

*** FOR STAFF USE ONLY ***

SCRED Assistive Technology Consideration Guide

The following information is provided to assist IEP teams in considering assistive technology in the development, review, and/or revision of a student's IEP. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions. Additional tasks and solutions will need to be added to address individual student needs.

	SPECIFIC TASK	ACCOMMODATIONS	AT TOOLS	STUDENT PERFORMANCE
Tasks	A: What task is the student experiencing difficulty with for which AT may be needed? <i>Check items below that apply.</i>	B. What modifications, accommodations, strategies, or standard tools has the student already tried? <i>Check items below that apply.</i>	C. What new or additional AT tools should be tried and in what environments? <i>Check items below that apply.</i>	D. Think about and discuss what aspect(s) of student performance is expected to increase. (These may help guide your goals, objectives and/or accommodations.)
Writing Instructional/ Access Area of Concern: <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Write name <input type="checkbox"/> Copy letters/words/numbers for skills practice <input type="checkbox"/> Write words from memory <input type="checkbox"/> Poor legibility of writing <input type="checkbox"/> Correct formation of letters <input type="checkbox"/> Correct formation of numbers <input type="checkbox"/> Alignment and spacing <input type="checkbox"/> Write spelling words in a sentence <input type="checkbox"/> Complete written worksheets/tests: <ul style="list-style-type: none"> o Multiple choice o Matching o Fill-in-the-blank o Short answer o Essay <input type="checkbox"/> Write a complete sentence with correct capitalization and punctuation <input type="checkbox"/> Write complete paragraphs and theme papers <input type="checkbox"/> Utilize correct grammar <input type="checkbox"/> Use appropriate organization in writing <input type="checkbox"/> Generate ideas for writing <input type="checkbox"/> Copy notes from board or	<input type="checkbox"/> Increased time for completing assignments <input type="checkbox"/> Modified assignments (decreased length or number of responses) <input type="checkbox"/> Oral response allowed <input type="checkbox"/> Peer note taker <input type="checkbox"/> Format of assignment changed to meet need of student (multiple choice, fill in blank, short answer) <input type="checkbox"/> Dictation of answers to teacher/peer <input type="checkbox"/> Student highlights key points on printed notes <input type="checkbox"/> Webbing-concept strategy used <input type="checkbox"/> Marker used <input type="checkbox"/> Typing/word processing <input type="checkbox"/> Word processing with grammar and spell check <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Word banks, sentence starters, and cloze format writing activities <input type="checkbox"/> Typed outline or copy of notes given to student prior to	<input type="checkbox"/> Variety of pencils/pens <input type="checkbox"/> Pencil grip or other adapted writing aid <input type="checkbox"/> Alternative paper (e.g., bold spacing, raised line, secured to desk) <input type="checkbox"/> Slant Board <input type="checkbox"/> Personal dry erase board <input type="checkbox"/> Prewritten words/phrases <input type="checkbox"/> Writing templates <input type="checkbox"/> Non-slip writing surface (e.g., dycem) <input type="checkbox"/> Digital recorder to record responses <input type="checkbox"/> Portable word processor (e.g., AlphaSmart Neo, The Writer Fusion) <input type="checkbox"/> Word prediction software (e.g. Co:Writer, WordQ) <input type="checkbox"/> Word processor with grammar and spell check (e.g., Microsoft Word) <input type="checkbox"/> Text-to-speech software to support writing (e.g. Write Out: Loud, Classroom Suite, Talking Word Processor) <input type="checkbox"/> Software to assist with organization of writing, outlining/webbing (e.g. Inspiration or Kidspiration, Draft: Builder) <input type="checkbox"/> Computer with graphic-based word process (e.g., Writing with Symbols)	Improve: <input type="checkbox"/> Quality <input type="checkbox"/> Quantity <input type="checkbox"/> Speed <input type="checkbox"/> Independence in written work <input type="checkbox"/> Writing in a variety of genres <input type="checkbox"/> Written record keeping

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	<ul style="list-style-type: none"> <input type="checkbox"/> overhead <input type="checkbox"/> Record notes from teacher lecture without teacher notes <input type="checkbox"/> Copy print from book or worksheet <input type="checkbox"/> Copy diagrams and graphs <input type="checkbox"/> Keyboard skills need improvement <input type="checkbox"/> Copy diagrams and graphs <input type="checkbox"/> Fill out documents used for job applications, resume, portfolio documentation <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> lecture <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> Speech recognition software for dictation <input type="checkbox"/> Notetaking device (e.g., Braille, adapted tape/digital recorder, smartboard, Notetaker, Iris Pen) <input type="checkbox"/> Scanner and computer with form filling software to create electronic worksheets <input type="checkbox"/> Other: 	
<p>Spelling</p> <p>Instructional/ Access Area of Concern:</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Complete writing tasks with correct spelling <input type="checkbox"/> Apply spelling strategies, word families, and rules <input type="checkbox"/> Identify and spell basic/high frequency/sight words <input type="checkbox"/> Locate correctly spelled words in dictionary <input type="checkbox"/> Use spelling words appropriately in a sentence <input type="checkbox"/> Write spelling words from dictation <input type="checkbox"/> Spell words orally <input type="checkbox"/> Take a written spelling test <input type="checkbox"/> Identify correctly spelled word from printed list <input type="checkbox"/> Identify/correct incorrectly spelled words in writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Flashcards <input type="checkbox"/> Alphabet strip <input type="checkbox"/> Peer/adult assistance for difficult to spell words <input type="checkbox"/> Print dictionary <input type="checkbox"/> Personal or custom dictionary <input type="checkbox"/> Problem word list <input type="checkbox"/> Reduce number of spelling words <input type="checkbox"/> Increased time for completing assignments <input type="checkbox"/> Instructional software to remediate and enhance basic phonics and spelling skills <input type="checkbox"/> Computer with word processing software with built-in spell checker 	<ul style="list-style-type: none"> <input type="checkbox"/> Personal dry erase board for practice <input type="checkbox"/> Tape recorder with difficult to spell words recorded <input type="checkbox"/> Hand held spell checker without auditory output (e.g., Merriam-Webster Dictionary and Thesaurus) <input type="checkbox"/> Hand held spell check with auditory output (e.g., Speaking Merriam-Webster Dictionary and Thesaurus) <input type="checkbox"/> Word prediction or other software supports for spelling (e.g. Co: Writer, WordQ, Ghotit, Gingerspell) <input type="checkbox"/> Portable word processor with spell checker (e.g., AlphaSmart NEO, The Writer Fusion) <input type="checkbox"/> Computer with talking word processing software containing speaking spell check (e.g., Write 	<p>Improve:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct letter sequences <input type="checkbox"/> Correct total words <input type="checkbox"/> Correct spelling within a piece of writing (first draft or final draft) <input type="checkbox"/> Independence in spell check

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	SPECIFIC TASK	ACCOMMODATIONS	AT TOOLS	STUDENT PERFORMANCE
	sample <input type="checkbox"/> Isolate beginning and/or ending sounds <input type="checkbox"/> Other:		Out:Loud, Classroom Suit, Talking Word Processor) <input type="checkbox"/> Computer-based advanced reading and writing aids (e.g., Kurzweil 2000, WYNN, Read and Write Gold) <input type="checkbox"/> Other:	
Reading Instructional/ Access Area of Concern: <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Identify letters in isolation and in sequence <input type="checkbox"/> Recognize/read name <input type="checkbox"/> Sound/symbol recognition <input type="checkbox"/> Read basic/primer sight words <input type="checkbox"/> Read functional words <input type="checkbox"/> Read target/selected words within a sentence <input type="checkbox"/> Comprehend age/grade appropriate reading materials <input type="checkbox"/> Read material from the following with comprehension: <ul style="list-style-type: none"> o print materials from textbooks o worksheets o board/overhead o computer display <input type="checkbox"/> Read longer reading samples with comprehension and without fatigue <input type="checkbox"/> Answer literal questions regarding material read <input type="checkbox"/> Answer questions regarding main idea	<input type="checkbox"/> Peer/adult reading assistance <input type="checkbox"/> High interest, low reading level materials <input type="checkbox"/> Increased time to complete assignments <input type="checkbox"/> Decreased length of assignment <input type="checkbox"/> Simplified text <input type="checkbox"/> Color coding to emphasize key points <input type="checkbox"/> Tracking strategies (reading window, ruler, highlighting) <input type="checkbox"/> Instructional software to remediate basic reading and/or reading comprehension skills <input type="checkbox"/> Other:	<input type="checkbox"/> Page fluffers <input type="checkbox"/> Slant board and book holder for positioning books <input type="checkbox"/> High interest, low reading level materials with speech/narration <input type="checkbox"/> Use of pictures/symbols with text <input type="checkbox"/> Colored overlays for reading <input type="checkbox"/> Materials in digital text or audio format <input type="checkbox"/> Portable digital book players with digital text (i.e. Kindle, Ipad) <input type="checkbox"/> Electronic books (e.g., disk or CD-ROM) or portable digital audio books (MP3 or CD) <input type="checkbox"/> Text reading software (i.e. Natural Reader, Ghostreader) <input type="checkbox"/> Reading aids (portable electronic dictionary) <input type="checkbox"/> Scan and read software <input type="checkbox"/> Enlarged print <input type="checkbox"/> Modified digital print (size, color, background) <input type="checkbox"/> Highlighted digital text paired with text-to-speech <input type="checkbox"/> Speaking spell checker or dictionary as a word recognition aid (e.g., Speaking Merriam-Webster Dictionary)	Improve: <input type="checkbox"/> Rate <input type="checkbox"/> Oral Reading Fluency- word correct/minute <input type="checkbox"/> Accuracy <input type="checkbox"/> MAZE number correct <input type="checkbox"/> Oral Reading Fluency- Percent correct <input type="checkbox"/> Prosody (1-5) <input type="checkbox"/> Independence in reading tasks after reading directions <input type="checkbox"/> Information finding skills

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	<input type="checkbox"/> Answer inferential questions regarding reading material <input type="checkbox"/> Summarize material read <input type="checkbox"/> Read fluently <input type="checkbox"/> Seeing or track text on the page <input type="checkbox"/> Hold and manipulate reading materials <input type="checkbox"/> Read how to directions <input type="checkbox"/> Read information from a web page or email. <input type="checkbox"/> Other:		and Thesaurus) <input type="checkbox"/> Reading pen (e.g., Readingpen) <input type="checkbox"/> Computer-based talking word processing program (e.g., Write Out:Loud, E-Text Reader, Classroom Suite) <input type="checkbox"/> Computer with graph word processor (e.g., Writing with Symbols) <input type="checkbox"/> Computer with text enlargement software (e.g., ZoomText) <input type="checkbox"/> Computer with text reading software (e.g., ReadPlease, JAWS, Kurzweil 1000) <input type="checkbox"/> Computer-based advanced reading and writing aids (e.g., Kurzweil 2000, WYNN, Read and Write Gold) <input type="checkbox"/> Solutions for converting text into alternate format (e.g., scanner with OCR software, Braille translation software, Braille printer/embosser, refreshable Braille displays, and tactile graphic production systems) <input type="checkbox"/> Other:	
Math Instructional/ Access Area of Concern: <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Attend and Explore math Patterns and Algebra <input type="checkbox"/> Data Analysis and Probability <input type="checkbox"/> Number sense <input type="checkbox"/> Identify numbers in isolation and sequence <input type="checkbox"/> Comprehend basic math concepts <input type="checkbox"/> Complete basic calculations	<input type="checkbox"/> Manipulatives <input type="checkbox"/> Abacus <input type="checkbox"/> Number line <input type="checkbox"/> Multiplications chart <input type="checkbox"/> Math fact sheet <input type="checkbox"/> Calculator <input type="checkbox"/> Instructional software to remediate and enhance specific math skills	<input type="checkbox"/> Modified paper (bold line, enlarged, raised line, graph paper) <input type="checkbox"/> Talking calculator <input type="checkbox"/> Calculator with large print display <input type="checkbox"/> Calculator with large keyboard <input type="checkbox"/> Calculator with embossed output (e.g., Braille N Speak) <input type="checkbox"/> Computer based on-screen calculator <input type="checkbox"/> Computer with word processing	Improve <input type="checkbox"/> Independence and ability to complete math assignments <input type="checkbox"/> Accuracy <input type="checkbox"/> Fluency in computation or math applications

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	SPECIFIC TASK	ACCOMMODATIONS	AT TOOLS	STUDENT PERFORMANCE
	<ul style="list-style-type: none"> <input type="checkbox"/> Complete complex math calculations (addition, subtraction, multiplication, division) <input type="checkbox"/> Enter numbers in correct locations <input type="checkbox"/> Copy math calculation problems with correct alignment <input type="checkbox"/> Record dictated math calculation problems with correct alignment <input type="checkbox"/> Complete complex math calculations <input type="checkbox"/> Complete math word problems <input type="checkbox"/> Tell time to the hour, half-hour, etc. using an analog and/or digital clock <input type="checkbox"/> Calculate passage of time <input type="checkbox"/> Identify coins and bills <input type="checkbox"/> Demonstrate understanding of coin and bill value <input type="checkbox"/> Utilize money to purchase items <input type="checkbox"/> Utilize coins and bills to make appropriate change <input type="checkbox"/> Maintain and balance bank account <input type="checkbox"/> Copy diagrams and graphs to create and plot linear and quadratic equations on graph 	<ul style="list-style-type: none"> <input type="checkbox"/> Changing format of assignment <input type="checkbox"/> Provide additional spacing between problems <input type="checkbox"/> Increase size of print through photocopying <input type="checkbox"/> Change complexity of material (e.g., separate problems by operations required) <input type="checkbox"/> Reduced number of problems <input type="checkbox"/> Peer/adult reading of problem and recording of answer <input type="checkbox"/> Additional time to complete assignments <input type="checkbox"/> Other 	<ul style="list-style-type: none"> program with Equation Editor feature (e.g., Microsoft Word) <input type="checkbox"/> Calculator with or without print out <input type="checkbox"/> On-screen/scanning calculator <input type="checkbox"/> Money calculator/Coinculator <input type="checkbox"/> Electronic math worksheet software with adaptive input and output as needed (e.g., MathPad, MathPad Plus, Scientific Notebook, and Geometers Sketchpad) <input type="checkbox"/> Computer-based math practice and support <input type="checkbox"/> Adapted measuring devices (e.g., devices with speech output, large print display, or tactile output) <input type="checkbox"/> Talking watches/clocks <input type="checkbox"/> Software for manipulation of objects <input type="checkbox"/> Voice recognition software <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> Attend and focus <input type="checkbox"/> Manipulate objects for counting, measuring, algebra and geometry <input type="checkbox"/> Improve math skills <input type="checkbox"/> Increase math skills for functional routines used in the home and community

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	<input type="checkbox"/> Geometry			
Study & Organization Instructional/ Access Area of Concern: <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Record assignments from teacher dictation <input type="checkbox"/> Copy assignments from board <input type="checkbox"/> Initiate tasks <input type="checkbox"/> Follow written directions <input type="checkbox"/> Follow oral directions <input type="checkbox"/> Attend to tasks <input type="checkbox"/> Manage multiple step tasks <input type="checkbox"/> Complete and turn in assignments within designated timelines <input type="checkbox"/> Has appropriate materials/supplies for class activities <input type="checkbox"/> Request teacher/peer assistance when needed <input type="checkbox"/> Use appropriate organization in writing <input type="checkbox"/> Generate ideas for writing <input type="checkbox"/> Copy print from book or worksheet <input type="checkbox"/> Copy diagrams and graphs <input type="checkbox"/> Keyboard skills need improvement <input type="checkbox"/> Locate important information in text <input type="checkbox"/> Listen and identify critical information to record for future review or test study <input type="checkbox"/> Return tools or materials to	<input type="checkbox"/> Classroom Print/picture schedule <input type="checkbox"/> Checklists <input type="checkbox"/> Self-monitoring sheets <input type="checkbox"/> Timers <input type="checkbox"/> Positioning student strategically within classroom environment <input type="checkbox"/> Assignment sheet provided by peer and/or adult <input type="checkbox"/> Outlines of key points <input type="checkbox"/> Organizational aids (color coding, highlighting, etc.) <input type="checkbox"/> Typing/word processing <input type="checkbox"/> Word processing with grammar and spell check <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Word banks, sentence starters, and cloze format writing activities <input type="checkbox"/> Typed outline or copy of notes given to student prior to lecture <input type="checkbox"/> Jig of filing system for location of tools and materials in storage <input type="checkbox"/> Other	<input type="checkbox"/> Electronic organizational device with reminders (i.e. Step Pad, PDA, Dana, Smart phone, iTouch) and other organizational apps <input type="checkbox"/> Recording device for recording assignments <input type="checkbox"/> Voice output or electronic reminders for assignments/tasks <input type="checkbox"/> Computer based electronic organizer with adapted input and output provided as needed <input type="checkbox"/> Single word scanners <input type="checkbox"/> Hand-held scanners <input type="checkbox"/> Software for concept development <input type="checkbox"/> Software for organization of ideas <input type="checkbox"/> Hand-held computers <input type="checkbox"/> Digital recorder to record responses <input type="checkbox"/> Portable word processor (e.g., AlphaSmart, Neo, The Writer Fusion) <input type="checkbox"/> Word prediction software (e.g., Co:Writer, Word Q) <input type="checkbox"/> Word processor with grammar and spell check (e.g., Microsoft Word) <input type="checkbox"/> Text-to-speech software to support writing (e.g., Write Out: Loud, Classroom Suite, Talking Word Processor) <input type="checkbox"/> Software to assist with organization of writing, outlining/webbing (e.g., Inspiration, Kidspiration, Draft:Builder)	Improve: <input type="checkbox"/> Independent and success negotiating school day, completing activities, submitting assignments <input type="checkbox"/> Work production <input type="checkbox"/> Efficient use of limited time for study or task completion <input type="checkbox"/> Test scores <input type="checkbox"/> Quality of Work

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	<input type="checkbox"/> proper storage location <input type="checkbox"/> Organize electronic files in computer		<input type="checkbox"/> Computer with graphic-based word process (e.g., Writing with Symbols) <input type="checkbox"/> Speech recognition software for dictation <input type="checkbox"/> Notetaking devices (e.g., Braille adapted tape/digital record, smartboard, Notetaker, Iris pen) <input type="checkbox"/> Scanner and computer with form filling software to create electronic worksheets <input type="checkbox"/> Other:	
Language/ Communication Instructional/ Access Area of Concern: <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Inconsistent or ineffective in their use of nonverbal communication <input type="checkbox"/> Vocalizations are unintelligible <input type="checkbox"/> Gain attention of peers/adults within environment <input type="checkbox"/> Express basic wants/needs <input type="checkbox"/> Request assistance as needed <input type="checkbox"/> Provide appropriate greetings <input type="checkbox"/> Participate in conversation with peers/teachers <input type="checkbox"/> Respond appropriately to teacher/peer questions and/or comments <input type="checkbox"/> Maintain conversations across turns <input type="checkbox"/> Provide oral report in class on assigned topic <input type="checkbox"/> Inform others of events,	<input type="checkbox"/> Eye Gaze <input type="checkbox"/> Gestures <input type="checkbox"/> Sign language <input type="checkbox"/> Verbal prompts <input type="checkbox"/> Modeling of appropriate skills <input type="checkbox"/> Practice through repetition <input type="checkbox"/> Accepting shortened responses <input type="checkbox"/> Providing questions before time <input type="checkbox"/> Allowing extra time for response <input type="checkbox"/> Repetition of spoken answers <input type="checkbox"/> Other:	Augmentative Communication solutions: <input type="checkbox"/> Expand pre-verbal communication (means, functions, rate) <input type="checkbox"/> Use of individual specific tangibles (e.g., objects, remnants, miniatures) <input type="checkbox"/> Picture symbol communication system (e.g., board, book, wallet, PECS, PODD) <input type="checkbox"/> Eye gaze board <input type="checkbox"/> Simple voice output device (e.g. Big Mack, CheapTalk, talking picture frame, etc) <input type="checkbox"/> Voice output device with levels (e.g., Macaw, CheapTalk with Levels, Digivox) <input type="checkbox"/> Voice output device with icon sequencing (e.g., AlphaTalker, Vanguard, Liberator) <input type="checkbox"/> Voice output device with dynamic display (e.g., Dynavox, laptop with Speaking Dynamically)	Improve: <input type="checkbox"/> To express needs, wants and ideas <input type="checkbox"/> Social interaction <input type="checkbox"/> Joint attention leading to sharing information <input type="checkbox"/> Increase opportunities to communicate in the environment 1. Linguistic competence (language) - uses a range of communication functions - combines words/phrases to create

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	topics, etc. <input type="checkbox"/> Order events or retell a story <input type="checkbox"/> Generate a narrative <input type="checkbox"/> Terminate conversation <input type="checkbox"/> Other:		<input type="checkbox"/> Device with text keyboard and speech output (e.g., Link, Write:Out Loud with laptop) <input type="checkbox"/> Speech enhancing devices (e.g., amplifiers, clarifiers) <input type="checkbox"/> Sign language <input type="checkbox"/> Other:	messages - uses different overlays for different activities/ settings 2. Social competence - attends to speaker - demonstrates turn-taking - uses social language - maintains and expands a topic 3. Strategic competence - repairs communication breakdowns - uses different vocabulary with different audiences - uses strategies to add something new to the conversation 4. Operational competence - activating device (on/off, speed,

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				accuracy) - navigating to words and phrases - asking for assistance when needed
Comprehension/ Listening Instructional/ Access Area of Concern: <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Manage transitions/ changes in schedule <input type="checkbox"/> Follow steps in tasks <input type="checkbox"/> Follow verbal directions <input type="checkbox"/> Listen to stories, books, etc. and answer comprehension questions <input type="checkbox"/> Listen to classroom discussion and apply information (answer questions, record notes, etc) <input type="checkbox"/> Listen to teacher lecture and apply information (answer questions record notes, etc.) <input type="checkbox"/> Listen to verbally presented information and retell and correct sequencing and facts <input type="checkbox"/> Listen to videos to gather information about current instructional topics <input type="checkbox"/> Respond to environmental stimuli appropriately (someone knocking on classroom door, bell ringing, fire alarm)	<input type="checkbox"/> Television and/or video player <input type="checkbox"/> Cassette recorder/player <input type="checkbox"/> Headphones for clarity of sound and blocking of extraneous noises for cassette/television <input type="checkbox"/> Overhead projector to provide visual outline during note taking <input type="checkbox"/> Closed captioning access to caption ready television and video presentations <input type="checkbox"/> Positioning student strategically within classroom environment <input type="checkbox"/> Teacher proximity <input type="checkbox"/> Elimination of extraneous noise (air conditioner) <input type="checkbox"/> Break directions into smaller steps/segments <input type="checkbox"/> Use verbal prompts and gestures <input type="checkbox"/> Pre-teach vocabulary and/or components of the lesson <input type="checkbox"/> Audio-tape verbally presented	<input type="checkbox"/> Use of individual specific tangible (objects, remnants, miniatures) schedules <input type="checkbox"/> Individual specific visual symbol schedules <input type="checkbox"/> Individual specific visual symbol task strips <input type="checkbox"/> Personal amplification system <input type="checkbox"/> Classroom sound field system <input type="checkbox"/> Auditory trainer <input type="checkbox"/> Personal hearing aids <input type="checkbox"/> Tape recorder with indexing capability <input type="checkbox"/> Smart Board for transferring teacher written notes to student computer for viewing and printing and viewing <input type="checkbox"/> Environmental alert system <input type="checkbox"/> Voice to text software application for converting teacher lecture to text <input type="checkbox"/> Closed captioning on non-caption ready instructional materials <input type="checkbox"/> Real time captioning of class lecture and discussion <input type="checkbox"/> Other:	Improve: <input type="checkbox"/> Quality <input type="checkbox"/> Quantity <input type="checkbox"/> Speed reduce response latency <input type="checkbox"/> Independence

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		information for repeated presentation <input type="checkbox"/> Use visual aids (picture symbols, maps, diagrams) to illustrate key points <input type="checkbox"/> Provide a written outline of lecture <input type="checkbox"/> Use a peer note-taker to record notes in class <input type="checkbox"/> Provide print copy of script in videotapes <input type="checkbox"/> Provide sign language/oral interpreter		
Recreation & Leisure Instructional/ Access Area of Concern: <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Participate in play activities <input type="checkbox"/> Participate in leisure activities (look at/read book or magazine, listen to music, etc.) <input type="checkbox"/> Manipulate and/or operate toys, tools, and/or electronic appliances required for participation in leisure activities appropriately <input type="checkbox"/> Use adapted equipment to fully participate in sport/leisure activities <input type="checkbox"/> Access information about recreational events <input type="checkbox"/> Schedule event and make accommodations arrangements <input type="checkbox"/> Telephone accommodations	<input type="checkbox"/> Verbal prompts <input type="checkbox"/> Adult/peer assistance <input type="checkbox"/> Modeling appropriate skills <input type="checkbox"/> Cooperative participation with peers and adults <input type="checkbox"/> Game modification <input type="checkbox"/> Accommodations services assistance <input type="checkbox"/> Calendar and budget templates	<input type="checkbox"/> Toys adapted with Velcro, magnets, handles, etc. <input type="checkbox"/> Toys adapted for single switch operation or switch accessible toys (commercially available) <input type="checkbox"/> Adaptive books <input type="checkbox"/> Adaptive music with symbols <input type="checkbox"/> Adaptive sporting equipment <input type="checkbox"/> Universal cuff to hold crayons, etc. <input type="checkbox"/> Raised line coloring sheets <input type="checkbox"/> Modified utensils <input type="checkbox"/> Arm support for drawing/painting <input type="checkbox"/> Electronic aids to operate TV, VCR, etc. <input type="checkbox"/> Art software <input type="checkbox"/> Computers with adaptive input devices as needed and appropriate software to address leisure skills <input type="checkbox"/> TTY and other phone services	Improve: <input type="checkbox"/> Quality <input type="checkbox"/> Quantity <input type="checkbox"/> Speed <input type="checkbox"/> Level of assistance <input type="checkbox"/> Independence <input type="checkbox"/> Access

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	SPECIFIC TASK	ACCOMMODATIONS	AT TOOLS	STUDENT PERFORMANCE
	<input type="checkbox"/> Budget skills for recreation events/travel		<input type="checkbox"/> Other:	
Activities of Daily Living Instructional/ Access Area of Concern: <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Feed self using appropriate utensils <input type="checkbox"/> Drink using appropriate utensils <input type="checkbox"/> Prepare simple snacks <input type="checkbox"/> Prepare basic meal <input type="checkbox"/> Dress and/or undress self using appropriate tools <input type="checkbox"/> Complete personal hygiene and grooming tasks (brushing teeth, hair, etc.) <input type="checkbox"/> Toilet self <input type="checkbox"/> Perform simple household chores	<input type="checkbox"/> Bathroom rails and adaptive faucet handles <input type="checkbox"/> Verbal prompts <input type="checkbox"/> Modeling appropriate skills <input type="checkbox"/> Picture cues and prompts <input type="checkbox"/> Additional time to complete tasks <input type="checkbox"/> Modification of task length and complexity	<input type="checkbox"/> Nonslip materials <input type="checkbox"/> Universal cuff/strap to hold items in hand <input type="checkbox"/> Color coded items for easier locating <input type="checkbox"/> Adaptive eating utensils (e.g., grips for standard eating utensils) <input type="checkbox"/> Adaptive drinking devices (e.g., adaptive glasses/cups) <input type="checkbox"/> Adaptive dressing equipment (e.g., button holers, pulls for zippers, Velcros fasteners) <input type="checkbox"/> Adaptive devices for hygiene <input type="checkbox"/> Adaptive bathing devices <input type="checkbox"/> Adaptive equipment for cooking and food preparation (e.g., blender attached to power control until, adapted pouring handles) <input type="checkbox"/> Adaptive household cleaning tools and appliances <input type="checkbox"/> Other:	Improve: <input type="checkbox"/> Quality <input type="checkbox"/> Quantity <input type="checkbox"/> Speed level of assistance <input type="checkbox"/> Independence
Pre-Vocational & Vocational Instructional/ Access Area of Concern: <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Complete assigned tasks (filing, sorting, assembly, etc.) within designated timelines <input type="checkbox"/> Utilize tools, manipulatives, and/or equipment to complete tasks <input type="checkbox"/> Complete single and multiple step tasks <input type="checkbox"/> Career investigation skills <input type="checkbox"/> Resume development	<input type="checkbox"/> Verbal prompts <input type="checkbox"/> Picture and word cues <input type="checkbox"/> Modeling appropriate skills <input type="checkbox"/> Cooperative participation with peers and adults <input type="checkbox"/> Student self-monitoring sheets <input type="checkbox"/> Modification of task length and complexity <input type="checkbox"/> High school course work plan	<input type="checkbox"/> Individual task and material modifications to meet student needs <input type="checkbox"/> Computer with adaptive input devices as needed and appropriate software to address pre-vocational or vocational needs <input type="checkbox"/> Vibrating and talking watches and timers <input type="checkbox"/> Auditory prompting with and without visual display	Improve <input type="checkbox"/> Quality <input type="checkbox"/> Work productivity <input type="checkbox"/> Efficiency of task completion <input type="checkbox"/> Accuracy <input type="checkbox"/> Readiness for next setting <input type="checkbox"/> Social skills for work

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	SPECIFIC TASK	ACCOMMODATIONS	AT TOOLS	STUDENT PERFORMANCE
	<input type="checkbox"/> Portfolio development <input type="checkbox"/> Complete application forms and letters of inquiry <input type="checkbox"/> Job search skills <input type="checkbox"/> Understand strengths and weakness <input type="checkbox"/> Post secondary planning (select training place, apply for schooling, fill out forms for school entrance, financial aid.) <input type="checkbox"/> Work social skills for success <input type="checkbox"/> Transportation planning	<input type="checkbox"/> Work with employment service agencies <input type="checkbox"/> Entrance testing preparation for post secondary education	<input type="checkbox"/> Transition software or efolio to develop and store transition records <input type="checkbox"/> Modifications to AAC device for work setting <input type="checkbox"/> Work place jigs for task completion <input type="checkbox"/> Other:	<input type="checkbox"/> Employment opportunities
Mobility, Positioning, & Seating Instructional/ Access Area of Concern: <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Move about/ambulate about the classroom, school, and/or community <input type="checkbox"/> Manipulate educational materials as required in assigned activities <input type="checkbox"/> Maintain appropriate seating/position for participation in relevant activities <input type="checkbox"/> Change positions	<input type="checkbox"/> Limit mobility requirements through careful scheduling of daily activities (order, location, etc.) <input type="checkbox"/> Peer and adult assistance <input type="checkbox"/> Modification of requirements based upon student's daily energy level and the task to be completed	<input type="checkbox"/> Adaptive tables and desks <input type="checkbox"/> Adaptive classroom equipment (e.g., prone and supine standers, adapted chairs with seating modifications and support, sidelyer) <input type="checkbox"/> Bolster, rolled towel, blocks for feet <input type="checkbox"/> Walkers, crutches, canes <input type="checkbox"/> Custom fitted wheelchair or insert <input type="checkbox"/> Power wheelchair with joystick or other control <input type="checkbox"/> Lap trays and equipment mounts <input type="checkbox"/> Grab bars and rails <input type="checkbox"/> Power scooter, toy car or cart <input type="checkbox"/> Adaptive vehicle for driving <input type="checkbox"/> Other:	Improve: <input type="checkbox"/> Quality <input type="checkbox"/> Quantity <input type="checkbox"/> Speed <input type="checkbox"/> Level of Assistance <input type="checkbox"/> Independence
Vision <i>Be sure to include the teacher for</i>	<input type="checkbox"/> Produce letters/words/numbers using spaces correctly on with an appropriate size	<input type="checkbox"/> Increased time for completing assignments <input type="checkbox"/> Modified assignments (decreased length or number	<input type="checkbox"/> Eye glasses <input type="checkbox"/> Magnifier (hand held, digital, camera style) <input type="checkbox"/> Monocular	Improve: <input type="checkbox"/> Quality of reading or producing text <input type="checkbox"/> Quantity of

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<i>blind/visually impaired in decision-making.</i> Instructional/ Access Area of Concern: <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Writes on the line <input type="checkbox"/> Poor legibility of writing for student and/or teacher <input type="checkbox"/> Alignment and spacing <input type="checkbox"/> Complete written worksheets/tests: <ul style="list-style-type: none"> o Multiple choice o Matching o Fill-in-the-blank o Short answer o Essay <input type="checkbox"/> Read and/or copy notes from board or overhead <input type="checkbox"/> Record notes from teacher lecture without teacher notes <input type="checkbox"/> Reads cursive <input type="checkbox"/> Copy print from book or worksheet <input type="checkbox"/> Copy diagrams and graphs <input type="checkbox"/> Keyboard skills need improvement <input type="checkbox"/> Read standard text <input type="checkbox"/> Read text with appropriate posture and positioning <input type="checkbox"/> Read extended text with comprehension and without fatigue <input type="checkbox"/> Read fluently <input type="checkbox"/> Track text on page <input type="checkbox"/> Other:	of responses) <input type="checkbox"/> Oral response allowed <input type="checkbox"/> Peer note taker <input type="checkbox"/> Bold high contrast marker or colored pens used <input type="checkbox"/> Typing/word processing with large font-size and/or magnification <input type="checkbox"/> Typed outline or copy of notes given to student prior to lecture <input type="checkbox"/> Tracking strategies (reading window, highlighting) <input type="checkbox"/> Enlarged text (size) _____ <input type="checkbox"/> Bold or raised-line paper <input type="checkbox"/> Special lighting such as _____ <input type="checkbox"/> Materials tilted at a certain angle (indicate angle) _____ <input type="checkbox"/> Use optical aids: list _____ <input type="checkbox"/> Screen enlargement devices _____ <input type="checkbox"/> Screen enlargement software _____ <input type="checkbox"/> Prefers ___ Black letters on white ___ White on black ___ _____ (color) on _____ <input type="checkbox"/> Tilts head when reading <input type="checkbox"/> Requires recorded materials, text-to-speech, or Braille materials <input type="checkbox"/> Other:	<input type="checkbox"/> Large print books <input type="checkbox"/> CCTV (closed circuit television) <input type="checkbox"/> Screen magnifier (mounted over screen) <input type="checkbox"/> Screen magnifier software <input type="checkbox"/> Screen color contrast <input type="checkbox"/> Screen reader, text reader <input type="checkbox"/> Braille materials <input type="checkbox"/> Braille translation software <input type="checkbox"/> Braille printer <input type="checkbox"/> Enlarged or Braille/tactile labels for keyboard <input type="checkbox"/> Alternate keyboard with enlarged keys <input type="checkbox"/> Braille keyboard and note taker <input type="checkbox"/> Other:	materials read of produced text <input type="checkbox"/> Speed of reading or producing text <input type="checkbox"/> Independence in producing work <input type="checkbox"/> Independence in reading <input type="checkbox"/> Independence in organization <input type="checkbox"/> Independence in accessing instruction such as demonstrations, handouts, or board items

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<p>Hearing <i>Be sure to include the teacher for Deaf/hard of hearing impaired in decision-making.</i></p> <p>Instructional/ Access Area of Concern: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input type="checkbox"/> Follow verbal directions <input type="checkbox"/> Listen to stories, books, etc <input type="checkbox"/> Answer verbal comprehension questions <input type="checkbox"/> Listen to classroom discussion <input type="checkbox"/> Listen to teacher lecture and retell or apply information <input type="checkbox"/> Respond to environmental stimuli appropriately <input type="checkbox"/> Listen to music or a movie <input type="checkbox"/> Use telephone appropriately <input type="checkbox"/> Respond to emergency alarms <input type="checkbox"/> Take a written spelling test <input type="checkbox"/> Record notes from teacher <input type="checkbox"/> Isolate beginning or ending sounds of words <input type="checkbox"/> Sound/symbol recognition <input type="checkbox"/> Read fluently <input type="checkbox"/> Speak intelligibly <input type="checkbox"/> Other:	<input type="checkbox"/> Peer note taker <input type="checkbox"/> Preferential seating <input type="checkbox"/> Closed captioning access for all videos <input type="checkbox"/> Teacher proximity <input type="checkbox"/> Elimination of extraneous noise (air conditioner, fan) <input type="checkbox"/> Use gestures along with verbal prompts <input type="checkbox"/> Use visual aids (picture symbols, maps, diagrams) to illustrate key points <input type="checkbox"/> Provide a written outline of the lecture <input type="checkbox"/> Provide a print copy of script in video tapes <input type="checkbox"/> Provide sign language interpreter <input type="checkbox"/> Personal hearing aids <input type="checkbox"/> 'Talking stick' or similar strategy to isolate person speaking <input type="checkbox"/> Other:	<input type="checkbox"/> Computer/portable word processor <input type="checkbox"/> TTY/TDD with or without relay <input type="checkbox"/> Signaling device <input type="checkbox"/> Closed captioning <input type="checkbox"/> Real Time captioning <input type="checkbox"/> Computer aided note taking <input type="checkbox"/> Flash alert signal on computer <input type="checkbox"/> Phone amplifier <input type="checkbox"/> Personal amplification system/Hearing aid <input type="checkbox"/> FM or Loop system <input type="checkbox"/> Infrared system <input type="checkbox"/> Other:	<p>Improve:</p> <input type="checkbox"/> Quality of speech productions <input type="checkbox"/> Quantity of materials heard and understood <input type="checkbox"/> Independence in following classroom directions <input type="checkbox"/> Independence in attending to and comprehending classroom instruction <input type="checkbox"/> Independence in daily living and organizational tasks <input type="checkbox"/> Independence in accessing instruction such as lectures, readings, and video
<p>School Technology</p>	<input type="checkbox"/> Physical access to technology	<input type="checkbox"/> Increased time for completing assignments	<input type="checkbox"/> Positioning of student <input type="checkbox"/> Keyboard/mouse with accessibility/	<p>Improve:</p> <input type="checkbox"/> Quality

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Access Instructional/ Access Area of Concern: <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Turning on computer <input type="checkbox"/> Opening desired applications <input type="checkbox"/> Navigating computer <input type="checkbox"/> Saving folders <input type="checkbox"/> Searching for resources on the internet <input type="checkbox"/> Composing written materials <input type="checkbox"/> Using standard keyboard <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Modified assignments (decreased length) <input type="checkbox"/> Oral response allowed instead of written report format <input type="checkbox"/> Peer assistance for producing typed text <input type="checkbox"/> Peer /adult reading assistance <input type="checkbox"/> Changing format of assignment	access features built into the operating system <input type="checkbox"/> Standard keyboard/mouse with adaptations <input type="checkbox"/> Alternate keyboard (e.g., Intellikeys, Discover Board, Tash) <input type="checkbox"/> Alternate mouse (e.g., TouchWindow, trackball, trackpad, mouse pen) <input type="checkbox"/> Onscreen keyboard <input type="checkbox"/> Word prediction, abbrev./expansion to reduce keystrokes <input type="checkbox"/> Key guard <input type="checkbox"/> Eye gaze <input type="checkbox"/> Morse code <input type="checkbox"/> Switch access <input type="checkbox"/> Arm support <input type="checkbox"/> Track ball/joystick with on-screen keyboard <input type="checkbox"/> Alternate keyboard <input type="checkbox"/> Pointing options/head mice <input type="checkbox"/> Switch with Morse code <input type="checkbox"/> Switch with scanning <input type="checkbox"/> Voice recognition software <input type="checkbox"/> Other:	<input type="checkbox"/> Quantity <input type="checkbox"/> Speed <input type="checkbox"/> Increase level of independences on all tasks related to computer/technology
	<input type="checkbox"/> Maintain attention for learning <input type="checkbox"/> Transition between activities <input type="checkbox"/> Tolerates loud environments	<input type="checkbox"/> Hand fidgets <input type="checkbox"/> Movement break <input type="checkbox"/> Token charts <input type="checkbox"/> Oral tools (e.g., gum, water bottle)	<input type="checkbox"/> Headphones <input type="checkbox"/> Weighted items <input type="checkbox"/> Mobile seating device (e.g., Sit Fit, peg stool, ball chair, Mov'n Sit)	Improve <input type="checkbox"/> Time on task <input type="checkbox"/> Self regulation