\_Parish School Board

# Assistive Technology Consideration Checklist

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| Student**:** | School: | Date:      Completed by: |
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Directions: Use this form to consider the need for assistive technology (AT). Document the outcome on the student’s IEP. This checklist must be maintained in the student’s IEP folder.

*In developing each child’s IEP, the IEP Team … shall consider whether the child requires assistive technology devices and services*.

IDEA 614. (d) (3) (B)(5).

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| **Part I. Identify any area that is keeping the student from accomplishing IEP goals that reflect his/her abilities, or identify any area where the student is already using AT by completing page 1. ⎯⎯⎯→** | | | | | | **Was one or more area identified?** |
| ☐A. [Motor Aspects of Writing](#bookmark=id.48pi1tg)  ☐B. [Computer Access](#bookmark=id.2nusc19)  ☐C. [Composing Written Material](#bookmark=id.1302m92)  ☐D. [Communication](#bookmark=id.3mzq4wv)  ☐E. [Reading](#bookmark=id.2250f4o) **\*(AEM-go to page 2)** | | ☐F. [Learning/Studying](#bookmark=id.haapch)  ☐G. [Math](#bookmark=id.319y80a)  ☐H. [Recreation](#bookmark=id.1gf8i83)  ☐I. [Activities of Daily Living](#bookmark=id.40ew0vw)  ☐J. [Mobility](#bookmark=id.2fk6b3p) | | ☐K. [Environmental Control](#bookmark=id.upglbi)  ☐L. [Positioning and Seating](#bookmark=id.3ep43zb)  ☐M. [Vision](#bookmark=id.1tuee74)  ☐N. [Hearing](#bookmark=id.4du1wux)  ☐O. Vocational  ☐P. Other: | | ☐ Yes - Go to Part II.  ☐ No – Consideration is complete. The student does not require AT at this time. Document this result on the IEP. |
| **Part II.**  **List the area(s) identified in Part I.**  **⎯→** | **Specify the task(s) the student is unable to do.** **⎯→** | **Specify the environment(s) where that task takes place.** **⎯→** | **Briefly list strategies / accommodations already being used.**    **⎯→** | | **Briefly list technology already being used.**    **⎯→** | **Is the student able to independently complete tasks at his/her ability?** |
|  |  |  |  | |  | ☐ Yes - Current strategies/accommodations are adequate and foster independence. Consideration is complete. The student does not require AT at this time. Document this result on the IEP.  ☐ Yes - The student’s current use of AT is adequate and fosters independence. Consideration is complete. Document current use of AT on the IEP.  ☐ No – Refer and Review AT Consideration Resource Guide and complete Part III. |
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| **Part III. Select one of the following and proceed as described.**  ☐ AT is required. The IEP team knows the nature and extent of the AT devices/services needed and will document use of AT on the IEP. Describe:        ☐ AT may be required. The IEP team determines that additional information is needed and will contact AT Contact INFO here .  Document this statement on the IEP. | | | | | | |
| Comments:        **\* If a student is experiencing difficulties in reading you must consider providing Accessible Educational Material (AEM). Please refer to page 2.** | | | | | | |

Adapted from Wisconsin Assistive Technology Initiative (WATI), Miami-Dade County Assistive Technology Procedures, Georgia Project for Assistive Technology, Oregon Technology Access Program and

St. Charles Parish Public Schools Consideration forms.

**Reading/AEM: Providing Accessible Instructional Material**

Given standard **\*print-based** curriculum materials used in the content areas, does the student have difficulty accessing or gaining meaning from these materials? **☐ Yes, proceed with this form.** **☐ No, proceed with IEP development.**

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| **Have any factors related to the student’s disability been identified that contribute to the student’s difficulty in accessing standard print-based curriculum materials?** | **Factors**  Identify factors that contribute to the student’s difficulty in accessing standard print-based curriculum materials**.**  ☐ Physical ☐ Cognitive ☐ Visual  ☐ Reading Disability ☐ Auditory ☐ Perceptual  ☐ Attention Deficit Behaviors ☐ Dyslexia ☐ Other: |
| **Is the student able to read standard printed materials at a sufficient rate and with adequate comprehension in order to complete academic or curricular tasks with success, relative to same-age peers?** | **Current Reading Ability**   1. Identify the student’s current performance indicated by data (e.g.: DIBELs scores, Standardized Test Results, Informal Teacher Test, Teacher Observation and Formal Evaluation). 2. Is the student’s reading efficiency with standard print material adequate for timely completion of tasks? 3. Is the student’s reading comprehension adequate for understanding of content? |
| **Do other barriers to reading proficiency exist?** | **Other Barriers**  Identify any barriers other than the print-based format that prevent student access to instructional materials.  ☐ Lack of instruction ☐ Inadequate pre-requisite skills  ☐ Behaviors ☐ Other: |
| **Have strategies to address reading or access issues been successful?** | **Strategies**  List the strategies or accommodation to materials that have already been tried to address reading or access. Have they been successful? |
| **Would the student benefit from an alternate format or special format of core curriculum materials? If so, which?** | **Alternate Format and Specialized Formats**  Identify any changes to text format of standard print material that the student needs.  **Alternate Formats** **Specialized Formats**  ☐ Large Print ☐ Graphic / Pictorial Mode Materials  ☐ Braille ☐ Print with Magnification  ☐ Audio / Recorded Books ☐ Color Code Materials  ☐ Digital Formats ☐ Alter Format of Materials on Page (type/highlight/spacing) |
| **Would the student/educational team require additional supports for successful use/implementation of materials in an alternate format?** | **Additional Supports**  Identify additional instruction, assistive technology, supports, services, and/or training that will be needed by the student and others to use the materials effectively. |
| **The IEP team determines that the student may benefit from Accessible** **Educational Material (AEM): ☐ Yes** **☐ No**  **If “yes” then the student has to be certified as having a print disability by district competent authority. Contact: AEM Competent Authority here** | |

**\*Print-based core materials are textbooks, workbooks, worksheets, basal textbooks and reproducible materials printed on paper, in book, or single sheet format. Revised 7/28/17**