



# 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 type="checkbox"/> Motor Aspects of Writing			
<input type="checkbox"/> Computer Access			
<input type="checkbox"/> Composing Written Material			
<input type="checkbox"/> Communication			
X Reading	Student does not use any accommodations for reading. He tends to avoid reading when his eyesight is bothering him, which is causing his reading level to fall.	Student does not use any assistive technology tools.	Assistive technologies to be tried include online audio books, interactive storybooks, and text-to-speech software.
<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			
X Vision	Student currently wears a patch over his right eye for approximately 4 hours each day to improve the vision in his left eye, which his mother refers to as his "lazy eye."	Student does not use any assistive technology, besides glasses prescribed by the doctor.	Assistive technologies to be tried include screen-reader tools and screen magnifying tools.
<input type="checkbox"/> 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, his mother, and his doctor are working to improve the vision in his left eye. They believe his vision can be improved by training the left eye to work at an optimal level; therefore, he wears a patch over his right eye for approximately four hours each day (normally at home). However, when the student's eyes are bothering him, he often gets a headache and does not want to attempt reading. This has caused his mother some concern about his reading level, which she feels is not progressing at the appropriate pace. Therefore, she wants to find assistive technologies that can make reading easier for him, especially when his eyes are bothering him, so that his reading progress will not fall.

The student will need training in how to use capabilities of the i-Pad his mother has bought him for these purposes, as well as strategies to assess the feeling in his eyes and whether they warrant him using magnifying or auditory devices to aid his reading. Ultimately, the mother wants him to be able to read without vision assistance, but know that he needs such assistance for the time. The assistive technology will mainly be used at home since it is in the evening when his eyes typically hurt; he can usually read normally throughout the school day because he is not tired.

*Assessing Students' Needs for Assistive Technology (2009)*