

AT Consideration Worksheet (EXAMPLE)

Consideration of the need for **assistive technology** devices and services must be reviewed yearly as part of every student's Individualized Education Plan [IDEA, 2004]. Use this worksheet to support the critical elements needed for meaningful team-based decisions when considering a student's need for assistive technology.

Student: <i>Emilia B.</i>	Age/Grade: <i>11/5th</i>	Site: <i>ABC Elementary</i>	Date: <i>8/5/2024</i>
Discussion participants and roles: <i>Ms. Green (RSP), Mr. Gray (Gen Ed), Mrs. Purple (OT), Mr. Brown (Administrator), Ms. Pink (Parent), Miss Techie (Ed Tech)</i>			
Student considerations: <i>IEP which includes specific learning disability which affects reading. Positive attitude, enjoys learning, reflective, loves collaborative activities with friends, doesn't like being pulled for services/RSP. Parents say homework is taking too much time and requires maximum support for reading and writing tasks. Reading at 2nd grade level. Spelling challenges affect written productivity. She is becoming more withdrawn during reading and writing activities and not wanting staff support. She wants to do her work with more independence.</i>			
Areas of Need – Educational Productivity: <i>Consider the whole student. What are they experiencing? Identify possible challenges and barriers that may impact skill development, demonstrating knowledge, or making progress towards grade level standards. Check boxes of identified areas of need.</i>			
<input type="checkbox"/>	Math <i>Strengths and interests:</i>	<i>Primary challenge or barrier:</i>	
<input checked="" type="checkbox"/>	Reading Foundations <i>Strengths and interests: Enjoys storybooks, picture books, comic books</i>	<i>Primary challenge or barrier: Accessing grade level text-based materials is difficult. Many of the classroom materials are print-based. Gen Ed teacher is unfamiliar with providing digital materials and text-to-speech.</i>	
<input type="checkbox"/>	Reading Comprehension <i>Strengths and interests:</i>	<i>Primary challenge or barrier:</i>	
<input type="checkbox"/>	Writing Legibility <i>Strengths and interests:</i>	<i>Primary challenge or barrier:</i>	
<input checked="" type="checkbox"/>	Writing, Composing & Use of Language Conventions <i>Strengths and interests:</i>	<i>Primary challenge or barrier: Spelling is affecting written productivity and less is being composed, especially paper/pencil tasks. She produces more using the computer and uses the built-in spell checker and dictionary.</i>	
<input type="checkbox"/>	Communication & Collaboration <i>Strengths and interests:</i>	<i>Primary challenge or barrier:</i>	
<input type="checkbox"/>	Executive Functioning <i>Strengths and interests:</i>	<i>Primary challenge or barrier:</i>	

Areas of Need – Functional Needs: Consider whether the student has a need for accommodations or assistive technology in order to have access to the educational program or setting in one or more of the functional need areas. For each area checked, identify the primary challenges that need addressing and possible access barriers.

<input type="checkbox"/>	Seating, Positioning & Mobility Strengths and interests:	Primary challenge or barrier:
<input type="checkbox"/>	Augmentative Alternative Communication Strengths and interests:	Primary challenge or barrier:
<input type="checkbox"/>	Physical Access to Materials & Technology Strengths and interests:	Primary challenge or barrier:
<input type="checkbox"/>	Activities for Daily Living & Recreation Strengths and interests:	Primary challenge or barrier:
<input type="checkbox"/>	Digital Skills Strengths and interests:	Primary challenge or barrier:
<input type="checkbox"/>	Hearing & Vision Strengths and interests:	Primary challenge or barrier:

Is this team comfortable that all potential areas of need were identified and understand the barriers and challenges that exist?

- If YES** – Continue to the next page to identify the priorities, features needed, specific strategies and/or tools.
- If NO** – Consider an AT Specialist consultation or assessment to collect data and information that will guide the team in decision-making.

Notes:

Team is excited that Emilia wants more independence in accessing grade level materials and written production.

Priorities for Student- Specific Strategies or AT Tools: Sometimes there are many areas of need identified. To begin with, focus on just a few top priorities and add others as needed. Talk about the features needed (e.g., TTS, graphic organizer, spellcheck). Discuss the environment/settings. Then make note of the types of tasks and activities the student needs to complete with as much independence as possible. Discuss what is currently available. Is it being used? Is it a successful tool? Make a note as to why or why it's not meeting the need. Consider new tools and describe or name the specific tool (e.g., built-in drawing tool in Google Docs to create graphic organizers during the writing process, Read & Write for Google Chrome, Postlight Reader extension, Reading Pen2).

Consider the barriers to independently accessing and completing tasks or participating in the activity? If considering new strategies and tools, you can find ideas in the [UDL](#) and/or [AT Resource FlipKits](#).

Student: Prioritize the Areas of need & Strategy or Tool Features Needed:	Environment What setting(s) is there support available? Staff skill level with AT? Physical access? Attitudes/mindsets?	Tasks What are the types of tasks the student needs to complete?	Current Tools and/or strategies that are currently available and/or being used to address the need?	Is the current tool or strategy successful? (yes, sometimes, no)	Potential Tools or strategies to explore or trial (Consider a range from no-tech to high tech)
1. Need area: Reading Foundations Strategy & Features needed: Text to speech (TTS)	<i>Needs support across all environments, including homework time. Staff will need training on tech, participate in trials, and develop an implementation plan.</i>	<i>Literature, textbooks, worksheets, digital materials and websites</i>	<i>staff support parent support audiobooks</i>	<i>sometimes sometimes sometimes, not always available</i>	Built-in TTS on Chromebook Audio versions (i.e., YouTube, audiobooks, ReadWorks.org) Digital materials (Google Classroom & Websites) Read & Write Bookshare (for textbooks & literature)
2. Need area: Writing/Composing Strategy & Features needed: TTS, Dictionary, word prediction	<i>Need support across all environments requiring composing paragraphs or longer assignments. Staff will need training on tech, participate in trials, and develop an implementation plan.</i>	<i>Composing paragraphs, essays, projects</i>	<i>staff support parent support Spell checker</i>	<i>sometimes sometimes yes</i>	Built-in TTS for editing/revising work. Word prediction to speed up production. Speech to text/Voice Typing for longer assignments and homework Embedded dictionary/spell check
3. Need area: Strategy & Features needed:					

NEXT STEPS: AT Consideration typically leads to one of the following outcomes. Read each statement and decide as a team.

- The current strategies and tools that are being used are successful in addressing the student's needs and nothing new is needed.*
If YES – Move ahead to documenting the current AT on the IEP and include a rationale.
- There are **no** current tools (**or** the current tools are ineffective or only working sometimes), **AND** potential tools were successfully identified to explore.*
If YES – Consider using the Trial Planning & Summary form to gather more information on whether the new AT will address the student's needs.
- The team is still unsure about which strategies or tools to explore. Assistance is needed to gather additional data in order to make decisions.*
If YES – Reach out to your AT Team or Specialist for a consultation or assessment.

Remember to document any changes or updates and document AT in the student's IEP as needed.

ACTION PLAN: The final step is to document the next steps in order to stay on track. Use the table below to think about and plan the details.

Steps & Responsibilities; <i>(i.e. install apps, purchase products, training, trials, etc.)</i>	Who will lead the effort?	Estimated Completion Date:
1. Train teacher/student/OT/Parent on built in TTS on Chromebook, Voice Typing, built-in tools to support writing (send how-to videos, visit classroom, provide training)	1. Miss Techie (Ed Tech)	ASAP (within 2 weeks)
2. Connect with librarian & admin, find out which textbooks are available in digital formats	2. Mr. Gray (Gen Ed)	End of September
3. Create Bookshare account and learn more about the service	3. Ms. Green (RSP)	End of September
4. Set up a trial with Read & Write for Chrome, learn how to use it and train student/staff. Use the trial form to collect data. Work with IT for installation.	4. Ms. Green (RSP)	End of September