



## AT Qualifications Under Special Factors in the IEP Process

Parts of AT for the Student	What the AT can Provide under Special Factors	What the AT can <u>NOT</u> Provide under Special Factors
<b>Vision</b>	<ul style="list-style-type: none"><li>• Talking devices</li><li>• Screen reading software such as Snap&amp;Read</li><li>• Text-to-speech systems using Optical Character Recognition (OCR),</li><li>• Technology with large high contrast tactile buttons.</li><li>• Vibrating Switches/AT equipment for tactile feedback</li></ul>	<ul style="list-style-type: none"><li>• Icons</li><li>• Optical Lenses/Vision acuity equipment</li><li>• CVI Evaluation/Vision screening</li></ul>
<b>Hearing</b>	<ul style="list-style-type: none"><li>• Vibrating alert system/switches</li><li>• Keyboard communication system,</li><li>• Mobile devices with texting or specialized apps.</li><li>• Highlighting system for visual attention</li></ul>	<ul style="list-style-type: none"><li>• Hearing Aids</li><li>• Cochlear Implants</li><li>• Any hearing equipment such as an FM system bluetooth connected to the cochlear implant system.</li></ul>
<b>Speech/communication</b>	<ul style="list-style-type: none"><li>• Low, Mid and High Tech Communication boards or devices specifically designed for the student as a robust communication system</li><li>• Switches</li></ul>	<ul style="list-style-type: none"><li>• Icons</li><li>• Visual Schedule</li><li>• First/then Icons</li><li>• Behavioral support Icons/systems</li></ul>

	<ul style="list-style-type: none"> <li>• Mounting systems for AAC and equipment</li> </ul>	
<b>Cognition/Executive Functioning</b>	<ul style="list-style-type: none"> <li>• Electronic reminder system</li> <li>• Alarm clock</li> <li>• Visual Timer</li> </ul>	<ul style="list-style-type: none"> <li>• Icons</li> <li>• Visual Schedule</li> <li>• First/then Icons</li> <li>• Behavioral support Icons/system</li> </ul>
<b>Motor aids/Environmental Adaptations/Educational Access</b>	<ul style="list-style-type: none"> <li>• Switch Evaluation for finding access point for students with complex motor needs</li> <li>• Systems designed to remotely control appliances,</li> <li>• Other products using a switch, voice or other method of activation.</li> <li>• Adapted kitchen tools and eating utensils,</li> <li>• Switch-adapted appliances.</li> <li>• Book stand</li> <li>• Slant board</li> <li>• Alternative Pencil</li> <li>• Electronic pencil text reader</li> <li>• Access to apps such as Co:Writer, Snap&amp;Read for writing and reading supports specifically due to boundaries to access of traditional reading/writing methods</li> </ul>	<ul style="list-style-type: none"> <li>• Wheelchair</li> <li>• Lifts/Hoyers</li> <li>• Seating and mobility equipment</li> <li>• Mat Table</li> <li>• PT or OT Equipment</li> </ul>
<b>Computer Access</b>	<ul style="list-style-type: none"> <li>• Specialized software such as screen magnification software for people with low vision,</li> <li>• Alternative keyboards and input devices,</li> <li>• Voice recognition.</li> <li>• Adapted Mouse</li> </ul>	<ul style="list-style-type: none"> <li>• OT specific goals and equipment relating to the computer</li> <li>• History of computer access</li> </ul>

	<ul style="list-style-type: none"> <li>• Switch Accessible Apps and Computer sites</li> <li>• Speech to text writing software</li> </ul>	
<p><b>Recreation/Leisure*</b></p> <p>*Typically a different qualifying factor will already be present before Recreation and Leisure becomes a reason for AT services</p>	<ul style="list-style-type: none"> <li>• Camera/iPad/Gaming Mounts and switches</li> <li>• Adapted sporting equipment.</li> <li>• Switch adapted toys and games,</li> <li>• Playing card shuffler,</li> </ul>	<ul style="list-style-type: none"> <li>• Direct access* toys, games, or other leisure equipment/activities</li> </ul> <p>*Direct access meaning there are no motor concerns when accessing the activities without a switch or adaptation to the method of access (can use their hands functionally for access).</p>