

AT tried before (description)	Successful (Yes/No)	If no, please explain why

An Assistive Technology Device is any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability. An Assistive Technology Service is any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. IDEA, 2004 P.L. 108-446, Section 602

Student: _____ Grade/Age: _____ / _____ School Building: _____ District: _____

Contact/Case Manager: _____ E-Mail: _____ @ _____ . _____ Date: _____ / _____ / _____

Team Participants: (Names/Titles) _____

AT Consideration: Select the instructional or access areas in which the student is experiencing difficulty completing daily tasks, goals, and/or benchmarks.

<input type="checkbox"/> Y <input type="checkbox"/> N Written Expression	<input type="checkbox"/> Y <input type="checkbox"/> N Spelling	<input type="checkbox"/> Y <input type="checkbox"/> N Reading	<input type="checkbox"/> Y <input type="checkbox"/> N Math
<input type="checkbox"/> Y <input type="checkbox"/> N Study/Organizational Skills	<input type="checkbox"/> Y <input type="checkbox"/> N Listening	<input type="checkbox"/> Y <input type="checkbox"/> N Expressive Language	<input type="checkbox"/> Y <input type="checkbox"/> N Seating/Positioning
<input type="checkbox"/> Y <input type="checkbox"/> N Daily Living Activities	<input type="checkbox"/> Y <input type="checkbox"/> N Recreation and Leisure	<input type="checkbox"/> Y <input type="checkbox"/> N Vision	<input type="checkbox"/> Y <input type="checkbox"/> N Mobility
<input type="checkbox"/> Y <input type="checkbox"/> N Environmental Control	<input type="checkbox"/> Y <input type="checkbox"/> N Hearing	<input type="checkbox"/> Y <input type="checkbox"/> N Pre-Vocational/Vocational	<input type="checkbox"/> Y <input type="checkbox"/> N Other Specify on next line

If yes, (and linked to an IEP goal, identify that goal(s)): _____

STUDENT: What are the student's needs?	ENVIRONMENT: Classes and situations where help is needed.	TASKS: What are the tasks that the student needs to accomplish daily?	TOOLS: (*complete this column LAST) What AT tools or services will address these tasks?

Conclusion: Check **ONE** of the three boxes

<input type="checkbox"/> Student's needs are being met WITHOUT assistive technology » "considered but not needed" on IEP	<input type="checkbox"/> Student's needs are being met WITH assistive technology » list items and, related and support services on IEP	<input type="checkbox"/> Assistive Technology concerns continue to exist » further assessment necessary
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These are the questions a team should ask itself when considering AT for a student.

NON-DISCRIMINATION STATEMENT

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Concerning the STUDENT

- What does the Student need to do?
- What are the Student's special needs?
- What are the Student's current abilities?

The Student's learning ENVIRONMENTS

- 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?

The TASKS the student is being ask to complete

- What naturally occurring activities take place in the environment?
- What is everyone else doing?
- What activities support the student's curricular goals?
- What are the critical elements of the activities?
- How might the activities be modified to accommodate the student's special needs?
- How might technology support the student's active participation in those activities?

The TOOLS the student has or may need to complete the tasks

- What no tech, low tech, mid tech and high tech options should be considered when developing a system for a student with these needs and abilities doing these tasks in these environments?
- What strategies might be used to invite increased student performance?
- How might these tools be tried out with the student in the customary environments in which they will be used?
- Does the student require accessible, alternate format versions of printed textbooks and printed core materials?

SEATING, POSITIONING AND MOBILITY

- Standard seat/workstation at correct height and depth
- Modifications to standard seat or desk
- Alternative chairs
- Adapted/alternate chair, sidelyer, stander
- Custom fitted wheelchair or insert

MOBILITY

- Walking devices - crutches/walker
- Grab bars and rails
- Manual wheelchair
- Powered scooter, toy car or cart
- Powered wheelchair w/joystick or other control
- Adapted vehicle for driving

COMMUNICATION

- Concrete Representation
- Simple speech generating device
- Speech generating device with levels
- Speech generating device with icon sequencing
- Speech generating device with dynamic display
- Text based device with speech synthesis

COMPUTER ACCESS

- Positioning of student
- Standard Keyboard/Mouse with accessibility/access features built into the operating system
- Standard Keyboard/Mouse with Adaptations
- Rate Enhancement
- Alternate Keyboard/Mouse
- Onscreen keyboard
- Voice recognition software
- Eye Gaze
- Morse Code
- Switch Access

MOTOR ASPECTS OF WRITING

- Environmental and seating adaptations
- Variety of pens/pencils
- Adapted pen/pencil
- Writing templates
- Prewritten words/phrases
- Label maker
- Portable word processor
- Computer with accessibility features
- Computer with word processing software
- Alternative keyboards
- Computer with scanner
- Computer with word prediction
- Computer with voice recognition software

COMPOSITION OF WRITTEN MATERIAL

- Picture Supports to write from/about
- Pictures with words
- Words Cards/Word Banks/Word Wall

- Pocket Dictionary/Th_ Written templates and Guides
- Portable, talking spellcheckers/dictionary/thesaurus
- Word processing software
- Word prediction software
- Digital templates
- Abbreviation expansion
- Word processing with digital supports
- Talking word processing
- Multimedia software with alternative expression of ideas
- Tools for citations and formats
- Voice recognition software

READING

- Book adapted for access
- Low-tech modifications to text
- Handheld device to read individual words
- Use of pictures/symbols with text
- Electronic text
- Modified electronic text
- Text reader
- Scanner with OCR and text reader
- Text reader with study skill support

MATHEMATICS

- Math manipulatives
- Low-tech physical access
- Abacus/math-line
- Adapted math paper
- Adapted math tools
- Math "smart chart". math scripts
- Math tool bars
- On-screen calculator
- Alternative keyboards/portable math processors
- Virtual manipulatives
- Math software and web simulations
- Voice recognition math software

SELF-MANAGEMENT

- Sensory regulation tools
- Movement and deep pressure tools
- Fidgets
- Auditory Reminders
- Visuals

INFORMATION MANAGEMENT

- Tabs
- Sticky Notes
- Highlighters
- Key Words
- Study Guides
- Task Analysis
- Digital Highlighter and Sticky Notes

- Handheld Scanner/electronic extraction
- Study grid generators/grading rubrics
- Online search tools
- Online webtracker
- Online sorting file tools_
- Digital Graphic Organizer
- Online manipulatives, interactive, tutorials, animations

TIME MANAGEMENT

- Checklist
- Paper planners/Calendars
- Visual Schedules
- Portable, adapted timekeepers
- Electronic reminders
- Digital planners
- Web-based planning tools

MATERIAL MANAGEMENT

- Low-tech organizers
- Checklists
- Container System
- Coding System
- Electronic filing and storage
- Portable electronic storage
- Computer-based tools
- Tactile measuring devices
- Abacus
- Talking calculator
- Models or 2D and 3D geometric shapes
- Tiger embossed, PIAF Tactile representation

RECREATION AND LEISURE

- Typical toys/puzzles/balls/utensils/etc adapted
- Flexible rules
- Specially designed utensils/equipment
- Electronically/mechanically adapted utensils/equip.
- Electronic aids – remote controls, timers, etc.
- Computer-facilitated/based activities
- Online/Virtual recreational experience

VISION – COMPUTER ACCESS

- Color scheme
- Large operating system features
- Built-in magnification
- Fully-featured magnification
- Screen reader
- Screen reader with Braille device

VISION – READING

- Glasses
- Color Filter
- Slant-board
- Large print
- Optical Magnifier

- Electronic Magnifier
- CCTV
- Monocular
- CCTV with distance camera
- Audio text
- Computer-based reading software
- Electronic Braille note-taker

VISION -MATHEMATICS

- Large print measuring tools
- Large key calculator
- Tactile measuring

VISION – WRITING

- High contrast pen
- Portable word processing device
- Typing with audio support
- Braillewriter
- Typing with Braille support
- Electronic Braille note taker
- Voice recognition

VISION – MOBILITY

- Cane
- Monocular
- Braille/talking compass
- Electronic travel device
- GPS device

VISIONS –PICTORIAL INFORMATION

- Enlarged format
 - CCTV
 - Models or objects
 - Tactile graphics
 - Tactile-audio graphics
- VISION – NOTE TAKING**
- Slate and stylus
 - Tape or digital recording device
 - Computer-based recording software
 - Electronic Braille note taker

HEARING - TECHNOLOGY

- FM
- Infrared
- Induction Loop
- 1:1 Communicators
- Personal amplification

HEARING - COMMUNICATION

- Telecommunication supports
- Closed captioning
- Person to person
- Classroom/group activities
- Voice to text/sign
- Real-time captioning