KY State Educational Cooperatives Assistive Technology Consideration Guide

This guide is intended to be used to facilitate discussion to determine whether a student requires assistive technology (AT) as part of their special education, related services, or SAS. This guide can be used at any time. Each area of concern includes a sampling of common technology typically used to address that area. The samples are not provided as an exhaustive list and may not include the most appropriate technology for a particular student. The sections below are organized into general categories to aid the ARC in making decisions. Items from any area of concern may be utilized if it enables an individual to access the curriculum or perform tasks, regardless of disability eligibility.

sks, regardless of disability eligiudent Name:	-	DB:]	Date:
Envi	ronments and Tasks Rel	ated to Area of	Concern	
(C	onsider environments and	tasks for each se	ection)	
Environments	☐Outdoor Activity Areas	□Job Sites		
☐General Education Classrooms	☐Assembly Spaces	□Field Trips		
☐Special Education Classrooms	□Cafeteria/Meal Spaces		□Home	
□Hallways	□School Bus		□Other:	
Tasks	□Assessments		□Comn	nunicating
□Instruction	□Homework		□Extracurricular Activities	
□Independent Work	□Transitions		□Peer Interaction	
□Group Work	□Vocational Tasks		□Other:	
Domains related to the Student's IEP	Area of Concern			
Communication:	☐ Independently functioning in this area ☐ May require the use of AT in this area			
	 □ Pictures □ Picture communication book □ Picture communication board 	☐ Eye gaze board ☐ Single message generating dev ☐ Single message generating dev steps for seque	e speech- ice e speech- ice with	☐ Static display speech- generating device ☐ Dynamic display speech- generating device ☐ Other:
Health, Vision, Hearing,	Vision	· ·		
Motor Abilities (Vision and Hearing addressed in this section relate to the overall health of the eyes and ears, it is addressed educationally in the Functional Vision/Learning Media Assessment and the Functional Hearing Listening and Communication Assessment):	☐ Independently functioning in this area ☐ May require the use of AT in this area:			
	*See Functional Vision/Learning Media Assessment			
	Hearing			
	☐ Independently functioning in this area ☐ May require the use of AT in this area:			
	*See Functional Hearing Listening and Communication Assessment			
	*While not all students with Vision or Hearing needs will complete the Functional Assessment, assistive technology considerations are located in those sections for clarity.			

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line, bold line, colored), tablet, etc.				•		
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templates				software		
☐ Hand/wrist stabilizer ☐ Adapted art supplies ☐ Other:		-				

	Computer Access ☐ Independently functioning in this area ☐ May require the use of AT in this area:			
	 □ Computer accessibility options □ Alternate/adapted keyboard/ keyguards, etc. □ Alt. Text 	☐ Arm support ☐ Mouse alternatives (trackball, joystick, etc.) ☐ Switch interface ☐ Translation software	☐ Alternative Input (touch screen, switch access, eye gaze, etc.) ☐ Voice recognition software ☐ Other:	
Social-Emotional Status:	Activities of Daily Living (ADLs) ☐ Independently functioning in this area ☐ May require the use of AT in this area:			
	☐ Nonslip materials/adaptive grips	☐ Adaptive eating/drinking utensils	☐ Adaptive cooking equipment	
	Universal cuff/strap to hold items in hand	☐ Adaptive personal care devices	☐ Color, tactile coded items ☐ Signaling Devices ☐ Other:	
	Recreation/Leisure Functioning Independently functioning in this area May require the use of AT in this area:			
	☐ Adapted toys/games (Velcro, magnets,	☐ Arm support for drawing/painting	☐ Adapted playground equipment	
	handles, switches, etc.) Adaptive sporting	☐ Modified utensils/equipment	☐ Electronic aids (remote control, timers, music	
	equipment GPS	☐ Position aides	player, computer/device access etc.)	
		☐ Art/Music software/apps	Other:	
General Intelligence:	Cognitive			
	☐ Independently functioning in this area			
	☐ May require the use of AT	in this area:	☐ Optical Character	
	☐ May require the use of AT☐ Visual supports (schedule, timers, color	in this area: Highlighted text Recorded material	☐ Optical Character Recognition	
	☐ May require the use of AT☐ Visual supports (schedule, timers, color coding, software/apps, etc.)	`in this area: ☐ Highlighted text	•	
	☐ May require the use of AT☐ Visual supports (schedule, timers, color coding, software/apps,	in this area: Highlighted text Recorded material	Recognition	
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	☐ Large key/talking calculator ☐ Manipulatives Orientation & Mobility	☐ Illuminated/high contrast materials, color filters ☐ Voice recognition and voice output software	□ Recording devices/apps □ Tactile supports □ Audio recorder □ Other:	
	☐ Independently functioning in this area			
	☐ May require the use of AT in this area:			
	☐ Pre-cane devices ☐ Signaling devices ☐ Stander	☐ Tactile boundaries☐ Walking supports	☐ Directionality devices ☐ Grab bar/handrail ☐ Other:	
Functional Hearing	Hearing			
Listening and Communication Assessment:	☐ Independently functioning in this area ☐ May require the use of AT in this area:			
	☐ Pen and paper ☐ Computer/portable word processor ☐ Personal amplification system/hearing aid ☐ Captioning on videos ☐ Text to Speech/Speech to Text applications	☐ Visual/vibrating signaling device ☐ Transcription (i.e. Computer Aided Real- Time Transcript (CART), closed captioning)	☐ FM (Personal or Classroom), Infrared, or Loop System ☐ Note-taking (peer buddy, computer-assisted, etc.) ☐ Accessible telephones/videophones, relay services, texting ☐ Other:	
Transition/Vocational:		tegories that may enable an indi ing skills with a greater degree of		
Based on the discussion from the guide above, please note one of the following:				
☐ AT is not required at this t	ime for special education.	related services, or SAS		
☐ AT is currently being implemented (technology/tool) to perform (task) in (setting)				
□ Additional or new AT may be required (technology/tool) to perform (task) in (setting)				
☐ Additional information is needed before making a decision regarding AT **If the AT consideration process occurs during an ARC, please document it in the conference summary.**				