Assistive Technology Evaluation Guide For Students with Learning Disabilities

Student: _____ School: _____

See next page for list of considerations

Tasks	A - What difficulties is the student experiencing in the school environment for which assistive technology intervention is needed?	B - What strategies, materials, equipment and technology tools has the student already used to address the concerns?	C - What new or additional assistive technology or accommodations should be tried?	D - What will the criteria be for determining whether or not the student's needs are being met while using assistive technology during trial period?
Writing				
Reading				
Math				
Studying / Organizing				
Listening				
Access to Curricular Materials				

Persons present: _____ Date: _____

Assistive Technology Evaluation Guide
For Students with Learning Disabilities
Things to consider:

A - What difficulties is the student experiencing in the school environment for which assistive technology intervention is needed?

- What are the student's strengths and weaknesses?
- What educational task(s) is the student unable to perform because of his/ her disability and will the use of assistive technology help the student accomplish task(s) more independently and within the least restrictive environment?
- Will the use of assistive technology enable the student to compensate for difficulties in various setting? i.e. regular classroom, LD classroom, home, social.

B - What strategies, materials, equipment and technology tools has the student already used to address the concerns? (see next page for details)

C - What new or additional assistive technology or accommodations should be tried?

- What is the student's prior experience with technology and does the student want to use the assistive technology device and/or service recommended?
- Will the student be involved in the decision-making process to determine the most appropriate assistive technology device and/or service?
- What are the student's expectations for what assistive technology will do for him/her?
- Is the teacher comfortable with the assistive technology? If not, will training and support be available?

D - What will the criteria be for determining whether or not the student's needs are being met while using assistive technology?

- What plan will be in place to integrate the technology effectively?
- What will the time frame be for evaluating the potential success of using assistive technology?
- Who will be responsible for determining if the criteria are being met?
- Are the assistive technology devices and/ or services being utilized? If not, explain why.
- Does the use of assistive technology enable the student to meet his/her IEP goals?

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What strategies, materials, equipment and technology tools has the student already used to address the concerns?

	No Tech	Low Tech	High Tech
Writing	Dictionary	Slant board Keyguard Alternate keyboard Electronic spell checker without auditory output Electronic spell checker with auditory output Tape recorders for notetaking Pencil grip Rubber stamp Adapter paper (bold line, raised line, different spacing)	Word processor Word prediction software Voice Recognition software - computer software programs which recognize your voice Talking word processor Multimedia software for expression of ideas Laptop computer Abbreviation expansion programs (macros) Semantic organizers
Reading		Changes in text size Changes in spacing Changes in background color Reading pen Reading window	Optical Character Recognition (OCR) software / speech synthetizer - using a scanner, takes written text and turns it into spoken language via speech synthetizer Electric books Screen readers Books on tapes
Math	Graph paper Calculation chart Turn paper sideways	Modified paper (enlarged, raised line) Calculator MathLine Talking watches Calculator on computer	Software with template for math computation Hand held talking calculator Electronic math worksheet
Studying / Organizing	Aids for organizing materials (color coded folders, index tabs) Highlight text with markers or highlight tape Index cards	Appointment book Beeper/ buzzers Graphic orginizer worksheets	Software for organization of ideas Variable speech control tape recorders Electronic organizer (i.e. Palm Pilot)
Listening		Pressure-sensitive paper for user to tear off copies of notes to share with a student who has difficulty listening and taking notes	FM amplification device Laptop computer for notetaking Compact word processor for notetaking Variable speech control tape-recorder