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