

Assistive Technology Considerations in the IEP

Name: _____ District/Building: _____ Date: _____ Team
 Members: _____

Needs: (check all that apply)	Task:	AT tool in place successfully in place (Name the tools)	Team needs to explore potential AT solutions *
	Writing		
	• Struggles with the physical aspect of writing (slow, laborious, illegible, etc.)		
	• Struggles with the composition of writing (ideas, organizing ideas, etc.)		
	• Struggles with conventions of writing (spelling, grammar, punctuation, etc.)		
	Reading		
	• Struggles with phonemic awareness (rhyming, sound manipulation, etc.)		
	• Struggles with comprehension (comprehending what they read, orally presented material, finding the main idea, summarizing....)		
	• Struggles with decoding (word recognition, word attack, etc.)		
	• Struggles with vocabulary		
	• Struggles with reading fluency		
	Learning and Studying		
	• Difficulties with study skills		
	• Struggles with organizing their environment (messy environment, locker)		
	Math		
	• Difficulty with time, money, or measurement		
	• Difficulties with operations (addition, subtraction, multiplication, division)		
	• Difficulties with concepts (1:1 correspondence, space, geometric, etc.)		
	• Difficulties with problem solving		
	Communication		
	• Difficulties with understanding language (receptive language)		
	• Struggles with listening and/ or auditory comprehension (following		

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	directions, participating in class discussions, etc.)		
	• Student has unintelligible speech		
	• Can communicate all age appropriate functions of language (comments, needs, questions, etc.)		
	• Difficulties with social communication (turn taking, topic maintenance, appropriate language...)		
	Behavior		
	• Struggles with following routines/ rules		
	• Struggles with transitions		
	• Struggles staying on task		
	Access		
	• Struggles with use of a traditional mouse or keyboard		
	• Struggles with effective use of school tools (pencils, scissors, books, rulers, manipulatives, etc.)		
	• Struggles with navigating and accessing the school environment (wheelchair, walker, adaptive tables, etc.)		
	Activities of Daily Living		
	• Struggles with self care needs (eating, toileting, etc.)		
	• Struggles with independent participation in recreation/leisure activities		
	• Struggles with functional problem solving		
	Vision and Hearing		
	• Struggles with vision		
	• Struggles with hearing in different environments		

Comments:

* May need to consult with AT Consultant/Specialist for an Individualized Problem Solving Session

Created by the SWO AT Workgroup: M. Acheson, M. Bennett, T. Clevidence, J. Jump, D. McGraw and P. O'Dell 8/2006