Assistive Technology Consideration Guide

Student: Belle Grey Grade: 5 School: Port of Call Elementary School

Date: 10/15/2017 Participants: Ms. Johns (Parent), Miss Sheets (General Education Teacher), Mrs. Monerey (Title 1 Teacher), Mrs. Carle (Sped Teacher, Mr. Dean (Administrator)

# Part I - Does the student have IEP goals that require/may require assistive technology solutions in any of these instructional areas? Check each relevant instructional area.

**X** Writing

**X** Spelling

**X** Reading

Math

Study/Organizational Skills

Listening

Oral Communication

Activities of Daily Living

Recreation, Leisure and Adaptive Play

Positioning, Seating, and Mobility

**X** Computer Access

Environmental Controls

Other:

Was one or more area identified?

No – There were no areas identified. - **Consideration is complete**

**X** Yes - Areas were identified - **Go to Part II**

# Part II - Accessible Instructional Materials

* Does the student benefit from accessible versions of printed educational materials? **X** Yes  No
* Does the student benefit from alternate reading supports **X** Yes  No  
  (e.g., read aloud, text-to-speech, large print, braille, accessible text)?

**If the team answered yes to either question, the student may benefit from accessible instructional material (AIM).**  **The student may access AIM-VA materials after** **a division-appointed competent authority confirms the student as having a *Print Disability* due to one of the following:** **Low Vision/Blindness, Physical Disabilities, or other Disabilities.**

[**Superintendent’s Memo #055-18**](http://www.doe.virginia.gov/administrators/superintendents_memos/2018/055-18.shtml)

**Go to Part III**

# Part III – Complete the following chart for each area identified above.

| Instructional area and/or task that is difficult for the student | Briefly list strategies, accommodations, or assistive technology **currently being used** in general education, special education, community, work, and home settings. |
| --- | --- |
| Reading: applying word analysis skills when reading | Verbal contextual analysis: reading aloud by others, gives clues, basic word identification strategies: say the stem of the word and dictionary use |
| Writing: writing a short paragraph of 2-3 sentences on topic | Sentence starters, word bank, extra time |
| Spelling: spelling of high frequency sight words | Personal dictionary, word bank, reduced number of spelling words |

Is the student able to complete tasks at his/her ability with any special strategies, accommodations or assistive technology already being used?

Yes – Current strategies are adequate and documented in student’s IEP. **Consideration is complete.**

X No – There have been changes in the student’s functional or academic performance, or current strategies are **NOT** adequate and could require new assistive technology or a change in current AT (devices or services) provided – **Go to Part IV**

# Part IV – Complete the following section.

| Describe AT devices or services to be tried or modified | Responsible person(s)/provider(s) | Trials completed by when: |
| --- | --- | --- |
| Reading: access to digitally formatted textbooks and books | Mrs. Carle, Sped Teacher | 12/15/17 |
| Writing: word prediction with auditory scanning, graphic organizer software | Mrs. Sheets, General Ed. Teacher | 12/15/17 |

Complete this section following trial(s):

| Was trial(s) successful? (Yes/No) Describe action(s) to be taken | Responsible person(s)/providers(s) | By when: |
| --- | --- | --- |
| Reading: Yes, student was able to access digital text; training for the family and teachers needs to be completed- documented in the IEP | Mrs. Carl, Sped Teacher | End of the grading period |
| Writing: student could not use graphic organizers  NEW TRIAL for Writing: Using speech to text apps and software  Yes, word prediction software/app was successful and documented in the IEP | Mrs. Sheets, General Ed. Teacher  All Teachers | End of the grading period |

***All assistive technology (devices and services), including trials, needs to be documented.***