



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.
2. Is the student currently able to complete tasks with special strategies or accommodations? If yes, describe in Column A for each checked task.
3. Is there available assistive technology (either devices, tools, hardware, or 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.

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.
<input checked="" type="checkbox"/> Motor Aspects of Writing	Ramona is able to trace dots to form letters and words.		Ramona will learn to type via computer or other device w/ keyboard
<input type="checkbox"/> Computer Access			
<input checked="" type="checkbox"/> Composing Written Material	Ramona is able to trace dots to form words and sentences.		Ramona will learn to type via computer or other device w/ keyboard
<input checked="" type="checkbox"/> Communication	Ramona uses gestures with limited speech to convey thoughts		Ramona will benefit from using a speaking device
<input checked="" type="checkbox"/> Reading	Ramona repeats words after teachers and peers when reading	Ramona reads along with stories on Starfall.com	Ramona needs text to speech software and audio textbooks
<input type="checkbox"/> Organization			

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.
<input type="checkbox"/> Math			
<input type="checkbox"/> Recreation and Leisure			
<input type="checkbox"/> Activities of Daily Living (ADLs)			
<input type="checkbox"/> Mobility			
<input type="checkbox"/> Positioning and Seating			
<input type="checkbox"/> Vision			
<input type="checkbox"/> Hearing			
<p>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.</p> <p>Last Spring, Ramona was referred to the Assistive Technology (AT) department for observation. She should receive an evaluation when school resumes in the Fall.</p>			