
		Wakulla County Schools Exceptional Student Education Assistive Technology Consideration Checklist					
Date:	Student's School:	School Address:					
Print Student Name (Last, First):		Student's ID:	<input type="checkbox"/> M <input type="checkbox"/> F	DOB:	Age:	Grade:	
Exceptionality(ies):		Name of Person Completing Form:					



***This checklist is intended to be used by school teams to determine whether or not a student may benefit from the use of Assistive Technology (AT). Check the appropriate response for each Area of Concern in the table below.***

<b>Curriculum – Reading, Writing, Math</b>	<b>Reading:</b> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area, examples for consideration include: <ul style="list-style-type: none"> <li>Predictable books</li> <li>Changes in text size, spacing, color, background</li> <li>Book adapted for page turning</li> <li>Use of pictures, symbols, objects with text</li> <li>Talking electronic device to speak challenging words</li> <li>Talking word processor</li> <li>Alternate format books (digital, audio, tactile, etc.)</li> <li>Reading pen</li> </ul>		
	<b>Mechanics of Writing:</b> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area, examples for consideration include: <ul style="list-style-type: none"> <li>Adapted pencils/pens/grips</li> <li>Adapted paper (raised line, bold line, colored)</li> <li>Slant board</li> <li>Prewritten words/phrases</li> <li>Word processor</li> <li>Word prediction</li> <li>Voice recognition software</li> <li>Templates</li> </ul>		
	<b>Composing Written Material:</b> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area, examples for consideration include: <ul style="list-style-type: none"> <li>Word cards/book/wall</li> <li>Dictionary/thesaurus (electronic or hard copy)</li> <li>Writing templates</li> <li>Word processor with/without adaptive features</li> <li>Word prediction, abbreviation, expansion</li> <li>Voice recognition software</li> </ul>		
	<b>Math:</b> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area, examples for consideration include: <ul style="list-style-type: none"> <li>Abacus/Math line</li> <li>Enlarged worksheets</li> <li>Alternatives for answering, explaining, or giving examples</li> <li>Tactile/voice output measuring devices</li> <li>Talking watches/clocks</li> <li>Adapted calculator</li> <li>Graphing calculator software</li> <li>Math software</li> </ul>		
	<b>Learning Strategies</b> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area, examples for consideration include: <ul style="list-style-type: none"> <li>Picture or print schedule</li> <li>Reading pen</li> <li>Timers</li> <li>Highlight text</li> <li>Recorded material</li> <li>Task prompts</li> <li>Organizational tools (color coded folders, software, websites, etc.)</li> </ul>		
<b>Communication</b>	<b>Receptive Language:</b> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area, examples for consideration include: <ul style="list-style-type: none"> <li>Aided language input</li> <li>Visual supports</li> <li>Written instructions</li> <li>Video modeling</li> <li>Text-to-speech options for reading instructions</li> </ul>		
	<b>Expressive Language:</b> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area, examples for consideration include: <ul style="list-style-type: none"> <li>Printed communication boards with objects, pictures, words</li> <li>Text-to-speech options on computer/portable device</li> <li>Eye gaze frame with single pictures, words, phrases, sentences</li> <li>Aided language input</li> <li>Speech Generating Device – single/multi-message</li> <li>Speech Generating Device – dynamic screen</li> </ul>		
<b>Computer Access</b>	<b>Computer Access:</b> <input type="checkbox"/> Functioning independently with standard classroom tools <input type="checkbox"/> May benefit from the use of AT in this area, examples for consideration include: <ul style="list-style-type: none"> <li>Windows/Mac accessibility options</li> <li>Voice recognition software/apps</li> <li>Arm support</li> <li>Alternate/adapted keyboard/key guard</li> <li>Trackball, joystick, switch access</li> </ul>		

***As a result of this screening it has been determined that (Check one):***

- ☐ This student is functioning independently with the standard tools in each Area of Concern. No Assistive Technology is required.  
☐ The Assistive Technology currently being utilized meets the student's needs and will be documented on the IEP.  
☐ This student may benefit from Assistive Technology not previously considered in one or more Area of Concern above and an Assistive Technology Assessment and Implementation Plan will be completed.



	<p><b>Wakulla County Schools</b>  <b>Exceptional Student Education</b>  <b>Assistive Technology Assessment and Implementation Plan</b></p> <p>Florida Department of Education Assistive Technology Technical Assistance Paper:  <a href="https://info.fldoe.org/docushare/dsweb/Get/Document-6801/dps-2013-65.pdf">https://info.fldoe.org/docushare/dsweb/Get/Document-6801/dps-2013-65.pdf</a></p>	
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**REQUIRED: Signed Notice of Intent and Parental/Guardian Consent to Conduct a Screening/Assessment**

<b>Date of Signed Consent:</b>	<b>60 School Day Completion Date for AT Assessment*:</b>
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Always download and use the most recent form. If you are submitting a copy of this AT Assessment and Implementation Plan, indicate why:

☐ To receive informal feedback, include email address: \_\_\_\_\_

☐ To request AT tools/equipment for school based trial, [indicate tool(s) here]: \_\_\_\_\_

☐ To request assistance/support from District LATS Team (Local Assistive Technology Specialist) in completing this assessment at the school level.

Submit completed form by email attachment to **ESE / LATS** or a **COPY** via county mail to District Office, Attn: Cheryl Mallow (originals should be filed in the student's cumulative folder).

Date:	Student's School:	School Address:
Print Student's Name (Last, First):	Student's ID #:	<input type="checkbox"/> M    DOB: _____ <input type="checkbox"/> F    Age: _____
Medical Diagnosis(es):	Language/ELL Level	Interpreter needed <input type="checkbox"/> Y <input type="checkbox"/> N    Sign Language Interpreter needed <input type="checkbox"/> Y <input type="checkbox"/> N

1. List the Priority Educational Needs that assistive technology will support: \_\_\_\_\_
2. List the IEP goal(s) that assistive technology will support: \_\_\_\_\_
3. What accommodations are in place to support the student in meeting the IEP goal(s)? \_\_\_\_\_
4. Name of Staffing Specialist / ESE Support  
 Please indicate support area: ☐ ASD ☐ EBD ☐ InD ☐ OHI ☐ OI ☐ SLD ☐ TBI ☐ VI ☐ other \_\_\_\_\_  
☐ The Staffing Specialist was contacted for assistance prior to asking for District LATS Team assistance.  
 Recommendations of Staffing Specialist: \_\_\_\_\_
5. Assistive Technology to address the following area(s) of need:  
☐ Reading ☐ Writing/Composing ☐ Math ☐ Learning Strategies ☐ Communication ☐ Computer Access

In the table below, identify the school support team members who will serve as the Assessment Team. Roles in AT Assessment include, (but are not limited to): monitor the 60 school day timeline for completion of assessment, coordinate the assessment team, make recommendations for positioning, acquire/program/set up/maintain AT tool/equipment, provide/attend training, facilitate and support student use of AT in the curriculum, collect and review data on AT use.

Title	Name	Role(s) in AT Assessment	Email	Telephone
Parent				
Referral Coordinator				
Teacher				
SLP				
OT				
PT				
Paraprofessional				
School Administrator				
LEA				
Student				

School Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

AT Contact Person's Signature: I have reviewed this ATIP: \_\_\_\_\_ Date: \_\_\_\_\_

\*60 school days do not include weekends, holidays, teacher planning days. \*NO adjustments in due date can be made due to student absences.

# Strategies, Tools & Trials: READING

Items in **blue bold** = online information or free downloads/resources available for trial

Student's area of concern:  Task/goal - complete reading assignments	Check the strategies and tools to be implemented by School Support Team	Data Collection
Unable to hold and use reading materials  • Open book • Turn pages of book	<input type="checkbox"/> Book holder <input type="checkbox"/> Page holder ( <b>page up / binder clip</b> ) <input type="checkbox"/> Digital online/portal books <input type="checkbox"/> Digital book or slideshow with a mouse click or switch click	Describe student's performance without AT:
Difficulty seeing text  • Read textbooks, worksheets, white board, computer, etc.	<input type="checkbox"/> Enlarge print on copy machine <input type="checkbox"/> Enlarge <b>computer screen</b> <input type="checkbox"/> Enlarge content in browser window using "Ctrl" and "+" key <input type="checkbox"/> Highlight text (highlighter, colored tape) <input type="checkbox"/> Magnification bar ( <b>low tech / onscreen</b> ) <input type="checkbox"/> <b>Page magnifier</b> <input type="checkbox"/> Color transparencies/contrast ( <b>no tech / onscreen</b> ) <input type="checkbox"/> Reading guide (paper / ruler / cardboard cut-out / <b>colored guide / grid / onscreen</b> ) <input type="checkbox"/> Text/screen/web/ebook reader (text to speech) – <b>Natural Reader</b> <input type="checkbox"/> Specialized book formats ( <b>Learning Ally / Bookshare</b> , etc.)	Describe student's performance with AT.
Difficulty reading on a flat (horizontal) surface  • Read silently • Read in groups	<input type="checkbox"/> Slant board / <b>DIY slant board</b> (3 ring binder) <input type="checkbox"/> Page holder ( <b>page up / binder clip</b> ) <input type="checkbox"/> Text/screen/web/ebook reader (text to speech) – <b>Natural Reader</b> <input type="checkbox"/> Specialized book formats ( <b>Learning Ally / Bookshare</b> )	Include dates and describe if the tool(s) were successful or unsuccessful in supporting the student in the designated task. Attach additional sheets as needed.
Loses place while reading (tracking)  • Read text books and reading assignments	<input type="checkbox"/> Isolate text with a reading guide (paper / ruler / cardboard cut-out / <b>colored guide / grid / onscreen</b> ) <input type="checkbox"/> Highlight text <input type="checkbox"/> <b>Page magnifier</b> <input type="checkbox"/> Text/screen/web/ebook reader (text to speech) – <b>Natural Reader</b> <input type="checkbox"/> Specialized book formats with highlights by word or by sentence ( <b>Learning Ally / Bookshare</b> , etc.)	
Difficulty comprehending printed material  • Understand/ follow written directions • Comprehend vocabulary • Comprehend written passages	<input type="checkbox"/> Reduce distracting stimuli ( <b>mask text</b> ) <input type="checkbox"/> Highlight important information <input type="checkbox"/> Provide outline of reading material <input type="checkbox"/> Provide picture/visual support <input type="checkbox"/> <b>Graphic organizers</b> /story mapping <input type="checkbox"/> Text/screen/web/ebook reader (text to speech) – <b>Natural Reader</b> <input type="checkbox"/> Specialized book formats ( <b>Learning Ally / Bookshare</b> , etc.) <input type="checkbox"/> Audio books from public library (with Miami-Dade Public Library account) using <b>Overdrive</b>	
Difficulty with reading and/or comprehending digital and/or online content/research  • Read without distractions • Comprehend digital content	<input type="checkbox"/> Simplify vocabulary/reading level of a digital text passage - <b>Rewordify</b> <input type="checkbox"/> <b>Simple English Wikipedia</b> <input type="checkbox"/> Reduce distracting stimuli on a web page – <b>Readability</b> (add-on available for Chrome, Internet Explorer, and Safari web browsers) <input type="checkbox"/> Screen readers (text to speech) for web browsers: <b>Chrome - Firefox - Safari</b> <input type="checkbox"/> Text/screen/web/ebook reader (text to speech) – <b>Natural Reader</b> <input type="checkbox"/> Specialized book formats ( <b>Learning Ally / Bookshare</b> , etc.) <input type="checkbox"/> Audio books from public library using <b>Overdrive</b>	



# Strategies, Tools & Trials: WRITING/COMPOSING

Low Tech AT to Support Writing from Prezi

Items in **blue bold** = online information or free downloads/resources available for trial

Student's area of concern:  Task/goal - complete written assignments	Check the strategies and tools to be implemented by School Support Team	Data Collection
Handwriting is illegible. (letter formation, spacing, writing on line, letter size)	<input type="checkbox"/> <b>Pencil grip</b> <input type="checkbox"/> Adapted writing tool <input type="checkbox"/> <b>Lined paper, handwriting grid</b> <input type="checkbox"/> Adapted paper (e.g., raised line) <input type="checkbox"/> Slant board / <b>DIY slant board</b> (3 ring binder) <input type="checkbox"/> Classroom computer/word-processing <input type="checkbox"/> Portable word processing device <input type="checkbox"/> Keyboard: <input type="checkbox"/> standard <input type="checkbox"/> adapted <input type="checkbox"/> Windows <b>on-screen keyboard</b> using: <input type="checkbox"/> mouse: <input type="checkbox"/> standard <input type="checkbox"/> adapted <input type="checkbox"/> click <input type="checkbox"/> hover <input type="checkbox"/> scan <input type="checkbox"/> with word prediction <input type="checkbox"/> Speech to text (dictation/voice recognition) using BYOD or <b>Windows / Microsoft Office</b> with microphone	Describe student's performance without AT:
Writing is slow and laborious; complains of fatigue and/or pain when writing	<input type="checkbox"/> Classroom computer/word-processing <input type="checkbox"/> Portable word processing device <input type="checkbox"/> Windows <b>on-screen keyboard</b> using: <input type="checkbox"/> mouse: <input type="checkbox"/> standard <input type="checkbox"/> adapted <input type="checkbox"/> click <input type="checkbox"/> hover <input type="checkbox"/> scan <input type="checkbox"/> with word prediction <input type="checkbox"/> Speech to text (dictation/voice recognition) using BYOD or <b>Windows / Microsoft Office</b> with microphone <input type="checkbox"/> <b>Word/Text prediction</b> using Windows onscreen keyboard	Describe student's performance with AT. Include dates and describe if the tool(s) were successful or unsuccessful in supporting the student in the designated task. Attach additional sheets as needed.
Reluctant or refuses to write; easily frustrated when writing	<input type="checkbox"/> <b>Graphic organizers</b> <input type="checkbox"/> Portable word processing device <input type="checkbox"/> Auto correct options/grammar check in word processor <input type="checkbox"/> Speech to text (dictation/voice recognition) using BYOD or <b>Windows / Microsoft Office</b> with microphone <input type="checkbox"/> Text to speech for auditory feedback while writing in <b>Microsoft Office</b> (Word, PowerPoint, etc.)	
Difficulty copying from the board, completing worksheets	<input type="checkbox"/> Notes/copy of notes to minimize writing during lesson <input type="checkbox"/> BYOD - Photo of assignment list/notes/homework <input type="checkbox"/> Complete worksheets digitally (write, type, dictate) <input type="checkbox"/> Speech to text (dictation/voice recognition) using BYOD or <b>Windows / Microsoft Office</b> with microphone	
Uses excessive pressure when writing	<input type="checkbox"/> Provide a softer surface (extra paper, notebook) <input type="checkbox"/> Mechanical pencil (facilitates lighter pressure) <input type="checkbox"/> Gum/non-abrasive erasers <input type="checkbox"/> Portable word processing device <input type="checkbox"/> Speech to text (dictation/voice recognition) using BYOD or <b>Windows / Microsoft Office</b> with microphone	
Difficulty with spelling/ grammar, composition	<input type="checkbox"/> Book of high frequency words; vocabulary notebook <input type="checkbox"/> Portable word processing device <input type="checkbox"/> Spelling/grammar check (ex: <b>Microsoft Word</b> ) <input type="checkbox"/> Speech to text (dictation/voice recognition) using BYOD or <b>Windows / Microsoft Office</b> with microphone <input type="checkbox"/> Text to speech to proofread in <b>Microsoft Office</b> (Word) <input type="checkbox"/> <b>Word/Text prediction</b> using Windows onscreen keyboard	

## Strategies, Tools & Trials: MATH

Items in **blue bold** = online information or free downloads/resources available for trial

[illegible]



## Strategies, Tools & Trials: LEARNING STRATEGIES

Items in **blue** = online information or free downloads/resources available for trial

Student's area of concern:  Task/goal – improve organizational skills	Check the strategies and tools to be implemented by School Support Team	Data Collection
<p>Difficulty with transitions, time management</p> <ul style="list-style-type: none"> <li>• Follow daily routine/schedule</li> <li>• Prepare and organize materials</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Visual schedule</b> (daily routine) / mini schedule (part of the daily routine)</li> <li><input type="checkbox"/> Materials checklist for assignment/project</li> <li><input type="checkbox"/> Timer / <b>visual timer</b></li> <li><input type="checkbox"/> BYOD – Digital schedule <ul style="list-style-type: none"> <li><input type="checkbox"/> with text reminders</li> <li><input type="checkbox"/> with auditory/tactile alerts</li> </ul> </li> </ul>	Describe student's performance without AT:
<p>Incomplete assignments or homework class preparation</p> <ul style="list-style-type: none"> <li>• Follow schedule/routine</li> <li>• Complete assignments</li> <li>• Complete homework</li> <li>• Turn in assignments</li> <li>• Prepare/manage learning materials/tasks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Visual schedule</b> (daily routine) / mini schedule (part of the daily routine)</li> <li><input type="checkbox"/> BYOD – photo/audio note of whiteboard, lectures, assignments, homework, oral directions, etc.</li> <li><input type="checkbox"/> Written/simplified instructions</li> <li><input type="checkbox"/> Color-coded folders</li> <li><input type="checkbox"/> Materials checklist for assignment/project</li> <li><input type="checkbox"/> Assignment checklist/agenda</li> <li><input type="checkbox"/> Time chart / task chart</li> <li><input type="checkbox"/> BYOD – Digital schedule <ul style="list-style-type: none"> <li><input type="checkbox"/> with text reminders</li> <li><input type="checkbox"/> with auditory/tactile alerts</li> </ul> </li> <li><input type="checkbox"/> When available, online educational networking websites (<b>Edmodo</b>, <b>Remind</b>, etc.)</li> <li><input type="checkbox"/> Share/assign/complete work through OneDrive</li> </ul>	Describe student's performance with AT. Include dates and describe if the tool(s) were successful or unsuccessful in supporting the student in the designated task. Attach additional sheets as needed.
<p>Difficulty following instructions</p> <ul style="list-style-type: none"> <li>• Follow classroom instructions/directions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Picture cues</li> <li><input type="checkbox"/> Written directions</li> <li><input type="checkbox"/> Highlight written directions/key words</li> <li><input type="checkbox"/> Copies of instructional notes</li> <li><input type="checkbox"/> BYOD – photo/audio note of whiteboard, lectures, assignments, homework, oral directions, etc.</li> </ul>	
<p>Disorganized and/or inattentive</p> <ul style="list-style-type: none"> <li>• Complete assignments</li> <li>• Gather materials for lesson</li> <li>• Store materials</li> <li>• Attend to instruction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seat change</li> <li><input type="checkbox"/> Materials checklist(s)</li> <li><input type="checkbox"/> Desk organizers</li> <li><input type="checkbox"/> Scheduled breaks</li> <li><input type="checkbox"/> BYOD – scheduled breaks <ul style="list-style-type: none"> <li><input type="checkbox"/> with text reminders</li> <li><input type="checkbox"/> with auditory/tactile alerts</li> </ul> </li> <li><input type="checkbox"/> Organizer labels</li> <li><input type="checkbox"/> <b>Graphic organizers</b></li> <li><input type="checkbox"/> Seat cushion/wedge</li> </ul>	
<p>Difficulty or reluctance/refusal to participate in class discussions and/or activities</p> <ul style="list-style-type: none"> <li>• Answer questions</li> <li>• Comment/respond</li> <li>• Interact with peers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of instructional notes</li> <li><input type="checkbox"/> <b>Graphic organizers</b></li> <li><input type="checkbox"/> Highlighted notes</li> <li><input type="checkbox"/> Response boards/cards</li> <li><input type="checkbox"/> Group response system (i.e. <b>Kahoot</b>, <b>Plickers</b>)</li> </ul>	

# Strategies, Tools & Trials: COMMUNICATION

Items in **blue bold** = online information or free downloads/resources available for trial

Student's area of concern:  Task/goal – improve communication / attention / compliance skills	Check the strategies and tools to be implemented by School Support Team	Data Collection
Limited Participation in academic activities due to limited attention and/or limited verbal skills  •Participate in social and academic activities	<input type="checkbox"/> <b>Aided language input</b> <input type="checkbox"/> Picture/word <b>choice boards</b> <input type="checkbox"/> <b>Communication boards</b> <input type="checkbox"/> Communication book <input type="checkbox"/> <b>Sequenced message</b> Speech Generating Device (SGD) <input type="checkbox"/> Multi-level, multi-message SGD (16, 20, 32, 36+) <input type="checkbox"/> Computer-based activities <input type="checkbox"/> Other: _____	Describe student's performance without AT:
Difficulty understanding information presented verbally  •Follow routine •Follow directions •Complete tasks independently •Answer /ask questions •Maintain a conversational topic	<input type="checkbox"/> <b>Aided Language Input</b> <input type="checkbox"/> <b>Use visuals</b> to present information <input type="checkbox"/> Task strips <input type="checkbox"/> <b>Mini-schedules</b> <input type="checkbox"/> Picture/word cards <input type="checkbox"/> Topic specific communication books <input type="checkbox"/> Communication boards and books with <b>core language</b> <input type="checkbox"/> <b>Single Message</b> SGD(s) <input type="checkbox"/> <b>Sequenced Message</b> SGD <input type="checkbox"/> Multi-level, multi-message SGD (16, 20, 32, 36+) <input type="checkbox"/> Other: _____	Describe student's performance with AT. Include dates and describe if the tool(s) were successful or unsuccessful in supporting the student in the designated task. Attach additional sheets as needed.
Difficulty participating in "learning to read/reading to learn" activities due to limited oral language/speech impairments  •Rhyming •Sound symbol relationships •Site word recognition •Blending •Segmenting •Reading Fluency	<input type="checkbox"/> <b>Aided Language Input</b> <input type="checkbox"/> Language Master <input type="checkbox"/> Topic specific communication books <input type="checkbox"/> Communication boards and books with <b>core language</b> <input type="checkbox"/> <b>Single Message</b> SGD(s) <input type="checkbox"/> <b>Sequenced Message</b> SGD <input type="checkbox"/> Multi-level, multi-message SGD (16, 20, 32, 36+) <input type="checkbox"/> Other: _____	
Difficulty using oral language due to speech and or language challenges  •Obtain assistance •Self-advocate – (need a break, stop that, etc.) •Request materials, actions •Direct others •Produce a narrative •Use correct word order •Use correct grammatical markers •Use social language effectively •Participate in literacy activities •Learn environment specific vocabulary	<input type="checkbox"/> <b>Aided Language Input</b> <input type="checkbox"/> Communication boards with <b>core and fringe language</b> <input type="checkbox"/> Communication books with <b>core and fringe language</b> <input type="checkbox"/> Multi-level, multi-message SGD (16, 20, 32, 36+) <input type="checkbox"/> Other: _____	

\*Selection methods may be: Eye Gaze, Direct Select, Picture Exchange, Partner Assisted Scanning, and Scanning

## Strategies, Tools & Trials: COMPUTER ACCESS

Items in **blue bold** = online information or free downloads/resources available for trial

<b>Student's area of concern:</b>  <b>Task/goal – improve communication / attention / compliance skills</b>	<b>Check the strategies and tools to be implemented by School Support Team</b>	<b>Data Collection</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Other: _____	Describe student's performance without AT:
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Other: _____	Describe student's performance with AT. Include dates and describe if the tool(s) were successful or unsuccessful in supporting the student in the designated task. Attach additional sheets as needed.
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Other: _____	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Other: _____	





**Wakulla County Schools  
Exceptional Student Education**



**Assistive Technology Assessment Report**

Date of Report :

Student's Name:

Student ID:

The school team has tried a variety of assistive technology strategies and tools to address the learning needs of this student. The student has shown a need for continued use of assistive technology. As a result, the following recommendations are being made. Information from this report should be used to develop a quality IEP and should be updated at least annually.

<b>Tool/Strategy</b>	<b>Task(s)</b> Specifically, what will the student do? (make sure this aligns with IEP goals)	<b>Environment(s)</b> Where will the student use this tool?	<b>Set up, support and maintenance required</b>	<b>Team member responsible</b>	<b>Level of Support Needed (see below)</b>

Levels of Support: 1. Monthly/consultation 2. Weekly/collaboration 3. Extensive/Daily 4. Multiple times throughout each day

Date of Expected Review Meeting (must be at least annually): \_\_\_\_\_



Date of Review Meeting: \_\_\_\_\_

Action to be taken:

- ☐ Continue with designated strategies and tools
- ☐ Modify existing strategies and tools: (explain) \_\_\_\_\_
- ☐ Other (explain): \_\_\_\_\_





		Wakulla County Schools Exceptional Student Education				
Date:	Student's School:	School Address:				
Print Student Name (Last, First):		Student's ID:	<input type="checkbox"/> M <input type="checkbox"/> F	DOB:	Grade:	Exceptionality(ies):
				Age:		

## NOTICE OF INTENT AND PARENTAL / GUARDIAN CONSENT TO CONDUCT AN ASSISTIVE TECHNOLOGY ASSESSMENT

**To the Parent(s) or Guardian(s) of:** \_\_\_\_\_

An Assistive Technology Assessment is being requested in order to determine if there are assistive technology tool(s) and/or strategies that your child may need to access the curriculum in one or more of the following areas: Reading, Writing/Composing, Math, Learning Strategies, Communication, and Computer Access.

An Assistive Technology Assessment includes at least one trial of a tool or tools in the student's learning environments and documentation of the results obtained from the trial.

After the assessment/trial period, an IEP meeting may be scheduled with you to discuss the results of the assessment and to document the AT tools and strategies that are needed to support your child in meeting his/her IEP goals.

**Before returning this notice, please complete the following: (Check all that apply)**

- ☐ Yes   ☐ No   I/We understand the reason for this assessment.
- ☐ Yes   ☐ No   I/We request a meeting to discuss the proposed assessment.
- ☐ Yes   ☐ No   I/We give consent for this assessment. If yes, please sign and date.

Consent: \_\_\_\_\_  
(Parent/Guardian Signature)
(Date)

Please return this form and any questions about this screening to:

\_\_\_\_\_ (Name/Title)
\_\_\_\_\_ (Telephone)

(Rev. 2017)

**AT Consent**



**Wakulla County Schools  
Exceptional Student Education  
Assistive Technology Procedures**



The goal of Assistive Technology (AT) is to enable independence and to facilitate the full participation of students with disabilities in all activities. AT 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 children with disabilities" (IDEA, 2004, Section 602). AT is a continuum ranging from simple to complex. The team should consider the least restrictive AT (simplest solution) before a more complex solution. The School Support Team (SST), which may consist of teachers, parents, therapists, district local assistive technology specialist (LATS), paraprofessionals, and school administrators, will identify the student and determine the area(s) of concern (e.g., curriculum access and/or communication skills).

**Consideration of Assistive Technology (AT)**

**\* REQUIRED FORM:** *Assistive Technology Consideration Checklist (ATCC)*, available on the Wakulla County Schools website. (Employee Resources/ WCSB Forms/ ESE/General Forms)

All IEP teams must consider whether a student with a disability requires assistive technology devices and services (34 CFR §300.324(a)(2)(v) and Rule 6A- 3 6.03028(3)(g)10., F.A.C.). Consideration is a discussion that takes place during the IEP team meeting using known information and results to inform a decision regarding assistive technology. To effectively do this, the School Support Team/IEP team will discuss and complete the **Assistive Technology Consideration Checklist (ATCC)**. It is documented in the Special Considerations Section of the IEP as follows:

On the bottom of the AT Consideration Checklist if the box checked is...	Then in the section "The IEP team has considered the following special factors"...	Additional Steps
"This student is functioning independently with standard tools in each Area of Concern. No assistive technology is required."	An "N" will be placed next to "Student requires Assistive Technology Services and/or assistive technology tools/devices. The team must address the student's assistive technology needs in the development of the IEP/SP."	A new AT Consideration Checklist is to be completed at the next and subsequent IEP meetings.



On the bottom of the AT Consideration Checklist if the box checked is...	Then in the section "The IEP team has considered the following special factors"...	Additional Steps
"The assistive technology currently being utilized meets the student's needs and will be documented on the IEP."	A "Y" will be placed next to "Student requires Assistive Technology Services and/or assistive technology tools/devices. The team must address the student's assistive technology needs in the development of the IEP/SP."	AT is included in the IEP in any or all of the following: Present Levels, Annual Goals (Benchmarks and Objectives, if applicable), Supplementary Aids and Services, Modifications/Accommodations and/or Conference Notes.
"The student may benefit from AT not previously considered in one or more Area of Concern above and an AT Assessment and Implementation Plan will be completed."	A "Y" will be placed next to "Student requires Assistive Technology Services and/or assistive technology tools/devices. The team must address the student's assistive technology needs in the development of the IEP."	AT is included in the IEP in any or all of the following: Present Levels, Goals and Objectives, Modifications/Accommodations and/or Conference Notes. Complete the AT Assessment and Implementation Plan as defined below. Reconvene as an IEP Team to discuss results.

Check to see if these other situations apply:

If...	Then:
An Assistive Technology Assessment and Implementation Plan is currently in place	The team will review the Plan for needed changes, update the Plan Assessment/Evaluation Report and update the information on the IEP.
The student is having difficulty using the current AT or it is not effective	The school team will move on to the AT Assessment/Evaluation process as defined below.

## AT Assessment/Evaluation

**\* REQUIRED FORM: *Assistive Technology Assessment and Implementation Plan (ATAIP)***, available on the Wakulla County Schools website. (Employee Resources/ WCSB Forms/ ESE/General Forms)

**\* REQUIRED FORM: *Notice of Intent and Parental/Guardian Consent to Conduct an Assistive Technology Assessment***, available on the Wakulla County Schools website. (Employee Resources/ WCSB Forms/ ESE/General Forms)

If the School Support Team /IEP Team determines from the Assistive Technology Consideration Checklist (or the ATAIP currently in place) that the student could possibly benefit from AT not previously considered, the team identifies appropriate staff and family members for the AT Assessment Team. The Assessment Team will complete an **AT Assessment and Implementation Plan (ATAIP)**. Members of the Assessment Team can include anyone on the School Support Team/IEP Team, the local assistive technology specialists (LATS) as well as Curriculum Support Specialist(s) or Support Teacher(s).

An AT Assessment/Evaluation includes a comprehensive description of how the student functions without any AT support, identifies AT devices/tools and strategies that may allow the student to achieve the goals and objectives on the IEP, and includes data on AT device/tool trials. AT Assessment/Evaluation and Implementation is a continuous process which changes as the student's needs change.

Section 1003.575, Florida Statutes, states that "an assistive technology evaluation must be completed within 60 school days." The 60-school-day timeline begins when the IEP team makes the recommendation for such an evaluation. During an IEP team meeting, if the IEP team recommends an assistive technology evaluation, then the parent would be asked to sign consent to conduct the evaluation procedures."

*In accordance with the 60 day timeline for AT Assessment/Evaluation, the School Support Team/IEP Team will set a date for review of the AT Assessment/Evaluation.*

The School Support Team/IEP Team will complete **Notice of Intent and Parental/Guardian Consent to Conduct an Assistive Technology Assessment** and request parental/guardian consent. If consent is provided, the Assessment Team will complete the **Assistive Technology Assessment and Implementation Plan (ATAIP)** maintaining data and adjusting tools and strategies as needed within the consequent 60 school day timeline, which does not include weekends, school holidays or district designated teacher planning days. Please note, however, that no adjustments to the 60 school day timeline can be made due to student absence(s).

Once the selected Strategies, Tools & Trials of the ATAIP have been implemented and some data collected, if any of the following types of support are needed from District AT staff:

- informal feedback on the ATAIP



- tools/equipment for further trial
- assistance with the assessment,

the Assessment Team will request such assistance by sending a copy (originals should be stored in the student's cumulative/ ESE folder) of the ATAIP with any preliminary data/outcomes, and a copy of the signed Notice of Intent and Parental/Guardian Consent to Conduct an Assistive Technology Evaluation to:

Cheryl Mallow, ESE Secretary [Cheryl.mallow@wcsb.us](mailto:Cheryl.mallow@wcsb.us)  
850-926-0065 Ext. 9900

The District LATS (Local Assistive Technology Specialist) will assist and support the School Support Team/IEP Team in further trials.

### **Assistive Technology Assessment Report**

If ATAIP strategies and tools are successful, the **Assistive Technology Assessment Report** is completed by the Assessment Team (those defined at the completion of the AT Consideration process when assessment is deemed necessary) and outlines the recommendations for AT tools and services required for the student to participate in the academic environment and make adequate yearly progress.

The Assessment Team convenes an IEP meeting to review the AT Assessment. Information from the ATAIP and the AT Assessment Report will be included in the IEP as follows:

- In the Special Considerations Section a "Y" will be placed next to "Student requires Assistive Technology Services and/or assistive technology tools/devices. The team must address the student's assistive technology needs in the development of the IEP."
- In the Present Levels of Educational Performance the need for AT strategies and tools should be documented in the domain in which the student needs support. Example: "The student is able to (task/goal) using (AT tool)."
- In the Annual Goals the use of AT may be used generically as a condition for meeting a goal. Example: Using an adapted writing tool Student will compose a complete sentence."
- In the Supplementary Aids and Services identify the *type* of device (remember not to name the specific device) and any services needed.
- In the Modifications/Accommodations state any AT tools/strategies that will be used as such.

After an AT Assessment Report has been completed for a student and reviewed at an IEP meeting, future needs can be documented on a new Assistive Technology Assessment Report (the last page only of the ATAIP) as needed, attached to the prior report, and documented on the IEP.

*\*No new full ATAIP is required to identify additional tools and strategies unless specified by the IEP team. However, an AT Consideration Checklist is still required at each student's annual IEP review.*

### Timelines for Completion of Assistive Technology Assessment/Evaluation

Obtain baseline data on student performance without AT (observation of the student)	Prior to IEP meeting or within 10 school days after IEP meeting
Complete Assistive Technology Consideration Checklist	Prior to or during IEP meeting
Obtain parental/guardian consent for Assistive Technology Assessment and Implementation Plan	At IEP meeting
Schedule next IEP meeting to review the results of Assessment	At IEP meeting when consent is obtained
Determine team member roles for assessment and implementation	At IEP meeting or within 5 school days after IEP meeting
Assessment and implementation of ATIP strategies, tools and trials	Over the course of the assessment
Data collection of the ATIP strategies, tools and trials	At least weekly during the course of the assessment
Completion of the AT Assessment/Evaluation Report and IEP meeting to discuss the results of the assessment	No more than 60 school days after obtaining consent for assessment/evaluation
Review of the Assistive Technology in place and updates on the AT Assessment Report and on the IEP	At least annually

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