# Assistive Technology STARTS WITH US

*Notice a barrier. Ask a question. Explore options. Support independence.*

## Why AT?

Consideration of the need for AT devices & services must be reviewed as part of every student's Individualized Education Plan. — IDEA (2004)

**What does that mean in practice?**
Assistive technology helps students access learning, participate in school routines, communicate, demonstrate what they know, and build independence.

**A BARRIER—NOT A LABEL—IS THE STARTING POINT.**

## AT may be worth exploring when a student?

- Struggles to access grade-level materials
- Has difficulty communicating wants, needs, ideas, or answers
- Can demonstrate a skill verbally but not through writing
- Has difficulty with organization, planning, or task completion
- Needs a different way to interact with materials
- Has difficulty seeing, hearing, reading, writing, or physically accessing learning
- Shows a significant gap between what they know and how they can demonstrate it

## Consideration starts with the team

Begin discussing what area(s) does the student struggle or face challenges that affect their learning? Think about the skill, activity, or task—e.g., writing legibly, staying organized, participating in discussions, completing multi-step math problems.

What is the specific barrier preventing the student from being successful in that area? Describe the exact obstacle—e.g., difficulty holding a pencil, trouble sequencing steps, slow decoding of text, limited verbal output.

***Low-tech. High-tech. No-tech adaptations. Purposeful support comes in many forms.***

| Area | Examples of AT | What it may support |
|---|---|---|
| Motor / Physical Access | Pencil grips, adapted scissors, slant boards, adapted keyboards, switches | Writing, manipulating materials, physical access |
| Communication | Picture boards, communication books, speech-generating devices, AAC apps | Expressing needs, participating, answering, social interaction |
| Academic / Learning | Text-to-speech, audiobooks, word prediction, digital graphic organizers, adapted worksheets | Reading, writing, comprehension, demonstrating knowledge |
| Executive Function | Visual schedules, timers, task checklists, reminder apps, digital planners | Initiation, organization, transitions, task completion |
| Vision / Visual Access | Magnification, screen readers, large-print materials, high-contrast tools, tactile graphics | Seeing, accessing, and interacting with information |

## Want to try AT?

Identify the barrier.
Explore what is available.
Try, observe, and adjust.

*You don't have to know every tool to start the conversation!*

## Already Using AT?

What are they using?
Is it working for them?

Yes! Great, keep monitoring and implementing its use!

No! Do we need refreshers on how to use the AT, Can we make adjustments, do we need to try something new?

## Want Help?

Readily available resources and links to request help for AT assessment, training, and high tech device trials can be found on the CKCIE website under the Assistive Technology Department page.

https://www.305ckcie.com/departments/assistive-technology