

**Santa Barbara County
Special Education Local Plan Area
A Joint Powers Agency**

**ASSISTIVE TECHNOLOGY
GUIDE FOR CONSIDERATION OF AT/AAC**

If a request is made for an AT assessment, these questions can guide a discussion of consideration of AT:

1. What task(s) does the student need to do/what are the curriculum demands?
2. What is the student's present level of performance on those tasks -- how is he/she currently completing these tasks?
3. If parent request, are the parents using certain technologies at home that are making these tasks easier to complete or offer more independence for the student?
4. What, if any, AT has been tried with this student at school? What was the outcome?

A CONTINUUM OF CONSIDERATIONS FOR ASSISTIVE TECHNOLOGY:

Motor Aspects of Writing

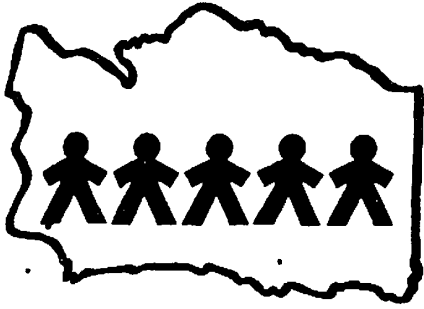
Have you tried: Environmental and Seating adaptations _____ Variety of pencils/pens _____
Adapted pencil/pen _____
Alternative to pencil (eye gaze and/or partner assisted scanning) _____
Manipulatives of letters or words _____
Adapted paper _____ Writing templates _____ Word Banks or Phrase Banks _____
Sentence Strips _____
Graphic Organizers _____ Portable word processor _____
Device with word processing _____
Alternative keyboards _____ Device with word prediction _____
Device with speech recognition _____

Does the student need other supports (e.g. OT) to address any motor, visual-motor or sensory issues that are interfering with the motor aspects of writing?

A CONTINUUM OF CONSIDERATIONS FOR ASSISTIVE TECHNOLOGY:

Composing Written Materials

Have you tried: Picture Supports to write about _____ Pictures with words _____
Word cards/word banks/word wall _____
Alternative to pencil (eye gaze and/or partner assisted scanning) _____
Manipulatives of letters or words _____



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Written templates and guides _____ Device with word processing _____
Device with word prediction _____
Device with talking word processing (text-to-speech) _____ Digital templates _____
Device with Speech Recognition _____
Multimedia software or app with alternative expression of ideas (e.g., *PowerPoint*,
Inspiration) _____

Does the student need any other supports to address language skills that are interfering with the composition of writing?

A CONTINUUM OF CONSIDERATIONS FOR ASSISTIVE TECHNOLOGY:

Reading

Have you tried: Standard text _____ Book adapted for physical, visual, access _____
Low-Tech modifications to text (change readability of text, mark text, etc.) _____
Pictures with text _____
Alternatives to Standard Printed Text (audio, Braille, large print, digital) _____
Modify electronic text (increase font style or size or change color) _____
Text reader (text-to-speech) _____
Scanner with OCR and text reader _____
Text Reader with Study Skill support (Kurzweil, Read and Write Gold) _____

Does the student need any other supports (e.g. Vision) to address issues that are interfering with reading?

COMMENTS (continue on back if necessary):

DOES STUDENT NEED AN AT ASSESSMENT FOR ACCESS TO CURRICULUM: yes no

Staff Signature: _____ Title: _____

School/District: _____ Date: _____