



Newport News Public Schools
Assistive Technology Consideration Form
IEP/504 Committees

Student Name:
D.O.B./Age:
Teacher:

Student #:
Disability Category/Placement:
School:

Please read pages 1 and 2 completely. You do not need to fill out ALL pages. Fill in those sections that you feel only pertain to this child.

Consideration of Instructional and/or Assistive Technologies(AT):

A student's need for Assistive Technology (AT) is directly related to and based upon the implementation of a student's IEP/504 Plan. The IEP/504 Team must consider the student's need to have access to the general curriculum or achieve IEP goals.

- Be sure to consider least restrictive *school based* instructional technologies to meet the student's needs.
- If several students in the classroom have similar needs consider doing a classroom referral to develop an engineered classroom. (Fill out the classroom referral form).

School based technologies utilized by students include:

- ✓ Microsoft Word, Powerpoint, Excel and Publisher
- ✓ Kidpix
- ✓ Inspiration/Kidspiration
- ✓ Accelerated Reader
- ✓ Earobics
- ✓ Smartboard
- ✓ Kurzweil/Read & Write
- ✓ School Subscriptions: Tumblebooks, Worldbook, BrainPop

IF These School Based Technologies
are NOT meeting the child's needs,
Go to Step 1.

***No Referral is needed for
portable word processors***
Teachers can come to the ATRC to pick one up.

Step 1:

Does the student have a current IEP/504 Plan? YES NO

If YES, Go to Step 2.

If NO, develop the IEP and then complete AT Consideration Form.

Step 2:

Does the student currently have access to Instructional Technology and or Assistive Technology* within their classroom or on their IEP/504? YES NO

If YES:

- Are the Technologies meeting the student's needs? YES NO
 - **If YES:** – no further consideration is needed. List the Technologies under the accommodations section of the IEP/504 Plan and describe current use in the Present level of Performance.
 - GO TO **Review of Information section- pg.9.**
 - **If NO** – consider why the AT is no longer meeting the child's needs and Go to Step 3.
- **If NO** – Go to Step 3.

(Continued)

Step 3: Identify the IEP/504 goal that may require AT and fill in the corresponding section listed below.

- **Column A** - review the **Tasks**. Which tasks does the student need to perform that he/she is unable to do which impacts his ability to learn and function?
- **Column B - Standard Classroom tools** – Check all that the student uses. Consider available school based technologies.
- **Column C & D** - Check all the **Accommodations/modifications** and **AT** (devices, tools, hardware or software) that are currently being used by the student to complete the task?

- ❖ For Writing Mechanics – Go to page 3
- ❖ For Spelling issues – Go to page 4
- ❖ For Study/Organizational skills – Go to page 4
- ❖ For Reading concerns – Go to page 5
- ❖ For Functional Math help – Go to page 6
- ❖ For Communication skills – Go to page 7
- ❖ For Environment Control (Computer Access) – Go to page 8
- ❖ For Environment Control (Material Access) – Go to page 8

Don't forget to fill out page 9. The parent/guardian must give permission to consult.

Additional Comments:

* **By definition Assistive Technology is:** Any item, piece of equipment, or product system whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. (IDEA Amendment, 1997)

This form will assist the IEP/504 team in determining if the student requires assistive technology in order to gain access to the general curriculum, achieve IEP goals, or determine whether the current AT is meeting the student's needs.

<p>A. Tasks: What does the student need to perform that he/she is <u>unable</u> to do which impacts his/her to learn/function? <input type="checkbox"/> Writing Mechanics</p>	<p>B. Standard Tools The standard classroom tools used by the student to complete the identified tasks.</p>	<p>C. Modifications and Accommodations of Task and Expectations Specify what is currently being used to complete tasks.</p>	<p>D. Assistive Technology Solutions Specify what is currently being used to complete tasks.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Write name <input type="checkbox"/> Copy letters/words/numbers <input type="checkbox"/> Write words from memory <input type="checkbox"/> Copy print: book or worksheet <input type="checkbox"/> Copy notes: board or overhead Complete written worksheets/test: <ul style="list-style-type: none"> <input type="checkbox"/> single word responses (fill-in- the blank. <input type="checkbox"/> phrase or sentence response <input type="checkbox"/> multiple choice response (circle/mark answer) <input type="checkbox"/> matching response <input type="checkbox"/> essay response (multi-paragraph) <input type="checkbox"/> Record notes from teacher dictation/lecture with teacher recording notes on board/overhead <input type="checkbox"/> Record notes from teacher dictation/lecture without teacher notes <input type="checkbox"/> Generate creative/spontaneous writing samples <input type="checkbox"/> Copy numbers <input type="checkbox"/> Enter number in correct location within calculation problems <input type="checkbox"/> Copy math calculation problems with correct alignment <input type="checkbox"/> Record dictated math calculation problems with correct alignment <input type="checkbox"/> Copy diagrams and graphs <input type="checkbox"/> Create and plot linear and quadratic equations on graph <input type="checkbox"/> Other_____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Crayon/Marker <input type="checkbox"/> Pencil <input type="checkbox"/> Pen <input type="checkbox"/> Clipboard <input type="checkbox"/> Portable Word Processor <input type="checkbox"/> Computer with word processing software with grammar and spell checker <input type="checkbox"/> Instructional software to remediate writing deficits <input type="checkbox"/> Other_____ <input type="checkbox"/> Tried all of the above 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased time for completing assignments <input type="checkbox"/> Decreased length of assignment/number of responses <input type="checkbox"/> Oral dictation as an alternative to writing <input type="checkbox"/> Peer notetaker <input type="checkbox"/> Format of assignment changed to meet need of student - multiple choice, matching word banks, fill-in-the-blank, short answer <input type="checkbox"/> Provide typed outline or typed copy of lecture notes to student prior to delivery for student to use to follow lecture <input type="checkbox"/> Student highlights key points on printed copy of notes rather than copying/recording lecture notes <input type="checkbox"/> Peer note-taker utilized <input type="checkbox"/> Graphic Organizer-concept mapping strategy used <input type="checkbox"/> Uses appropriate strategies for typing <input type="checkbox"/> Other_____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Pencil grip or other adapted grip <input type="checkbox"/> Adapted paper (bold line, raised line, different spacing, secured to desk, paper stabilizers) <input type="checkbox"/> Slant board <input type="checkbox"/> Non-slip writing surface <input type="checkbox"/> Tape recorder <input type="checkbox"/> Portable word processor (e.g. PC-5, AlphaSmart, etc.) <input type="checkbox"/> Notetaking device (e.g. Braille, Computerized Braille , adapted tape recorder, smart board) <input type="checkbox"/> Computer with appropriate process and editing tools (outlining software, multimedia software, grammar and spell checkers, talking word processors) Standard Classroom Tools. <input type="checkbox"/> Computer with adaptive input hardware and/or software (e.g. keyguard, keyboard utilities, enlarged keyboard, touchscreen, trackball, switch access, word prediction software, voice dictation software, Braille input/output, etc.) <input type="checkbox"/> Computer with word processing software and appropriate output software (e.g. screen enlargement, text or screen reading software, etc.) <input type="checkbox"/> Scanner and computer with form filling software to create electronic worksheets <input type="checkbox"/> Graphing Calculator <input type="checkbox"/> Talking calculator/abacus <input type="checkbox"/> Large Print calculator <input type="checkbox"/> Math Processing Software <input type="checkbox"/> Other_____

A. Tasks: What does the student need to perform that he/she is <u>unable</u> to do which impacts his/her to learn/function? <input type="checkbox"/> Spelling	B. Standard Tools The standard classroom tools used by the student to complete the identified tasks.	C. Modifications and Accommodations of Task and Expectations Specify what is currently being used to complete tasks.	D. Assistive Technology Solutions Specify what is currently being used to complete tasks.
<input type="checkbox"/> Identify correctly spelled word from printed list <input type="checkbox"/> Write spelling words from dictation <input type="checkbox"/> Spell words orally <input type="checkbox"/> Use spelling words appropriately in a sentence <input type="checkbox"/> Locate correctly spelled words in a dictionary, word wall <input type="checkbox"/> Complete writing tasks with correct spelling <input type="checkbox"/> Identify/correct incorrectly spelled words in writing sample <input type="checkbox"/> Other _____	<input type="checkbox"/> Flashcards <input type="checkbox"/> Word Wall <input type="checkbox"/> Print dictionary <input type="checkbox"/> Instructional software to enhance phonics and spelling skills <input type="checkbox"/> Computer with word processing software with built-in spell checker <input type="checkbox"/> Instructional software to remediate basic phonics and spelling skills Other _____ <input type="checkbox"/> Tried all the above	<input type="checkbox"/> Peer/adult assistance for difficult to spell words <input type="checkbox"/> Personal or custom dictionary, word wall <input type="checkbox"/> Problem word list <input type="checkbox"/> Reduce number of spelling words <input type="checkbox"/> Increased time for completing assignments <input type="checkbox"/> Other _____	<input type="checkbox"/> Tape recorder with difficult to spell words recorded <input type="checkbox"/> Hand-held spellchecker without auditory output <input type="checkbox"/> Hand-held spellchecker with auditory recognition of entered word <input type="checkbox"/> Portable word processor with built-in spellchecker <input type="checkbox"/> Computer with word processing program and adaptive features (talking spell checker, word prediction software, etc.) <input type="checkbox"/> Other _____ -

A. Tasks: What does the student need to perform that he/she is <u>unable</u> to do which impacts his/her to learn/function? <input type="checkbox"/> Study Organizational Skills:	B. Standard Tools The standard classroom tools used by the student to complete the identified tasks.	C. Modifications and Accommodations of Task and Expectations Specify what is currently being used to complete tasks.	D. Assistive Technology Solutions Specify what is currently being used to complete tasks.
<input type="checkbox"/> Copy assignments from board <input type="checkbox"/> Record assignments from teacher dictation <input type="checkbox"/> Complete assigned task within designated timelines <input type="checkbox"/> Request teacher/peer assistance when needed <input type="checkbox"/> Has appropriate materials/supplies for class activities <input type="checkbox"/> Maintains agenda <input type="checkbox"/> Keeps notebook <input type="checkbox"/> Takes Notes <input type="checkbox"/> Highlights Key Points <input type="checkbox"/> Other _____	<input type="checkbox"/> Instructional materials, including software to remediate deficit areas, to teach compensation strategies, and focus on strengths <input type="checkbox"/> Agenda Book <input type="checkbox"/> Highlighter: tape, dry, marker <input type="checkbox"/> Notes from the teacher <input type="checkbox"/> Other _____ - <input type="checkbox"/> Tried all of the above	<input type="checkbox"/> Assignment sheet provided by peer and/or adult <input type="checkbox"/> Outlines of key points <input type="checkbox"/> Student schedule or checklist <input type="checkbox"/> Positioning student strategically within classroom environment <input type="checkbox"/> Timers <input type="checkbox"/> Notes – copy of notes/outline <input type="checkbox"/> Highlight within textbook <input type="checkbox"/> Other _____	<input type="checkbox"/> Print or picture schedule <input type="checkbox"/> Organizational aids (e.g. Color coding, appointment book, etc.) <input type="checkbox"/> Tape recorder - sequential <input type="checkbox"/> Electronic organizer <input type="checkbox"/> Computer based electronic organizer with adapted input and output provided as needed <input type="checkbox"/> Other _____

A. Tasks: What does the student need to perform that he/she is unable to do which impacts his/her to learn/function? <input type="checkbox"/> Functional Math:	B. Standard Tools The standard classroom tools used by the student to complete the identified tasks.	C. Modifications and Accommodations of Task and Expectations Specify what is currently being used to complete tasks.	D. Assistive Technology Solutions Specify what is currently being used to complete tasks.
<input type="checkbox"/> Identify numbers in isolation and sequence <input type="checkbox"/> Comprehend basic math concepts <input type="checkbox"/> Complete basic calculations (addition, subtraction, multiplication, and division) <input type="checkbox"/> Complete complex math calculations <input type="checkbox"/> Tell time to the hour, half-hour, etc. using an analog and/or digital clock <input type="checkbox"/> Calculate passage of time <input type="checkbox"/> Identify coins and bills <input type="checkbox"/> Demonstrates understanding of coin and bill value <input type="checkbox"/> Utilize money to purchase items <input type="checkbox"/> Utilize coins and bills to make appropriate change <input type="checkbox"/> Maintain and balance a check Book <input type="checkbox"/> Other _____	<input type="checkbox"/> Manipulatives (beads, etc.) <input type="checkbox"/> Abacus <input type="checkbox"/> Number line <input type="checkbox"/> Math fact sheet (e.g. multiplication facts) <input type="checkbox"/> Calculator with print output <input type="checkbox"/> Instructional software to remediate math deficits <input type="checkbox"/> Increase size of print through photocopying <input type="checkbox"/> Modified paper (graph paper) <input type="checkbox"/> Other _____ <input type="checkbox"/> - <input type="checkbox"/> Tried all of the above	<input type="checkbox"/> Change format of assignment (ex: write answers only) <input type="checkbox"/> Peer/adult reading of problem and recording of answer <input type="checkbox"/> Reduce number of problems <input type="checkbox"/> Provide additional time to complete tasks <input type="checkbox"/> Other _____ -	<input type="checkbox"/> Modified paper (bold line, enlarged, raised line, etc.) <input type="checkbox"/> Talking calculator with speech output <input type="checkbox"/> Calculator with large print display <input type="checkbox"/> Calculator with large keypad <input type="checkbox"/> Computer based on-screen calculator <input type="checkbox"/> Electronic math worksheet software with adaptive input and output as needed (e.g. MathPad, Access to Math, and Study Works) <input type="checkbox"/> Adapted measuring devices (e.g. devices with speech output/imput, large print display, or tactile output) <input type="checkbox"/> Other _____

Additional Information:

A. Tasks: What does the student need to perform that he/she is <u>unable</u> to do which impacts his/her to learn/function? <input type="checkbox"/> Communication Skills: (Oral)	B. Standard Tools The standard classroom tools used by the student to complete the identified tasks.	C. Modifications and Accommodations of Task and Expectations Specify what is currently being used to complete tasks.	D. Assistive Technology Solutions Specify what is currently being used to complete tasks.
Sample Tasks: <input type="checkbox"/> Gain attention of peers/adults within environment. <input type="checkbox"/> Express basic wants/needs. <input type="checkbox"/> Request assistance as needed. <input type="checkbox"/> Provide appropriate greetings. <input type="checkbox"/> Participate in conversation with peers/teachers. <input type="checkbox"/> Respond verbally to teacher/peer questions and/or comments. <input type="checkbox"/> Provide oral report in class on assigned topic. <input type="checkbox"/> Other _____	<input type="checkbox"/> Organizing Diagram for Presentations <input type="checkbox"/> Graphic Organizer for oral report. <input type="checkbox"/> Gesturing <input type="checkbox"/> Eye Gaze <input type="checkbox"/> Other _____ <input type="checkbox"/> Tried all of the above	<input type="checkbox"/> Verbal Prompts <input type="checkbox"/> Modeling appropriate skills <input type="checkbox"/> Picture Supports <input type="checkbox"/> Engineered Class to support communication skills. <input type="checkbox"/> Other _____ —	Augmentative Communication Solutions <input type="checkbox"/> Object based communication displays. <input type="checkbox"/> Picture based communication displays – boards, books, wallets. <input type="checkbox"/> Dedicated augmentative communication devices. <input type="checkbox"/> Integrated computer based augmentative communication solutions-all with adaptive input as needed. <input type="checkbox"/> Picture/symbol software. <input type="checkbox"/> Voice out-put device. <input type="checkbox"/> Other _____

Additional Information:

A. Tasks: What does the student need to perform that he/she is <u>unable</u> to do which impacts his/her to learn/function? Environmental Control <input type="checkbox"/> Computer Access	B. Standard Tools The standard classroom tools used by the student to complete the identified tasks.	C. Modifications and Accommodations of Task and Expectations Specify what is currently being used to complete tasks.	D. Assistive Technology Solutions Specify what is currently being used to complete tasks.
<input type="checkbox"/> Turn computer on/off <input type="checkbox"/> Locate files on hard drive, disk or cd. <input type="checkbox"/> Open/close programs. <input type="checkbox"/> Type text. <input type="checkbox"/> Other _____ —	<input type="checkbox"/> Standard keyboard <input type="checkbox"/> Standard Mouse <input type="checkbox"/> Access utilities available within the operating system. <input type="checkbox"/> Other _____ <input type="checkbox"/> Tried all of the above	<input type="checkbox"/> Modeling skills.\Cooperative participation. <input type="checkbox"/> Keyboard with accessibility options. <input type="checkbox"/> Arm support <input type="checkbox"/> Trackball/ joystick <input type="checkbox"/> Alternate keyboard <input type="checkbox"/> Other _____	<input type="checkbox"/> Expanded/alternate/ adaptive keyboard <input type="checkbox"/> Touch Window <input type="checkbox"/> Large Monitor <input type="checkbox"/> Voice Recognition Software <input type="checkbox"/> Switch Scanning Interface <input type="checkbox"/> Refreshable Braille Display <input type="checkbox"/> Screen Reading Software <input type="checkbox"/> Other _____

A. Tasks: What does the student need to perform that he/she is <u>unable</u> to do which impacts his/her to learn/function? Environmental Control: <input type="checkbox"/> Material Access	B. Standard Tools The standard classroom tools used by the student to complete the identified tasks	C. Modifications and Accommodations of Task and Expectations Specify what is currently being used to complete tasks.	D. Assistive Technology Solutions Specify what is currently being used to complete tasks
<input type="checkbox"/> Is the student able to access materials without physical assistance? <input type="checkbox"/> Other _____	<input type="checkbox"/> Everyday materials that support the curriculum. <input type="checkbox"/> Other _____ —	<input type="checkbox"/> Bulletin Boards with tempo loop. <input type="checkbox"/> Picture supports throughout the classroom. <input type="checkbox"/> Other _____ —	<input type="checkbox"/> Control Unit <input type="checkbox"/> Switches <input type="checkbox"/> Adaptive Toys <input type="checkbox"/> Computer with appropriate interactive software. <input type="checkbox"/> Adaptive Book Unit <input type="checkbox"/> CCTV <input type="checkbox"/> Solutions for converting text into alternative format (e.g. scanner with OCR software, Braille translation software, Braille printer/embosser, refreshable Braille displays, and tactile graphic production systems, etc.) <input type="checkbox"/> Other _____

From columns B, C, and D – Why are these tools working or not working?

1. No Assistive Technology/services are needed at this time because:
 - School based least restrictive accommodations/modifications and instructional and assistive technologies need to be implemented.
 - Student is achieving toward IEP/504 goals.
 - Student's academic performance indicates progress.
2. Student's current assistive technology and/or instructional technology (available school based) is:
 - meeting the need because _____

 - not meeting the need because _____

Review of Information indicates:

- No Assistive Technology/services are needed at this time, no referral is needed.
 - Student has access to school based AT and Instructional Technology (computers, software, engineered classroom). [List AT devices/services under the accommodations/modifications section of the IEP/504 plan.]
 - Current AT/services are meeting the student's needs. [List AT devices/services under the accommodations/modifications section of the IEP/504 plan.]
 - Student does not require AT for academic success or to achieve IEP goals, but may require access to school based instructional technology as an accommodation/modification.
- AT consultation is needed [send this entire form or classroom referral form to Donna Waldman, ATRC]
 - School based instructional technology is not meeting the needs of the student;
 - Consideration of AT for the student indicates the need for AT for academic success or to achieve IEP goals.
 - Staff requires support in implementation of AT solutions;
 - Student has a degenerative diagnosis or a condition which impacts access to the curriculum or in attaining IEP/504 goals.
- Student has changed: **schools, classroom** or **categorical placement** in which AT solutions need to be placed, contact ATRC, no referral is needed.

If an AT consultation is needed, send this complete AT Consideration Form, along with the student's IEP to Donna Waldman, AT Coordinator, ATRC. Any questions please call 881-5461 x 191 or 192. E-mail: donna.waldman@nn.k12.va.us. Classroom referrals are available from the ATRC for teachers who would like their classrooms engineered.

IEP Team Signatures:	Position/Title:	Date

Denham, A. P., & Zabala, J. S., (1999). Assistive Technology Consideration Guide for IEP Teams. [Adapted from Georgia AT Project (GPAT), Wisconsin AT Initiative (WATI), Kentucky AT Guidelines, and the SETT Framework.