

Assistive Technology Consideration Resource Guide

Instructional or Access Area: READING	Standard Tools	Accommodations	Assistive Technology Solutions
<p style="text-align: center;">Sample Tasks:</p> <ul style="list-style-type: none"> • Identify letters in isolation and in sequence • Recognize/read name • Read basic/primer sight words • Read functional words (e.g., community, emergency, grocery) • Read target/selected words within a sentence • Comprehend age-/grade-appropriate reading materials • Read print materials from textbooks and supplemental materials with comprehension • Read material from worksheet with comprehension • Read material from board/overhead with comprehension • Read material from computer display with comprehension • Read longer reading samples with comprehension and without fatigue • Answer literal questions regarding materials read • Answer questions regarding main idea of materials read • Answer inferential questions regarding materials read 	<ul style="list-style-type: none"> • Traditional textbooks • Multimedia materials provided by textbook publishers • Worksheets • Printed information on board/overhead/interactive whiteboard • Websites • Document cameras • Presentation software (e.g., PowerPoint, Keynote) • Printed test materials • Instructional software to remediate basic reading and/or reading comprehension skills 	<ul style="list-style-type: none"> • Increase time for completing reading materials • Decrease length of assignment • Color code to emphasize key points (highlight) • Change background color/use colored filters • Adjust font characteristics such as size, color, typeface, spacing between letters, words, and/or lines) 	<ul style="list-style-type: none"> • Page fluffers, page turners • Slant board and book holders • Color overlays • Tracking strategies (e.g., reading window, bar magnifier, computer operating system magnifier) • Speaking spellchecker or dictionary as a word recognition aid (e.g., Speaking Merriam-Webster Dictionary and Thesaurus) • Devices that allow for recording directly on books/printed materials (e.g., Bookworm, AnyBook Reader, PenFriend) • Audio books (e.g., Reading Ally, Bookshare, Phoenix Digital Library) • E-text • Commercial talking word-processing programs (e.g., Write OutLoud, E-Text Reader, Speak Q, Classroom Suite) • Computer with graphic word processor (e.g., Writing with Symbols) • Computer with text enlargement software (in operating system or commercial software such as ZoomText) • Text-to-speech software (commercial such as Kurzweil, WYNN, Read Outloud, or open source such as Word Talk, Natural Reader, Read Please, Balabolka) • Screen reader (e.g., JAWS) • Computer-based advanced reading and writing aids (e.g., Kurzweil, WYNN, Read & Write Gold) • Devices for converting text into alternative format (e.g., scanner or camera with OCR software, Braille translation software, Braille printer/embosser, refreshable Braille displays, and tactile graphic production systems) • Mobile devices with text-to-speech capabilities (e.g., Kindle, Nook, iPad)
		Modifications	
		<ul style="list-style-type: none"> • Provide peer/adult reading assistance • Use high-interest, low-reading-level materials • Increase time for completing reading materials • Decrease length of assignment • Simplify complexity of text • Color code to emphasize key points (highlight) • Customize the vocabulary list • Use symbol-supported text 	