**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. **To improve reading comprehension this will in turn develop student writing** **and expand content of writing. Student has an IEP goal to improve complexity in word choice.** . Students IEP reflects low on reading comphreshensoion and has goals set to improve writing including descriptive words and phrases.
2. Is the student currently able to complete tasks with special strategies or accommodations? If yes, describe in Column A for each checked task. **Current strategies and Accommodations do not meet the needs to improve students’ abilities and skills.**
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.** |
| Motor Aspects of Writing |  |  |  |
| Computer Access | Access to desktop in class room | Laptop(home) |  |
| Composing Written Material | Access to desktop in class | Laptop(home) | Integration of reading tools which will further enhance student writings based upon readings. |
| Communication |  |  |  |
| Reading |  |  | Reading software which allows information to be read aloud to student and also allows definitions of words , student does not understand |
| Organization |  |  |  |

*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 |  |  |  |
| 5. 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. **The student has scored low on state wide assessments in reading comprehension. This has further impacted students writing levels. The student has goals to increase the content and depth in their writing. Student has a higher listening comprehension than reading. A tool which will read material aloud to students and provide definition to unknown words will increase student vocabulary and strengthen their writings when asked to do so.** **His goal has been set to improve his writing by 50 % by 12/02/13. The use of AT will have a goal as well of 80% usage during the same time frame. At the end of this 6 month period, the measurement of these two goals can be evaluated to see if the use of AT has also helped him meet his writing goals.** | | | |

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