

## AT Consideration Tools

### Writing

- **physical aspects of writing (forming letters, numbers, forming sentences/paragraphs taking notes)**
  - **Classroom management strategies:** Increased time for completing assignments, Decreased length of assignment, format of assignment changed to multiple choice/matching/fill in blank..., student highlights key points from handout/teacher notes, student points to answer and scribe marks answer, student makes mark on answer and someone else bubbles entire box in
  - **Low Tech Strategies:** marking a spot (Bingo stamps), pencil grip, adaptive pencil, slanted surface, non slip writing surface (dycem), raised line paper, graph paper, writing guide (plastic cut out to help students stay within a specified area when writing), dry erase board, magnetic letters, stamps, outline/guided notes (less to write),
  - **Mid-High Tech Strategies:** keyboarding, portable word processor( NEO, Alphasmart, Dana, Laser PC6,...), PDA, text to speech, word prediction, abbreviation/expansion, onscreen keyboard, Word Forms Tools, Braille devices, Word Forms Tools,
  - **Compensatory Strategies:** keyguards, expanded/larger/smaller keyboards, touchscreen, Braille input, switch access, on screen keyboard (Onscreen, [www.lakefolks.org](http://www.lakefolks.org) , Microsoft XP ), Insert recorded answer in MS Word, tape recorder, Oral dictation (Scribe), Peer notetaker, duplicate paper notebook (for peer notetaker), teacher notes, sticker sheet answers, voice recognition (Dragon Naturally Speaking, ViaVoice, iListen, Microsoft XP),[www.iDictate.com](http://www.iDictate.com)
  - **High Stakes Testing:** keyboarded responses can be used but must be transcribed verbatim into the test or answer document, scribes can not suggest ideas/words or concepts, increased time can only encompass one school day and can not exceed a school day
- **composition of writing**
  - **Classroom management strategies:** Increased time for completing assignments, Decreased length of assignment, format of assignment changed to multiple choice/matching/fill in blank...,
    - b. **ideas for writing :**
      - **Low Tech Strategies:** topic books, story starters, Interest surveys, brainstorming, word/picture walls, word banks,
      - **Mid-High Tech Strategies:** Google searches, internet story starters
    - b. **organizing ideas:**
      - **Low Tech Strategies:** graphic organizers, writing templates, post it notes with messages to move to order wanted,
      - **Mid-High Tech Strategies:** word processing (cut & paste), graphic organizer/webbing software (Inspiration/Kidspiration, Microsoft Word), Draftbuilder, SOLO, Scan and Read Software (Kurzweil, Wynn, Read and Write Gold)
      - **High Stakes Testing:** use of manipulatives to enact response before writing answer in booklet is allowable, increased time can only encompass one school day and can not exceed a school day
    - c. **ideas to paper/sentences-paragraphs:**
      - **Low Tech Strategies:** : ideas to post it notes, scaffolds (worksheet, invisible ink scaffolds (i.e. topic sentence, details, closing), post it notes scaffolds), graphic organizers, sentence starters, structured writing (fill in, cloze, errorless, 5 finger (topic sentence, 3 supporting details, closing) ...), word/picture wall
      - **Mid-High Tech Strategies:** Microsoft Word bubble/text/comments, Scan and Read writing supports such as text/bubble notes (Kurzweil, Read and Write Gold, Wynn), text to speech (Write Outloud, Intellitalk, Microsoft Word...), computer with graphic based word processor (Writing with Symbols, Clicker) , electronic word/picture walls (copy and paste), Draftbuilder, voice recognition (Dragon Naturally Speaking, ViaVoice, iListen, Microsoft XP)
      - **High Stakes Testing:** use of manipulatives to enact response before writing answer in booklet is allowable, increased time can only encompass one school day and can not exceed a school day
  - **conventions of writing or editing work (punctuation, word choice, spelling )**
    - a. **spelling:**
      - **Classroom management strategies:** ask adult for assistance, reduce number or spelling words responsible for, student is not held accountable for spelling errors
      - **Low Tech Strategies:** print dictionary, word wall (with or without pictures), word dictionary/rings, alphabet strip, sound bead strings

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- **Mid-High Tech Strategies:** electronic spell checkers with/without voice (Franklin), word processing built in spell checker (with or without auditory choices), Microsoft Word Autotext/Spell/Grammar check word prediction with flexible spelling (Co:Writer),
  - **Compensatory Strategies:** Word walls/lists, personal dictionaries,
- b. editing
- **Classroom management strategies:** Student not held responsible for editing errors,
  - **Low Tech Strategies:** rubrics, editing check list, word banks/word walls
  - **Mid-High Tech Strategies:** text to speech (MS word, Wordtalk, Write Outloud, Intellitalk...), Microsoft Word Insert Comments,
  - **Compensatory Strategies:** Microsoft Word Spell/Grammar check
  - **High Stakes Testing:** Spell check/thesaurus/grammar check is not permitted on portions where these skills (spelling, word choice, grammar choice) are directly assessed, including multiple choice items, when using a scribe student is responsible for indicating: use of capitals, and punctuation.

## Reading

### 1. phonemic awareness skills:

- **Classroom management strategies:** lots of repetition and practice with various phonemic awareness skills (i.e. rhyming, segmentation, manipulation of sounds, etc...)
- **Low Tech Strategies:** rhyming picture cards, onset-rime activities, pictures and matching text, color coded letter cards, whisper/PVC pipe phones
- **Mid-High Tech Strategies:** picture software with voice (Clicker, Writing with Symbols, Pix Writer – speak letters), specialized software (Earobics, Simon Sounds it Out, Word Maker, SPELL....)

### 2. comprehension

#### a. comprehending what student reads themselves:

- **Classroom management strategies:** high interest low readability, increased time to complete task, decreased length of assignment, assignment broken into smaller chunks, written steps for directions (numbered or bulleted vs. narrative), color coding main ideas/vocabulary, student marks answers in test booklet vs. separate answer sheet, provide the reason for reading ahead of time (locate vocabulary, sequence parts, retell...),
- **Low Tech Strategies:** colored background, increased line/word spacing, picture adapted books, dictionary/thesaurus supports, teacher highlight key ideas ahead of time, increased size of font/enlarged copy of text, give questions ahead of time on post its (to move to correct paragraph as material is read)
- **Mid-High Tech Strategies:** electronic dictionary/thesaurus supports (handheld and computer based), cognitive rescaling/condensed version presented by teacher (Microsoft Auto summarize), websites of condensed text, Don Johnston Start to Finish, guided notes,
- **High Stakes Testing:** dictionary/thesaurus supports can not be used on the reading or writing tests, sign language may not be used to clarify words or phrases (directions/passages) on the test

#### b. comprehending material read orally from someone else:

- **Classroom management strategies:** increased time to complete task, decreased length of assignment, visuals (pictures, printed key words...), examples
- **Low Tech Strategies:** guided notes/outlines, visuals, visualization techniques, props to assist comprehension, visuals to assist (i.e. pictures, graphic organizers, etc...),
- **Mid-High Tech Strategies:** cognitive rescaling/condensed version presented by teacher (Microsoft Auto summarize), websites of condensed text, Don Johnston Start to Finish, guided notes,

#### c. finding the main idea, summarizing,

- **Classroom management strategies:** : student marks answers in test booklet vs. separate answer sheet
- **Low Tech Strategies:** post it notes, highlighters, color coding for main ideas/vocabulary...,
- **Mid-High Tech Strategies:** rescaling text (Microsoft Auto summarize), websites of condensed text, Don Johnston Start to Finish, guided notes, electronic highlighters,

### 3. decoding (word recognition, word attack skills/vocabulary)

- **Classroom management strategies:** high interest low readability, increased time to complete task, decreased length of assignment, tracking strategies (finger pointing)

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- **Low Tech Strategies:** varying fonts (i.e. sans serif) and size of fonts, text enlargement, reduced text supports (i.e. less text on page), tracking strategies (i.e. reading guide, bar magnifier, colored guides), color coding/ color filters, word/picture walls, highlighted text (i.e. to target various words), magnifier
  - **Mid-High Tech Strategies:** text spacing (i.e. extra word and line spacing), Picture Supported Text (Writing with Symbols, Clicker, PixWriter), tracking strategies (i.e. electronically highlighted text as it speaks), screen magnifier (ZoomText), converting text to an alternative format (Braille)
  - **Compensatory Strategies:** speaking spell/dictionary checker, books on tape/directions/passages on tape, pictured text, text to speech (hearing words read aloud - <http://www.naturalreaders.com/> , <http://www.wordtalk.org.uk/>,<http://www.readplease.com/>,[http://trace.wisc.edu/work/computer\\_access/mac/macshare.html](http://trace.wisc.edu/work/computer_access/mac/macshare.html)), scan and read software (i.e. Kurzweil, Read and Write Gold, Wynn, SOLO...), Scan and read pens (i.e. scan text with handheld device and hear via computer or independently), person to read aloud all passages/directions/answer choices, etc...,reader, Bookworm, Powerpoint books, websites that read the book to you
  - **High Stakes Testing:** a reader can not read the reading passages/selections on the reading test
4. **vocabulary**
- **Classroom management strategies:** connect to prior knowledge, give examples, use props, use visuals, 5 star definitions (function, category, parts, associations, comparison) synonyms, thesaurus
  - **Low Tech Strategies:** draw a picture of it, graphic organizer, thesaurus, dictionary/ picture dictionary,
  - **Mid-High Tech Strategies:** electronic graphic organizer, online or electronic dictionary/thesaurus/ glossary/synonyms, (i.e. Tools in MS Word/Kurzweil, handheld devices, [www.visualthesaurus.com](http://www.visualthesaurus.com)), online search engines (i.e. [www.askjeeves.com](http://www.askjeeves.com) ),
5. **fluency**
- **Classroom management strategies:** reduced text,
  - **Low Tech Strategies:** tracking strategies (reading guide, bar magnifier, colored guides), repetition practice,
  - **Mid-High Tech Strategies:** tracking strategies (i.e. electronically highlighted text), websites for fluency,
  - **Compensatory Strategies:** Scanning pens (i.e. Quicktionary, Iris, NoteTaker), Text to speech (Talking Word Processor, Scan and Read software (Kurzweil, Wynn, Read & Write Gold...), SOLO, Screen Reader (JAWS), human reader, Books on Tape, Bookworm, Power Point Books, websites that read the book to you,

## Learning/Studying

### 1. Difficulties with study skills

- **Classroom management strategies:** assignment on printed paper, preferred seating, minimal distractions, tasks broken down into parts, outline of key ideas, preferential seating, teacher proximity (for important information or before called on), pre-teach vocabulary/key ideas of lesson, tap into background knowledge with examples, provide video to build background knowledge, flash cards
- **Low Tech Strategies:** schedules/planners/assignment book (text or pictured), checklists, self check sheets, prioritizing highlighters, highlighting tape, post its, post it flags, study guides, guided notes/outline of key points, mnemonics (alphabetize, sayings with first letter "all good boys do fine", visualize...),provide visuals (graph, pictures, maps, diagrams...)
- **Mid-High Tech Strategies:** tape recorders (with digital counters for quick playback), graphic organizers (i.e. Inspiration/Kidspiration, Draftbuilder), [www.sparknotes.com](http://www.sparknotes.com)/ [www.pinkmonkey.com](http://www.pinkmonkey.com)/ [www.novelguide.com](http://www.novelguide.com) (i.e. online study guides, character/plot analysis, condensed text), visual timer, Don Johnston's Incite (video clips for time and place/ and to preteach main concepts), MS Word to synopsise information into table/bullets
- **Compensatory Strategies:** Study group, someone condenses the information to only that which will be given on the test, peer notetaker

### 2. Struggles with organizing their environment (messy lockers/desk, materials needed not present...)

- **Classroom management strategies:** : minimal items present, organization of physical space (markings where items go),
- **Low Tech Strategies:** tape/mat to show physical space, color coding materials (science, math...), schedules/planners, assignment book, checklists of materials needed, prioritizing tools, multi functional tools (i.e. highlighter and pen in one)
- **Mid-High Tech Strategies:** voice cueing device ([www.attainmentcompany.com](http://www.attainmentcompany.com)), visual timer, talking watches, PDA's,
- **Compensatory Strategies:** Timers/Watches (with alarms, voice messages/cues), Someone else schedules them (electronically or low tech)

## Math

## AT Consideration Tools

### 1. Difficulties in concepts of time, money and measurement

- **Classroom management strategies:** reduce number of problems, allow additional time, small group or 1:1 instruction, change complexity of task
- **Low Tech Strategies:** provide manipulatives, math fact cards/number lines, tip card, coin cards (i.e. match up to coins), coin abacus ([www.onionmountaintech.com](http://www.onionmountaintech.com)), master ruler-transparencies for units of measurement ([www.onionmountaintech.com](http://www.onionmountaintech.com)), provide additional spacing/less per page, provide modified paper (graph paper, enlarged, bolded..)
- **Mid-High Tech Strategies:** online manipulatives (virtual), calculator (enlarged, with or without voice), Coinulator, Intellimathics,
- **Compensatory Strategies:** stamped coin/time/measurement cards (visuals), auditory/visual timers/voice cueing devices, wallets/envelopes to separate bills/money for specific things,

### 2. Difficulties with mathematical operations (addition, subtraction, multiplication, division..)

- **Classroom management strategies:** reduce number of problems, allow additional time, change format of assignment (i.e. write answer only and not steps), small group or 1:1 instruction, change complexity of task
- **Low Tech Strategies:** provide modified paper (graph paper, enlarged, bolded..) , fact cards, tables for addition/ subtraction/ multiplication/division, formula sheets, manipulatives, abacus, numberline, online manipulatives (virtual), mnemonics, magnetic numbers, provide additional spacing/less per page
- **Mid-High Tech Strategies:** calculator (fractions, enlarged, with or without voice,...), Coinulator, Mathpad Plus software, Intellimathics software, Big Calc software, Microsoft Word Equation Editor, Destination Math software,
- **Compensatory Strategies:** [www.webmath.com](http://www.webmath.com)
- **High Stakes Testing:** calculators (with or without voice) or abacus are allowable, lists of formulae are allowable accommodations, however explanation of formulae are not, tables to assist with computation are allowable

### 3. Difficulties with or math concepts (1:1 correspondence, space, graphing, geometric,...)

- **Classroom management strategies:** small group or 1:1 instruction, reduce number of problems, allow additional time, change complexity of task
- **Low Tech Strategies:** touch math, highlighter tape for graphs, abacus, number line, lighted protractors, provide additional spacing/less per page, provide modified paper (graph paper, enlarged, bolded..), adapted measuring devices (tactile, color coded, voice output...)
- **Mid-High Tech Strategies:** Intellimathics software, Math pad plus
- **Compensatory Strategies:** [www.webmath.com](http://www.webmath.com)

### 4. Difficulties with problem solving (word problems,...)

- **Classroom management strategies:** reduce number of problems, allow additional time, small group or 1:1 instruction, break down problem into steps, change complexity of task provide visuals,
- **Low Tech Strategies:** manipulatives, abacus, numberline, read aloud, provide additional spacing/less per page, provide modified paper (graph paper, enlarged, bolded..)
- **Mid-High Tech Strategies:** video demonstrations, text to speech to hear problem read aloud

## Communication

### 1. Difficulties with understanding language

- **Classroom management strategies:** use visuals (props, pictures, graphs, etc...), reword with simpler language structures (i.e. no negatives, no multiple meaning words, simple vs. compound sentences, etc...), reword in more than one way, provide vocabulary supports, reducing extraneous noise, extended response time, modeling, repetition, prompt hierarchy (i.e. first sound, visuals...)
- **Low Tech Strategies:** visual cues pictures/text/props, aided language stimulation (pointing to pictures as messages are spoken), provide definitions and examples for vocabulary,
- **Mid-High Tech Strategies:** pair voice output with visual cue, classroom amplification
- **Compensatory Strategies:** interpreter, visual cues pictures/text

### 2. Struggles with listening and /or auditory comprehension (following directions, participating in class discussions..)

- **Classroom management strategies:** steps broken into smaller pieces, repetition, reducing extraneous noise,
- **Low Tech Strategies:** visual representation of steps involved, checklists, pauses, extended response time,

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- **Mid-High Tech Strategies:** FM systems, amplified classrooms, tape recorders, auditory cueing devices (Attainment)
  - **Compensatory Strategies:** buddy/peer modeling
3. **Difficulties with being understood by unfamiliar listeners**
- **Classroom management strategies:** provide the context for the listener, provide a few key words to help the listener understand
  - **Low Tech Strategies:** use of pictures/objects, eye gaze to text or pictures, clarification strategies, topic boards, first letter cueing (giving the listener the first letter of what is being said), communication books/wallets, give a ABC multiple choice answer instead of open ended answer, sign language
  - **Mid-High Tech Strategies:** voice output communication devices VOCA (to clarify), questions ahead of time to prepare answer on VOCA
  - **Compensatory Strategies:** voice output communication devices (single meaning/single message, leveling, minspeak, dynamic, laptop system), text based system, translator/interpreter
4. **Difficulties with communicating all age appropriate functions of language (i.e. needs, negation, questions, comments, etc...)**
- **Classroom management strategies:** prompts and modeling for a variety of language functions instead of just requests, vocabulary selection so that all functions of language are represented
  - **Low Tech Strategies:** object, pictures/PECs, choice boards, eye gaze, sign, gestures
  - **Mid-High Tech Strategies:** video modeling, voice output communication devices (to clarify)
  - **Compensatory Strategies:** voice output communication devices (single meaning/single message, leveling, minspeak, dynamic, laptop system), text based system, translator/interpreter
5. **Difficulties with social skills**
- **Classroom management strategies:** rules in print and or pictures, modeling (pointing out peers behaviors, or teacher models),
  - **Low Tech Strategies:** comic strip conversations, social stories, hula hoop to define space, breaking task down into parts and providing visuals (i.e. turn taking visuals – my turn, your turn),
  - **Mid-High Tech Strategies:** social stories on computer with picture/voice/text (Powerpoint, Clicker, Writing with Symbols, Pix Writer), digital pictures, video modeling
  - **Compensatory Strategies:**

## Behavior

1. **Difficulties with following routines/rules**
- **Classroom management strategies:** visuals (where to stand/work, what to do), behavior modification techniques, reward/choices menu, schedules, rules posted (in print or pictures or both)
  - **Low Tech Strategies:** visuals (where to stand/work, what to do), *Super Symbols* (single visual command on a ring), schedules, social stories, wait cards, kinesthetic engagement, work jobs with finished area, first/then cards, buddy system/peer modeling, contingency mapping (this choice- this will happen), contracts
  - **Mid-High Tech Strategies:** video modeling, video social stories  
[www.behavioradvisor.com](http://www.behavioradvisor.com), <http://drwilliammartin.tripod.com/classm.html>,  
<http://www.state.ky.us/agencies/behave/homepage.html>
2. **Difficulties with transitions**
- **Classroom management strategies:** warnings ( "in 5 minutes we will..."), schedules, first then boards, red/green/yellow light system
  - **Low Tech Strategies:** auditory/visual timers, visual/object schedules, social stories, sensory stories, choices, dry erase to write cues, first/then boards, transition visuals (take visual to place and put in holding area till finished),
  - **Mid-High Tech Strategies:** auditory/visual timers
  - **Compensatory Strategies:** the activity comes to the student vs. the student to the activity
3. **Difficulties with on-task behavior**
- **Classroom management strategies:** verbal/gestural/physical/visual prompts to stay on task, incandescent or natural lighting, small groupings, 1:1 instruction, frequent breaks, allow to stand/move
  - **Low Tech Strategies:** behavior modification strategies (sticker chart, self check, contracts, rewards..), first-then boards, 1-2-3 boards, visual schedules, TEACCH materials, cubicles/study carrels, headphones or ear plugs, duplicate materials for hand on during group activities (i.e. calendar, book), sensory/fidget materials

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(vibrator, koosh ball, weighted vest, weighted lap object, fidgets, etc...), sensory strategies before focused task, egg/sand timer, loop tape (to repeat directions)

- **Mid-High Tech Strategies:** *Motivator*, voice cueing device (Attainment), timers/alarms (visual/auditory, talking watches/clocks), classroom amplification, headsets (with or without music),
- **High Stakes Testing:** headphones or ear plugs are allowable, taking test in area free from distractions, with natural lighting, in a small group or 1:1 is allowable, sensory/fidgets are allowable, ability to stand and move is allowable

## Access

### 1. Difficulties with using a standard computer mouse and or keyboard

- **Classroom Management strategies:** student touches the screen and teacher moves and clicks mouse
- **Low Tech Strategies:** height and positioning adjustments (angled), sticker for "click" position, Start and stop mousepad supports, mouth/head stick keycaps
- **Mid-High Tech Strategies:** Computer adjustments (slowed mouse, keyboard repeat rate, Sticky keys), keycaps (enlarged letter stickers on keys), keyguard, larger/smaller keyboard/mouse, arm/wrist supports, onscreen keyboard, touchwindow, joystick/trackball/ headmouse, switch with scanning software, voice recognition, morse code
- **Compensatory Strategies:** voice recognition

### 2. Difficulties with using traditional school tools effectively

- **Low Tech Strategies:** adaptive pencil/scissors/ruler, adapted books (stiff pages, page fluffers), gripping devices, slanting devices, adaptive painting tools, magnetic page turners, splints, universal cuff/straps to hold items in hand
- **Mid-High Tech Strategies:** computerized/ electronic books
- **Compensatory Strategies:** electronic page turners

### 3. Difficulties with navigating around the school environment

- **Low Tech Strategies:** raising/lowering the legs of desks/tables,
- **Mid-High Tech Strategies:** adaptive seating, adaptive tables, walker
- **Compensatory Strategies:** wheelchair, standers

## Activities of Daily Living

### 1. Difficulties with self care tasks

- **Low Tech Strategies:** adaptive eating/ drinking/ dressing/hygiene/toileting/cooking tools, nonslip surfaces (dycem, shelf liner), adapted velcro gloves, picture recipes, color coded items, adaptive clothing (velcro closures, etc...), buttoning tools, grabber, adaptive cutting boards, clamps, tub adaptations (grab bars, non slip surfaces, chairs, etc...), picture schedules
- **Mid-High Tech Strategies:** splinting (hands), one touch can openers, adaptive phones (speaker, ACD adapted, larger buttons, preprogrammed buttons, infrared/radio wave operated, etc...), adaptive time instruments (talking watches, braille watches, backlit, digital vs. analog, auditory cueing devices)
- **Compensatory Strategies:** someone else completes all or part of the task

### 2. Difficulties with participation in recreation/leisure activities

- **Low Tech Strategies:** adapted toys (Velcro adapted, larger knobs on puzzles, switch toys, etc...), single/step message voice output device to call out commands for others (i.e. "freeze", simon says, etc...), adapted color/paint tools, raised line coloring pages, adapted books (i.e. in Powerpoint, with pictures,...),
- **Mid-High Tech Strategies:** adaptive physical education materials (accessible weight training equipment, adjustable basketball hoops, adaptive bicycles (hand cycles, adaptive tricycles, velcro straps, feet stirrups, etc...) swings, beeping/light/texture balls, bowling ramps, lane guides for swimming, etc...), paint programs on the computer,

# AT Consideration Tools

## Vision/Hearing

### 1. Difficulties with seeing

- **Classroom management strategies:** seated in a position to be able to see both the technology and the teacher,
- **Low Tech Strategies:** colored text/backgrounds, use computer Operating System to change font size, color background, zoom in or out, magnify, voice output, enlarge copies of print on copier to specifically needed font size, use reader/scribe, specifically prescribed magnifiers, Web eyes , Perkins Braille writer, Large keys keyboard, Braille stick on for keyboard
- **Mid-High Tech Strategies:** Use audio novel and textbooks, computer screen enlargers that hang on the screen (APH products, LSS products), CCTV, Braille Writer/Note takers (Braille Note, Braille Sense), Virtual Pencil, Zoom (screen magnifier In Mac OSX), Magnifier (screen magnifier in Windows), Zoomtext for magnified screen with or without speech, BigShot, JAWS (screen reader) for Internet access, Voice Over (screen reader in Mac OS X operating system), Speak Text (In Windows:Tools-Speech-highlight text –Speak Text)

\*For children with eye conditions/low vision/blind, please consult VI Teacher.

### 2. Difficulties with hearing

- **Classroom management strategies:**
  - Make sure the child can see your lips and facial expressions when you are talking. Never talk with your back turned to the student.
  - Speak naturally and not too loudly if the child wears a hearing aid.
  - Try not to move around too much when you are speaking, if you have to move about, be sure to try and face the child as much as possible.
  - Do not overuse hand gestures. Children do not like to be treated differently.
  - Always ensure that directions, assignments, instructions are understood before the child begins working.
  - Ask the child to repeat instructions and directions back to you, rather than ask if he/she understands.
  - Use visual aids when appropriate. Write lists on the board or paper, ask the child to take notes.
  - Maintain close contact with the professionals that may be involved.
  - Always speak from a well lit area to enable the child to see your face.
  - Reduce extraneous noise whenever possible.
  - Always ask yourself how you can make the lesson or activity more visual.
- **Low Tech Strategies:** Buddy system, tennis balls on chairs to reduce noise, notetakers, closed captioning (located here because of accessibility), alarm flashers/vibrators.
- **Mid-High Tech Strategies:** Personal FM systems, desk top FM systems, classroom amplification systems, hearing aids, cochlear implants, captioning, electronic notetaking (see writing), IP relay, Video relay services

\*For children with hearing loss, please consult a Deaf Education Teacher.

Note: This is not intended to be an exhaustive list of Assistive Technology tools, but rather a representative sample of some possibilities