li>Flash cards</li> <li>Letters and word cards</li> <li>Sentence cards</li> <li>Highlighter</li> <li>Coloured tape flags</li> <li>Colour-keyed paperclips to mark pages/paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Abacus</li> <li>Counters, spools, buttons, etc.</li> <li>Containers for counters</li> <li>Manipulatives</li> <li>Flash cards</li> <li>Automatic number stamp</li> <li>Magnetic numbers on metal tray</li> <li>Personal chalkboard/dry-erase board</li> <li>Raised or enlarged number line</li> <li>Number fact charts</li> </ul>	<ul style="list-style-type: none"> <li>Word cards</li> <li>Sentence cards</li> <li>Pocket dictionary</li> <li>Pocket thesaurus</li> <li>Personal “word” book</li> </ul>	<ul style="list-style-type: none"> <li>Pocket organizer/planner</li> <li>Personal organizer</li> <li>Clipboard</li> <li>Sticky notes</li> <li>Notebook tabs</li> <li>Coloured tape flags</li> <li>Coloured paper clips</li> <li>Highlighter</li> <li>Storage cubicles timer</li> </ul>
	Alternative (mid-High Tech)	<ul style="list-style-type: none"> <li>Typewriter/Word-processor with correction with custom keyguard</li> <li>Portable work processor that interfaces with computer</li> <li>Computer with macros</li> <li>Computer with spell-checker</li> <li>Computer with alternative input (e.g. on-screen keyboard, switch interface, expanded or mini-keyboard)</li> <li>Compute with word prediction</li> <li>Computer with voice recognition</li> </ul>	<ul style="list-style-type: none"> <li>Tape recorder to record reading assignments</li> <li>“Books on Tape”</li> <li>“Language Master”</li> <li>Speaking Language Master</li> <li>Word Master</li> <li>Electronic dictionary</li> <li>Computer with voice output and talking word processing software</li> </ul>	<ul style="list-style-type: none"> <li>Hand-held calculator</li> <li>Calculator with printout</li> <li>Talking calculator</li> <li>Language Master and Math Tape</li> <li>Recorder with counting</li> <li>Basic facts</li> <li>Multiplication tables</li> <li>Combination formulas</li> </ul>	<ul style="list-style-type: none"> <li>Electronic spell checker</li> <li>Electronic dictionary</li> <li>Electronic thesaurus</li> <li>Word Master</li> <li>Speaking dictionary</li> <li>Companion or Talking Language Master</li> <li>Computer with spelling and grammar checker</li> <li>Computer with macros</li> <li>Computer with word prediction</li> </ul>

\* Used with permission of the Assistive Technology Resource Centres of Hawaii <www.atrc.org>.

## APPENDIX F: PARENT/GUARDIAN WORKSHEET\*

### Assistive Technology Planning Process

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Phone: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

**Directions:** Please answer the following questions regarding your child’s potential need for assistive technology devices or services. As a parent and a member of the planning team, you have important information that can help in making the right decisions about what your child needs to be successful in school. If you have any questions about this worksheet, please contact the teacher named above. Please bring this form with you to the planning meeting.

1. What are your child’s strengths, interests, or motivators? Do you have a “success story” you would like to share?

---

---

---

2. What task(s) is your child currently unable to do, due to his or her disability?

---

---

---

3. Do you have any suggestions for tools or strategies that could help your child be more successful?

---

---

---

4. Describe any assistive technology devices (simple or complex) used successfully by your child in the home or school?

---

---

---

5. What are your child’s feelings about using these devices?

---

---

---

6. How successful do you think these devices have been?

---

---

---

7. What other issue should be discussed at the planning meeting?

---

---

---

\* Adapted with permission from the Minnesota Department of Education <education.state.mn.us>.

## Appendix G: STUDENT WORKSHEET\*

### Assistive Technology Planning Process

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Phone: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

**Directions:** Please answer the following questions about your potential need for assistive technology devices or services. As a student and a member of the planning team, you have important information that can help in making the right decisions about your needs to be successful in school. If you have any questions about this worksheet, please contact the teacher named above. Please bring this form with you to the planning meeting.

1. What tasks do you feel you are unable to complete at school?

---

---

---

2. Name or describe the strategies, technology devices, or assistance that could help you to complete school requirements or tasks.

---

---

---

3. Describe your feelings about using technology at school, home, and/or in the community.

---

---

---

4. What products have you tried, or have seen that you would like to try out?

---

---

---

5. What other issues would you like to discuss at the planning meeting?

---

---

---

\* Adapted with permission from the Minnesota Department of Education <education.state.mn.us>.

## Appendix H: WATI Assistive Technology Trial Use Guide\*

Assistive Technology to Be Tried: \_\_\_\_\_

Student's Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

School/Agency: \_\_\_\_\_ Grade/Placement: \_\_\_\_\_

Contact Person(s): \_\_\_\_\_ Meeting Date: \_\_\_\_\_

School/Agency Address and Phone Number: \_\_\_\_\_

Persons Completing Guide: \_\_\_\_\_

Parent(s)/Guardian(s) Name: \_\_\_\_\_

Parent(s)/Guardian(s) Address: \_\_\_\_\_

Goal for AT use: \_\_\_\_\_

### Acquisition

Source(s)	Person Responsible	Date(s) Available	Date Received	Date Returned

Person primarily responsible to learn to operate this AT: \_\_\_\_\_

### Training

Person(s) to Be Trained	Training Required	Date Begun	Date Completed

**Management/Support**

Location(s)	Support to Be Provided (e.g. set up, trouble shoot, recharge, program, etc.)	Person Responsible

**Student Use**

Date	Time Used	Location	Task(s)	Outcome(s)

\* Used with permission from The Wisconsin Assistive Technology Initiative (WATI).

### Appendix I: WATI Assistive Technology Trial Use Summary\*

Student's Name: \_\_\_\_\_ Age: \_\_\_\_\_

Person(s) Completing Summary: \_\_\_\_\_

\_\_\_\_\_ Date Completed: \_\_\_\_\_

Task Being Addressed During Trial: \_\_\_\_\_

Criteria for Success: \_\_\_\_\_

AT Tried	Dates Used	Criteria Met?	Comments (e.g., advantages, disadvantages, preferences, performance)

Recommendations for IPP

\*Used with permission from the Wisconsin Assistive Technology Initiative (WATI)

## Appendix J: Assistive Technology Protocol for Transition Planning\*

**Purpose:** The purpose of this protocol is to review the student’s assistive technology needs when transition planning.

**Ratings:** In each of the following functional areas, determine if the student has any limitations. If limitations do exist, answer the following questions regarding the student’s capacities. Consider their ability with and without the assistive technology.

**Please read and consider each item.** Any **NO** answer is a red flag that the student may confront significant barriers during their transition process. However, these items are minimum standards. Even with a **YES** rating, there may still be a benefit from using assistive technology for this function. Next, consider the examples of types of assistive technology that might be used to address these barriers.

Student Name: \_\_\_\_\_ Person Completing Report: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Date of Report: \_\_\_\_\_

Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Expected Date of Graduation: \_\_\_\_\_

Daily Living				
<b>Daily Living Activities:</b> <i>Can the student independently ...</i>				
Eat?	Yes	No		
Prepare food?	Yes	No		
Do laundry?	Yes	No		
Groom and take care of hygiene?	Yes	No		
Perform housekeeping activities?	Yes	No		
Manage time and follow a schedule?	Yes	No		
Daily Living Adaptations	Not applicable	Possibly could use	Using but could be improved	Using independently
Dressing Aids				
Adaptive Clothing				
Adaptive Kitchen Utensils and Dishes				
Roll-in Shower				
Adaptive Appliances				
Adaptive Grooming Tools				
Adaptive Appliances				
Reachers/Grabbers/Low-Tech Aids				
Assistive Time Devices				
Assistive Memory Devices				
Electronic Organizers/Day Planners				
Emergency Response Systems				
Alarm Systems				
Adaptive Positioning and Seating Devices				
Adaptive Mobility Devices				
Adaptive Bathing Devices				
Colour-coded Items (for easier locating and identifying)				
Other:				
<b>Comments:</b>				

Transportation				
<b>Transportation Activities:</b> <i>Can the student ...</i>				
Drive?	Yes	No		
Get in/out of any vehicle to be a passenger?	Yes	No		
Transfer into vehicle and load mobility device?	Yes	No		
Get into vehicle with ramp or lift?	Yes	No		
Independently arrange transportation?	Yes	No		
Independently utilize public transportation?	Yes	No		
Transportation Adaptations	Not applicable	Possibly could use	Using but could be improved	Using independently
Adaptive Driving Equipment				
Car Top or Bumper Carrier for Mobility Device				
Van with Ramp or Lift				
Other:				
<b>Comments:</b>				

Tolerance		
<b>Tolerance (to school/community/work environment):</b> <i>Can the student ...</i>		
Physically tolerate full-day school/work?	Yes	No
Emotionally tolerate full-day school/work?	Yes	No
Medically tolerate full-day school/work?	Yes	No
Environmentally tolerate full-day school/work (allergies, sensitivities, to the environment, etc.)?	Yes	No
<b>Tolerance Adaptations</b>	Not applicable	Possibly could use
Distance Learning		
Adaptive Seating and Positioning		
Electronic Communication		
Organizers/Day Planners		
Other:		
<b>Comments:</b>		

Mobility		
<b>Mobility Activities:</b> <i>Can the student ...</i>		
Navigate at a reasonable pace?	Yes	No
Navigate outside on varied terrain (e.g., college campus)?	Yes	No
Tolerate and be mobile at this pace to 3 city blocks?	Yes	No
Carry a 5-pound backpack while being mobile?	Yes	No
Operate controls to activate community building access devices (e.g., electronic doors, elevator, walk light)?	Yes	No
<b>Mobility Adaptations</b>	Not applicable	Possibly could use
Power Wheelchair		
Manual Wheelchair		
Powered Scooter		
Walker		
Cane/Crutches		
Grab Rails		
Environment Controls		
Other:		
<b>Comments:</b>		

Communication		
<b>Oral Communication Activities:</b> <i>Can the student ...</i>		
Communicate wants and needs to a non-familiar communication partner?	Yes	No
Independently operate a telephone?	Yes	No
Independently communicate with a non-familiar person on the telephone?	Yes	No
Understand and remember simple verbal instructions?	Yes	No
Understand and remember complex verbal instructions?	Yes	No
<b>Communication Adaptations</b>	Not applicable	Possibly could use
Eye-Gaze Board		
Picture or Spelling Board		
Electronic Voice-Output Device		
Computer-Based Speech Device		
Adaptive Telephone		
Adaptive Writing Device		
Laptop Computer		
TTY		
Relay System		
Voice-Output Reminder		
Electronic Organizers		
Other:		
<b>Comments:</b>		

APPENDICES

Computer Access				
<b>Computer Access Activities:</b> <i>Can the student independently ...</i>				
Perform manipulative tasks (includes turning computer on/off, entering data, operating mouse, handling paper in an efficient matter)?	Yes	No		
Access the Internet?	Yes	No		
Control the cursor?	Yes	No		
See the computer screen?	Yes	No		
Manage the keyboard?	Yes	No		
<b>Computer Adaptations</b>	Not applicable	Possibly could use	Using but could be improved	Using independently
Keyboard/Built-in Adjustments				
Alternative Keyboard				
On-screen Keyboard				
Armrests/Adjustable Work Station				
Alternative Mouse Function				
Productivity Enhancement Software				
Voice Input				
Voice Output				
Mouse Code				
Switch Operator/Scanning				
Braille Writer				
Screen Adaptations				
Other:				
<b>Comments:</b>				

Literacy				
<b>Literacy Activities:</b> <i>Can the student ...</i>				
Manipulate books and newspapers to read independently?	Yes	No		
Comprehend print materials prepared for general public?	Yes	No		
See text to read it?	Yes	No		
Physically produce written information?	Yes	No		
Communicate ideas in a written format at their expected level of proficiency?	Yes	No		
<b>Literacy Adaptations</b>	Not applicable	Possibly could use	Using but could be improved	Using independently
Page Turner/Book Holder				
Scanning/Optical Character Recognition				
Picture Texts and Instructions				
Voice Output				
Highlighted Text/Enlarged Text				
Recorded Materials				
Organized Aids				
Talking Word Processor				
Computerized Text Adaptations				
Productivity Enhanced Software				
Signature Stamp				
Electronic Organizers (e.g., Palm Computer)				
Hand-Held Text Readers and Scanners				
Other:				
<b>Comments:</b>				

\*Used with permission from The Wisconsin Assistive Technology Initiative (WATI), <www.wati.org>.

# Bibliography

---

- Annapolis Valley Regional School Board. *Instructional Accommodations, Strategies, and Ideas*. In *Section 1: Assistive Technology Procedure Guide* <[www.nsnet.org/start/startbinder/section1/instructional/accommodations.doc](http://www.nsnet.org/start/startbinder/section1/instructional/accommodations.doc)> (December 2005).
- Assistive Technology Resource Centers of Hawaii. *Assistive Technology Resource Centers of Hawaii—Welcome*. <[www.atrc.org](http://www.atrc.org)> (December 2005).
- Schwab Learning. *Assistive Technology Guide*. 3<sup>rd</sup> ed. <[www.schwablearning.org/pdfs/AT\\_guide\\_0603BW.pdf](http://www.schwablearning.org/pdfs/AT_guide_0603BW.pdf)> (December 2005).
- Wisconsin Assistive Technology Initiative. *WATI Assistive Technology Consideration Guide*. <[www.wati.org/Products/pdf/Assessment\\_Forms\\_only.pdf](http://www.wati.org/Products/pdf/Assessment_Forms_only.pdf)> (December 2005).
- United States. Minnesota Department of Education. *Minnesota Department of Education*. <[education.state.mn.us](http://education.state.mn.us)> (October 2006).
- Zabala, Joy. *Using the SETT Framework to Level the Learning Field for Students with Disabilities*. 2005. <[www.joyzabala.com](http://www.joyzabala.com)> (December 2005).

