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| **Assistive Technology Consideration Support Document** |
| **Student Name:** | **Birth Date:** |
| **Student Number:** | **Date of IEP:** |
| Assistive Technology (AT) *means* any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device (USBE SER I.4).   Determination of assistive technology devices/services must be driven by identified concern and areas of need, and should be considered at each initial placement, annual review, three-year reevaluation, etc. Completion of this form serves as documentation as to whether AT has been considered in order to provide free appropriate public education (FAPE).The following is not a comprehensive list of AT recommendations. The IEP Team identifies specific supports based on the student’s needs. For further assistance, contact your local Utah Assistive Technology Team. UATT.org  |
| **AREA – Academics:** | **Need AT?** **[ ]  Yes** **[ ]  No** |
| **Reading:** | Use of pictures/symbols with text; talking electronic devices to speak challenging words; audio books; electronic books; use of electronic text-to-speech software  |
| **Written Expression:** | Graphic organizer; word processor with spell checker; word predictions; electronic spell checker/dictionary; adapted paper; alternative writing utensils (including grips); talking word processor; slant board; prewritten words/phrases on cards or pocket charts; voice recognition software |
| **Math:** | Abacus, number line; software for object manipulation; calculator; with/without large keys/display/voice output; special paper for number alignment; enlarged math sheets; grid paper; manipulatives |
| **Executive Functions, Learning/Study:** | Print/picture schedule; aids to find materials (color coding…); electronic organizer; educational software; highlighting text; pagers/electronic reminders; duplicate books; smart pen |
| **AREA – Sensory:** | **Need AT? [ ]  Yes [ ]  No** |
| **Hearing:** | Signaling device; closed captioning; loop system; FM system (personal or classroom) |
| **Vision:** | Magnifier, screen magnifier; screen color contrast; braille materials; braille translation; enlarged or braille labels for keyboard; enlarged materials; alternate color text/background; talking word processor; large cursor; enlarged books |
| **Tactile/Movement:** | Weighted vest/blanket/ etc.\*; movement cushion; specialized seating; fidget toys; chew toys \*Consult Occupational Therapist to ensure safe implementation |
| **AREA – Communication:** | **Need AT? [ ]  Yes [ ]  No** |
| **Expressive/Receptive/Functional:** | Communication board with pictures/words/letters/objects; eye gaze frame; voice output device; scanning board; repetitive /predictable books |
| **AREA – Physical Access:** | **Need AT? [ ]  Yes [ ]  No** |
| **Environmental Control:** | Appliance controls; battery operated toys/learning aids; key-guard; alternative keyboard; word prediction; track ball/joystick/head mouse; switch scanning; on screen keyboard; adaptive switches; adapted eating/drinking/dressing/hygiene tools; alternative access software |
| **Positioning/Mobility/Seating:** | Non-slip surface on chair; cushion; footrest; adapted or alternate chair; custom seating system; stander; positioning aids; hand/arm support; lap tray; walker; grab bars/rails; wheelchair; crutches; parallel bars |
| **AREA – Computer Access:** | **Need AT? [ ]  Yes [ ]  No** |
| **Computer Access:** | Touch screen; adapted mouse, joystick, trackball; key guard; head mouse; switch/switch adapter; switch with scanning; on-screen keyboard; text to speech; word prediction; on-screen keyboard; alternative keyboard; speech recognition; touch pad; eyegaze |
| Adapted from Payson Unified School District #10 |