

RESOURCE

CIU Assistive Technology (AT)

Considerations Checklists

Student Name (Optional):

You may utilize these checklists to complete The SETT Framework-Part I: AT Consultation Request and to document AT in the IEP.

These may also be used in the development of the AT Action Plan.

# CIU Assistive Technology Considerations Checklists

These are generic feature descriptions of AT options generally listed from no-high tech to high-tech, these are types of devices or strategies that could be employed to meet the student’s needs. **Checklists with AT examples and explanations are available at** [**http://assistivetechaiu.wikispaces.com/AT+Options**](http://assistivetechaiu.wikispaces.com/AT+Options).

## AT Intervention for Communication

Yes/no strategy for basic communicative needs

Picture symbols

Photos/digital pictures

Use a communication board with pictures, text, or objects

Symbol-authoring software to create boards/activities

Eye-gaze frame with pictures or text

Pen and paper to communicate with text or drawings

Portable keyboard or computer to type messages during conversation

Sign-assisted speech to enhance a student’s receptive communication

Single-level, voice-output communication aid (VOCA)

Multi-level, voice-output communication aid (VOCA)

Speech-generating device (SGD)

Speech-generating device (SGD) with eye gaze interface

Tablet device with a touch screen interface

Switch to access and activate device when direct selection is not an option

Keyguard for use of the communication device

Carrying case for the communication device

Stylus or T-stick to activate the communication device

External speakers/speaker case to amplify sound for listeners

External headphones

Additional battery, charger, and/or AC power cord

## AT Intervention for Computer Access

OS-level accessibility options for keyboarding (e.g., Sticky Keys, repeat rate)

Abbreviation expansion (AutoCorrect or Replace) to reduce keystrokes

AutoText to reduce keystrokes

Word prediction to reduce keystrokes or assist spelling and word use

Keyguard to assist users in making direct selections

Arm or chair supports to promote proper positioning

Track ball, joystick, or other alternative mouse in place of a standard mouse

Touchscreen monitor as an alternative input device

Keytop overlays to label keys in both cases

Keytop overlays to promote finger positioning/hand use

Onscreen keyboard for typing

Alternate keyboard or keyboard layout

Head mouse or pointer to type on an onscreen or standard keyboard

Switch as a primary input device

Switch interface for multiple switches and functions

Scanning (auditory, step, radial, etc.) as a means of input

Voice recognition software as a primary means of input

## AT Intervention for Mathematics

Graph paper for spacing or alignment

Formatted paper (e.g., guideline papers formatted for an algorithm)

Vertically lined paper to aid alignment/place value

Math line for calculations

Enlarged work materials (for clarity or spacing)

Calculator or coinulator for computation activities

Calculator that is capable of printing results

Calculator with speech output capability

Calculator with enlarged keys or displays

Measurement tools that feature tactile guides

Measurement tools with speech output capability

Math notation software as an alternative to pencil-and-paper

Drawing or graphing software as an alternative to pencil-and-paper

Virtual manipulatives to provide an access alternative to physical ones

## AT Intervention for Organization

Print, picture, or tactile schedule

Color-coding- to organize books, folders, and other materials

Markers, removable tape, or acetate line guides to highlight text

Recorded messages to prompt student behaviors or tasks

Paper organizers for assignments and tasks

Electronic organizers/software for assignments and tasks

Hand-held computers (PDAs) or a tablet device with a touch screen interface for assignments, tasks, and productivity

Use software to generate graphic organizers (concept development or organization)

## AT Intervention for Reading

Predictable books to assist in decoding & comprehension

Decodable text

Styles to maximize accessibility of word-processed documents among potential users

Reading guides/windows

Scoptic (colored filter) overlays

Altered word spacing

Altered line spacing

Altered text size or color

Symbol-writing software to pair text with symbols or pictures

Electronic tool for pronunciations, spellings, or meanings

Single-word/line scanners to read text aloud

Audio books to supplement printed text

Audio books to replace printed text

Text-to-speech software to read typed text aloud

Digital imaging software to digitize documents

Scan-and-read software to access and annotate text

Books adapted for independent page-turning

Electronic books to allow for easy magnification/transportation

## AT Intervention for Seating and Positioning

Adjustable chair

Adjustable desk or workstation

Foot rest or stool

Solid wedge to promote back extension

Lordosis roll to support back and provide extension

Tactile cushion

Chair with armrests or supports

Supportive chair (e.g., Rifton, Kaye, Thera-Adapt, Lecky)

Chair with additional supports (e.g., laterals, headrest, hip abductor, pelvic belt, chest harness)

Tray or table-top support

Chair with tilt/recline capabilities

Modified work tray, table, or work station

Mounting system (e.g., desktop, rigid, swing-away, folding)

## AT Intervention for Sensory Needs

Open-captioned materials

Closed-captioned materials

Personal amplification devices (personal FM, infrared system)

Real-time captioning or computer-assisted real time (CART) to transcribe lectures or discussions

Computer-aided notetaking systems

OS-level accessibility options for audible/visual messages

Handheld or stationary magnifiers

Large-print materials

Braille materials for reading (or labels on keyboards)

Raised-line materials

Tactile graphics

Adjusted screen contrast for improved visibility

Screen magnification software or hardware for monitor visibility

Screen reading software for access to onscreen content

Braille translation software with an embosser or refreshable Braille display

Closed-circuit televisions for magnification/contrast

Video magnifier for magnification/contrast and near/distant viewing

## AT Intervention for Writing

Adaptive or alternative grips, pencils, and pens

Harder/softer lead weight to result in lighter/darker line

Non-slip surfaces or clipboards to stabilize materials

Adapted paper (e.g., graph paper, raised-line paper, or highlighted-line paper) to assist with spacing and organization

Adjusted seat and/or desk heights for adequate posture and support

Slantboard for optimal writing angle

List of prewritten words/phrases

Graphic organizer to structure ideas and content

Cloze notes to reduce the amount of material to be written

Access to full notes as a back-up to student-generated notes

Scribe services when there is no independent means for a student to record notes or ideas

Analog or digital recording device to record lectures/commentary

Printed labels to provide legible answer choices

Label machine to generate legible answers independently

Video pen and paper to capture notes and/or recordings

Portable keyboard

Portable keyboard with text-to-speech capability

Access to a desktop, laptop, netbook, or tablet computer

Spelling and grammar checker

Word prediction software

Text-to-speech software to provide audible reinforcement

Digital imaging (scanning) software to annotate scanned documents

Scan-and-read software to annotate and manipulate contents of scanned documents

Grid-based word processor for composition

Cloze-style word processor for notetaking or assessment purposes

Speech recognition software for extensive writing tasks

AT Interventions – Additional