Assistive Technology Consideration Companion Guide

The following is a non-exhaustive list of potential accommodations, modifications, strategies, and assistive technology according to instructional concerns. Use these examples as a reference when completing the assistive technology consideration form.

Section 1. Instructional Areas and Tasks	Section 2. Accommodations, Modifications, and Strategies	Section 3. Assistive Technology
Writing/Written Composition • Fine Motor Writing • Spatial • Syntax • Composition	• Extended Time • Breaks • Student writes on test • Shorten Task • Copy of notes (teacher notes, class notes) • Alternative Assignment • Dictionary/Thesaurus/Spell Checker • Word Banks • Sentence Starters • Graphic Organizers • Answers Recorded • Transferred Answers	• Speech to Text • Slant Board • Word-Processor Software • Alternative Pencils • Pencil Grip • Adapted Paper • Touchscreen • Stylus • On Screen Keyboard • Adapted Keyboard • Equation Editor • Word Prediction • Spell/Grammar Check • Highlighting • Voice Recording • Tracking Aids and Masking (See Vision)

Reading
• Identify Letters
• Identify Letter Sounds
• Whole Word Recognition
• Decoding Words
• Comprehension
	• Extended Time
	• Read Aloud
	• Vocabulary List
	• Dictionary
	• Symbolized Text
	• Graphic Organizers
	• Lower Text Complexity
		• Text to Speech
		  ○ Optical Character Recognition
		  ○ Highlight Reading
		  ○ Page Reading
		• Audio Book
		• Digital Book
		• Tracking Aids and Masking (See Vision)

Math • Math Word Problems • Math Organization • Math Calculation • Math Expressions/Writing	• Extended Time • Breaks • Shorten Task • Graphic Organizer • Scratch Paper • Answers Recorded • Answers Transferred	• Calculator • Adapted Paper • Manipulatives • Speech to Text • Equation Builder • Voice Recording • Talking Measuring Tools (See Vision)

Section 1. Instructional Areas and Tasks	Section 2. Accommodations, Modifications, and Strategies	Section 3. Assistive Technology

Communication
• Receptive Language
• Expressive Language
	• Communication Assistant/Task Description
	• Prompting and Redirection
	• Interpreter
	• Preferential Seating
	• Model Use of Communication Device
	• Engineering Environment with Core Vocabulary
	• Modify/Repeat/Model Directions
		• Alternative & Augmentative Communication
		  ○ Dynamic
		  ■ Symbolized Motor Plan APP
		  ■ Symbolized Grammatical APP
		  ■ Text Only AAC APP
		  ○ Static
		  ■ Printed Core and Fringe Vocabularies
		  ■ Mid tech voice output device
		  ■ Tactile symbols
		• Speech Recognition Software

Computer Access
• Physical Interaction
  ○ Mouse/Cursor Movement
  ○ Keyboard Use
	• Preferential Seating
	• Shorten tasks
	• Breaks
	• Alter Physical Room Environment
		• Eye Gaze
		• Switch Scanning
		• Joystick
		• Alternative Mouse
		• Adapted Keyboard
		• On Screen Keyboard
		• Touch Screen
		• Stylus
		• Voice Recognition Software

Vision
• Media
  ○ Large Print
  ○ High Tech Screen
  ○ Braille
• Tactile
• Auditory
	• Preferential Seating
	  ○ Appropriate Lighting
	  ○ Close proximity to the board or teacher
	  ○ Unobstructed View
	• Extended Time
	• Breaks
	• Modify/repeat/model directions
	• Shorten Task
	• Large Print
	• Digital Text and Books
	• Reduce Visual Distractions
		• Tracking Aids and Masking
		  ○ Contrast and Color Saturation
		  ○ Color Overlays
		  ○ Color Tape
		  ○ Making Tools
		• Adapted Paper
		  ○ Bold Line
		  ○ Raised Line
		  ○ Different Spacing
		  ○ Colored
		  ○ Graph
		• Screen Magnification Software
		• CCTV (closed circuit television)
		• Low Vision Aids
		  ○ Text Magnifier
		• Text to Speech
		  ○ Optical Character Recognition
		  ○ Highlight Reading
		  ○ Page Reading
		• Voice Recognition Software
		• Voice Recording
		• Positioning Aids
		• Braille Notetaker

Section 1. Instructional Areas and Tasks	Section 2. Accommodations, Modifications, and Strategies	Section 3. Assistive Technology

Hearing
 	
• Aided
• Unaided
	• Preferential Seating
	• Copy of notes (teacher notes, class notes)
	• Interpreter
	• Modify/repeat/model directions
	• Peer note-taker
	• Provide a written/text outline of lecture
	• Visual Supports
		• Assistive Listening Devices
		  ○ FM, UHF, Bluetooth, or Infrared Amplification
		  ○ Classroom Wide Amplification
		  ○ Induction Loop
		  ○ Coupling Accessories
		• Alerting Devices and Software
		• Telecommunication Devices and Software
		  ○ Closed Captioning
		  ○ Relay Services
		  ○ Webcam/Video Calling
		• Note Taking Devices and Software
		  ○ Smartpen
		  ○ Speech Recognition Software
		  ○ Real Time Captioning

Executive Functioning • Self Management • Time Management • Materials Management • Information Management	• Allow breaks during work periods, between tasks, during testing • Extended Time • Word bank, reduced answer choices on multiple choice test • Provide assistance/cues for transition between classes, lockers, and home • Shorten task • Provide Word bank/Word assistance • Modify/repeat/model directions • Visual Schedule and Supports	• Note Taking Software • Mind Mapping Software • Calendars and Reminders • Focus Apps • Visual and Digital Timers

Section 1. Instructional Areas and Tasks	Section 2. Accommodations, Modifications, and Strategies	Section 3. Assistive Technology

Sensory Regulation
 	
• Regulation/Reactivity
  ○ Distress in or avoidance of stimulating environments
  ○ Decreased response to sensory stimuli
• Sensory-motor planning/organization
  ○ Difficulty organizing classroom materials
  ○ Difficulty planning movement
• Sensory Discrimination
  ○ Difficulty discriminating letters or words
  ○ Clumsiness and confuse spatial orientation
	• Preferential seating
	• Allow movement breaks during work periods, between tasks, during testing
	• Access to sensory/calm area
	• Provide assistance/cues for transition between classes, lockers, and home
	• Shorten task
	• Modify/repeat/model direction
	• Alter physical room environment
	• Modify student's schedule
	• Visual Schedules
		• Calming Sounds and Music Applications
		• Alternative Seating
		• Sensory Regulation Items
		• Timers
		  ○ Sound Output
		  ○ Visual
		• Sensory Toys/Materials
		  ○ Lights and Colors
		  ○ Noise Making
		  ○ Texture interactive
		  ○ Scented and Fragrant
		  ○ Chewable

Physical Functioning and Mobility • Moves about/ambulates around the classroom, school, and/or community ○ Including drills and emergency situations • Manipulates educational materials as required in assigned activities • Maintains appropriate seating/ position for participation in relevant activities	• Preferential Seating • Alter physical room environment • Modify student's schedule • Provide ergonomic seating and positioning • Provide multiple seating and positioning options throughout the day • Wheelchair accessible classroom set-up	• Alternative Seating • Positioning Aids (e.g., prone and supine standers, foot rests, side layers) • Adapted Classroom Equipment (e.g., tables and desks) • Lifts for Transfers • Mounting Systems • Walkers • Crutches/Canes • Wheelchair Support Accessories

Section 1. Instructional Areas and Tasks	Section 2. Accommodations, Modifications, and Strategies	Section 3. Assistive Technology
Fine Motor Manipulation • Grasps and manipulates small objects • Maintains coordination during activity	• Allow breaks during work periods, between tasks during testing • Shorten task • Model appropriate skills	• Adapted Fasteners • Adapted Eating Utensils • Adapted Scissors • Rubber Grippers • Universal Cuffs • Adapted Fasteners • Key Turners
Recreation and Leisure • Participate in games and play activities • Participate in art activities • Participate in sports and exercise activities • Listen to music • Read a book • Watch TV/movie • Play with toys • Participate in social media/online communities • Use the computer/internet	• Change complexity of task • Model appropriate skills • Modify games and activities • Visual Supports	• Adapted Toys • Adapted Games • Adapted Books • Sensory Supports • Environmental Controls • Alternative Pencils • Adapted Pencils/Colors

Self-Help & General Health
• Self Care
  ○ Feeding self
  ○ Dressing self
  ○ Perform personal hygiene and grooming tasks
  ○ Toileting self
• Safety awareness
• Perform medically necessary procedures
• Maintains stamina to complete tasks
	• Visual Schedule and Supports
	• Shorten task
	• Increased time
	• Modeling appropriate skills
	• Needed items within reach
		• Engineering room with core vocabulary
		• Visual and Digital Timers
		• App Reminders
		• Habit-Emotional Tracking Apps
		• Adapted utensils (universal cuff, built up handles, weighted utensils)
		• Adapted equipment (adapted toilet seats, sliding boards, changing tables)
		• Disposable materials (toileting wipes, changing table paper, gloves)

Section 1. Instructional Areas and Tasks	Section 2. Accommodations, Modifications, and Strategies	Section 3. Assistive Technology

Vocational
• Completes assigned tasks within designated timelines
• Utilize tools and/or equipment to complete tasks
• Completes single and multiple step tasks
• Stays on task until work is complete
• Stays on task without supervision
• Self-advocates to get needs met
• Procurement of accessible educational materials (AEMs)
• Contacts post-secondary
• Service providers to obtain assistance
• Manages finances
• Safely navigates community and local environments
• Completes steps to obtain a job
	• Break tasks into smaller steps/segments
	• Cooperative participation with peers and adults
	• Daily planner book
	• Determine and teach regularly traveled routes to students with visual impairments
	• Follow a picture task analysis
	• Individualized task and material modifications to meet student needs
	• Location identifiers
	• Modification of task length and complexity
	• Orientation to unfamiliar environments
	• Show a model of the end product
	• Sighted guide for visually impaired
	• Student self-monitoring
	• Verbal and/or visual cues
	• Modeling
		• Sensory supports
		• Watches, timers or alarms
		• Device, Software or App
		  ○ Auditory reminders
		  ○ Speech prompting
		  ○ Daily planners
		  ○ Outlining/graphic organizers
		  ○ Financial management software
		  ○ Screen enlargement
		  ○ Document scanner
		  ○ OCR scanning software
		  ○ Braille translation software
		  ○ Braille note taker with refreshable display
		  ○ Braille embosser
		  ○ Digital recorder/player
		  ○ white cane
		  ○ GPS for students with visual impairments
		  ○ Smartphone with appropriate apps
		• Augmentative & Alternative Communication (AAC) solutions
		• Alternate access/accessibility features
		  ○ Alternative Mouse
		  ○ Adapted keyboards
		  ○ Switch access
		  ○ Eye gaze
		  ○ Screen readers
		  ○ Magnifiers

Glossary of Important Terms

Section 1 Instructional Area and Task

Aided Hearing

This refers to the use of external devices or aids, such as hearing aids or cochlear implants, to enhance a person's ability to hear and understand sounds. These devices amplify sound for individuals with hearing impairments.

Auditory (Vision)

For vision, auditory refers to utilizing sound-based information as a supplementary means to convey information or facilitate understanding. Auditory methods include spoken descriptions, audio recordings, or assistive technology like screen readers to provide access to educational materials and help students with low vision grasp content through their sense of hearing.

Composition

The process of creating a written piece of work that conveys a message, expresses thoughts, shares information, or tells a story. It involves using language, grammar, and structure to communicate effectively and engage the reader.

Expressive Language

Expressive language refers to the ability to convey thoughts, emotions, and ideas through spoken or written communication. It involves using words, sentences, and gestures to express oneself effectively.

Fine Motor Manipulation

The intricate use of small muscles, particularly those in the hands and fingers, to manipulate objects in a coordinated manner.

Fine Motor Writing

The ability to use the fingers and hand to physically write, draw, and/or color in a coordinated manner.

Information Management

Planning how to find, store, and use information to think strategically.

Materials Management

The skill of strategically organizing, acquiring, using, and distributing physical resources, tools, and assets to efficiently accomplish tasks and goals.

Math Expressions/Writing

The representation of mathematical concepts using symbols, numbers, and mathematical notation. It includes the ability to write equations and formulas to express mathematical relationships.

Math Organization

Math organization refers to the structured arrangement of mathematical concepts, processes, and information. It involves categorizing, sequencing, and arranging mathematical content in a logical manner when solving problems.

Media

Specialized formats and tools to facilitate written communication and expression for individuals with limited or no vision. This includes braille, large print, accessible electronic devices, screen readers that convert written content into auditory or tactile formats.

Physical Interaction

The process of engaging with digital devices using various input methods. The goal is to facilitate effective communication between users and computers by translating physical actions into digital commands.

Receptive Language

The ability to understand and interpret spoken or written language. It involves processing and comprehending the information conveyed by others.

Regulation/Reactivity

The ability to manage and appropriately respond to sensory input from the environment to maintain an optimal level of arousal and attention.

Self Management

The ability to regulate and control one's behavior, emotions, and actions in a purposeful and adaptive manner to achieve goals, make decisions, and navigate various situations.

Spatial

The visual arrangement and structure of written content on the page.

Syntax

The understanding and construction of the organization of words, sentences, paragraphs, and overall composition of written or spoken language.

Sensory Discrimination

This skill refers to sensory needs causing clumsiness, deficits in spatial orientation, and difficulties when identifying letters and numbers.

Sensory-motor planning/organization

The ability to plan and perform the necessary movements to keep up with physical and organizational tasks.

Sensory Regulation

The ability to select and process sensory information to plan and perform appropriate behaviors during functional tasks.

Tactile

Sensory experiences and information that are accessible through the sense of touch. Tactile learning involves textured or raised lines, surface, or marking, tactile graphics, braille and other physical attributes to convey information and facilitate understanding of concepts, objects, or surroundings.

Time Management

The skill of effectively planning, organizing, and allocating time to tasks and activities in order to achieve goals and priorities while balancing various responsibilities.

Unaided Hearing

An individual's natural ability to hear and perceive sounds without the use of external hearing aids, cochlear implants, or other amplification devices. It pertains to the auditory sense functioning without any additional technological assistance to enhance or restore hearing ability.

Section 2 Accommodations, Modifications, and Strategies

Alternative Assignment
A different task or project provided to a student as an accommodation, tailored to their needs and abilities.

Answers Recorded
Allowing a student to provide responses orally while an aide writes them down on their behalf.

Alter Physical Room Environment
Making changes to the classroom environment to accommodate physical needs, such as providing ergonomic furniture or wheelchair accessibility.

Breaks
Scheduled pauses during tasks or activities to provide students with rest and sensory regulation opportunities.

Communication Assistant/Task Description
A support tool or clear instructions provided to help students understand and complete tasks.

Engineering Environment with Core Vocabulary
Creating a learning space enriched with essential vocabulary and communication aids to support language development.

Extended Time
Granting additional time for completing assignments, assessments, or tasks to account for processing speed or other needs.

Habit-Emotional Tracking Apps
An application that collects data regarding emotion, behavior, and habits throughout the day.

Interpreter
A professional who facilitates communication between a student and others by translating spoken language into sign language or vice versa.

Lower Text Complexity
Providing reading materials with simplified language and content to match a student's reading level.

Model Use of Communication Device
Demonstrating how to use communication devices, such as AAC (Augmentative and Alternative Communication) tools, to encourage student participation.

Modify/Repeat/Model Directions
Adjusting instructions, repeating them, or demonstrating the steps to ensure students comprehend and follow directions.

Preferential Seating
Placing a student in a specific location in the classroom, such as closer to the teacher, to optimize their learning environment.

Prompting and Redirecting

Providing cues or reminders to guide a student's behavior or actions back on track during tasks.

Reduce Visual Distractions

Minimizing visual clutter and distractions in the learning environment to help students focus.

Sentence Starters

Providing introductory phrases or sentence beginnings to assist students in initiating their writing.

Shorten Task

Refers to the process of modifying a specific activity or assignment to make it less time-consuming for students.

Symbolized Text

Using symbols, icons, or images alongside text to aid comprehension for students with communication difficulties.

Transferred Answers

Allowing students to respond to assessments or assignments through means other than traditional writing, which are recorded by an aide.

Section 3 Assistive Technology

Adapted Books

Printed materials modified with tactile features, symbols, or interactive elements to make them accessible to individuals with disabilities.

Adapted Classroom Equipment

Adjusted tools and furniture in the classroom to accommodate the needs of students with disabilities.

Adapted Games

Games that have been modified to include sensory or tactile components, allowing individuals with disabilities to participate.

Adapted Eating Utensils

An eating utensil that is modified for alternative gripping, and/or has the ability to prevent spills and shaking of food items.

Adapted Fasteners

A tool that makes zipping and buttoning of clothing easier.

Adapted Keyboard

A keyboard customized with larger keys, color-coded keys, or other modifications for easier use by individuals with motor challenges.

Adapted Paper

Paper with specialized features such as larger lines, raised lines, or textures for improved writing and drawing for those with fine motor difficulties.

Adapted Toy

A toy that has been modified to be accessible and engaging for individuals with disabilities.

Alternative & Augmentative Communication

A set of tools and strategies that assist individuals with communication difficulties, including devices, apps, and systems.

Alternative & Augmentative Communication Dynamic Device

A High Tech form of AAC that involves access to a series of vocabulary on multiple pages on one device.

-Symbolized Motor Plan APP

AAC Apps containing symbolized vocabulary that are arranged primarily by location, and the least amount of navigation to access words.

-Symbolized Grammatical APP

AAC Apps containing symbolized vocabulary that are arranged primarily by the organization of the parts of speech, and folder categories.

-Text Only AAC APP

AAC Apps containing printed text without any symbolization. These apps allow students to store entire words and phrases, and type out sentences to be vocalized through the device.

-Alternative & Augmentative Communication Static Device

A Low or Mid Tech form of AAC that displays a fixed set of vocabulary on each page. Users must manually change pages to access different vocabulary options.

-Printed Core and Fringe Vocabularies

A printed selection of core vocabulary words that never change unless replaced with another printed copy.

-Mid-tech voice output device

A battery-powered device with a static display that plays pre-recorded messages associated with words and symbols.

-Tactile Symbols

Constructed tiles that contain a variety of textures, shapes, and physical patterns that represent specific vocabulary words.

Alternative Mouse

Any input device that can replace a traditional mouse designed to accommodate individuals with various fine motor limitations.

Alternative Pencils

An alternate form of writing for students that cannot use writing tools or keyboards involving the selection of letters and numbers through partner assisted scanning.

Alternative Seating

Furniture designed to provide comfortable and supportive seating options for individuals with postural or sensory needs.

Altering Devices and Software

Tools and software that alert an individual of occurrences, events, hazards, or anything else that a person with hearing difficulties may not notice.

Assistive Listening Device

A device that amplifies sound for individuals with hearing impairments, aiding in better understanding of spoken information.

Braille Note Taker

A portable electronic device used by blind individuals to take notes in Braille.

CCTV

Closed-circuit television system that magnifies and displays printed material on a screen for those with low vision.

Environmental Controls

Devices that enable individuals with limited mobility to control household items like lights, appliances, and doors.

Equation Editor

Software which commonly allows for dictation and helps create and format mathematical equations for individuals with writing or typing challenges.

Eyegaze

Technology that allows individuals to control a computer or device by using eye movements.

Highlighting

Tools that emphasize text or digital content to aid reading and focus.

Joystick

Input device often used by individuals with mobility challenges to control computers or games.

Lifts

Equipment designed to lift and transfer individuals with mobility difficulties, ensuring safe movement.

Low Vision Aids

Device or tool designed to assist individuals with limited sight or a significant visual impairment that cannot be fully corrected by eyeglasses, contact lenses, or medical treatment.

Mounting Systems

Equipment to securely position devices or tools, accommodating different physical abilities.

Note Taking Devices and Software

Tools that assist in capturing and organizing notes for individuals who struggle with traditional note-taking methods.

On Screen Keyboard

A software-based keyboard displayed on the screen that is useful for those who have difficulty using physical keyboards or tracking from the screen to an external keyboard.

Position Aides

Supports that help individuals maintain a comfortable and supportive position for tasks.

Screen Magnification Software

Software that enlarges on-screen content for individuals with visual impairments.

Screen Reader

Software that converts digital text into spoken words, enabling those with visual impairments to access written information.

Sensory Regulation Item

Any tool or piece of equipment that helps a student manage sensory input from their environment to improve focus, comfort, and participation to be prescribed by an occupational therapist.

Sensory Toys/materials

Play items/tools designed to provide sensory stimulation and engagement. Recommended to be prescribed by an occupational therapist.

Slant Board

A surface tilted at an angle to assist individuals with fine motor or visual challenges while reading, writing, or drawing.