**WATI Assistive Technology Consideration Guide**

1. What task is it that we want this student to do, that they are unable to do at a level that reflects their skills/abilities (writing, reading, communicating, seeing, hearing)? Document by checking each relevant task below. Please leave blank any tasks that are not relevant to the student’s IEP.
2. Is the student currently able to complete tasks with special strategies or accommodations? If yes, describe in Column A for each checked task.
3. Is there available assistive technology (either devices, tools, hardware, o software) that could be used to address this task? (If none are known, review WATI’s AT Checklist.) If any assistive technology tools are currently being used (or were tried in the past), describe in Column B.
4. Would the use of assistive technology help the student perform this skill more easily or efficiently, in the least restrictive environment, or perform successfully with less personal assistance? If yes, complete Column C.

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| **Task** | **A. If currently completes task with special strategies and / or accommodations, describe.** | **B. If currently completes task with assistive technology tools, describe.** | **C. Describe new or additional assistive technology to be tried.** |
| X Motor Aspects of Writing | The student uses an adapted pencil called a Twist and Write pencil. | The student uses an adapted pencil called a Twist and Write pencil. |  |
|  Computer Access |  |  |  |
| X Composing Written Material | The student is given a paragraph template to compose a topic sentence, two description sentences, and a conclusion sentence. The teacher highlights words on his graphic organizer to help with his writing and spacing. |  | To increase the students motivation and goal completion he is now using the laptop to type his written assignments. |
| X Communication | With the assistance of his paraprofessional, the student will initiate and respond to interactions verbally and electronically. | The student is currently using the Avaz App to increase his communication skills. |  |
|  Reading |  |  |  |
| X Organization | The teacher uses a highlighter to organize his words and it is used to maintain spacing between his written words. |  |  |

*Assessing Students’ Needs for Assistive Technology (2009)*

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| **Task** | **A. If currently completes task with special strategies and / or accommodations, describe.** | **B. If currently completes task with assistive technology tools, describe.** | **C. Describe new or additional assistive technology to be tried.** |
|  Math |  |  |  |
|  Recreation and Leisure |  |  |  |
|  Activities of Daily Living (ADLs) |  |  |  |
|  Mobility |  |  |  |
|  Positioning and Seating |  |  |  |
|  Vision |  |  |  |
|  Hearing |  |  |  |
| 1. Are there assistive technology services (more specific evaluation of need for assistive technology, adapting or modifying the assistive technology, technical assistance on its operation or use, or training of student, staff, or family) that this student needs? If yes, describe what will be provided, the initiation and duration.

Beyond what the student is currently using on a day to day basis no further assistive technology services are needed. This student’s disabilities effect his communication and language development, social/personal skills, cognitive abilities, motor and self-help skills. All areas of the general education curriculum are adapted for him to participate appropriately. His difficulties in the area of communication make it difficult for him to respond to academic questions across all content area. This also makes it difficult for him to express his wants and needs to adults and peers in the school environment. |

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