

Arkansas Assistive Technology Consideration Resource Guide

Assistive Technology Devices are “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.” -IDEA 2004

Assistive Technology Services are activities that help teams select, acquire and/or provide technical assistance in the use of assistive technology devices. Examples include: -IDEA 2004

- Assistive Technology Evaluation for the student
- Acquisition of AT - purchasing or leasing
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, replacing, and/or repairing AT devices
- Coordinating and using other therapies, interventions or services with AT devices
- Training or technical assistance for student or student’s family
- Training or technical assistance for professionals, employees or others who are involved with the student

Useful Notes for Using this Resource Guide

Column A: Relates to basic instructional tasks which support the Arkansas State Standards and/or other tasks

Column B: Standard classroom materials available for student use (listed in alphabetical order)

Column C: Accommodations, modifications and/or strategies (listed in alphabetical order)

Column D: Potential Assistive Technology solutions (indicate tools for possible trial)

eastersealsopts.org



**Arkansas Assistive Technology
Team Building Project**

This document is designed to assist IEP teams by providing general examples in each area, but it not considered all inclusive or meant to be used as a checklist.

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Writing/Written Composition

Target: Student successfully composing written work to express ideas using tools and/or strategies

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> ● Draw/illustrate ● Write name ● Copy information ● Write letters/words/numbers ● Align numbers and text ● Write from dictation ● Writes legibly ● Complete written worksheets and/or tests ● Outline/organize thoughts ● Write sentences, paragraphs, narratives ● Take notes ● Graph ● Use appropriate spelling, grammar, punctuation, and/or capitalization ● Use digital tools to produce and publish writing ● Write within time frames 	<ul style="list-style-type: none"> ● Computer/tablet/word processor ● Crayon/Marker ● Dictionary, grammar and/or spell checker ● Document camera ● Interactive whiteboard ● Letter and number strip ● Paper/writing surface ● Pen ● Pencil 	<ul style="list-style-type: none"> ● Change format or substitute alternatives for written assignments ● Decrease assignment length ● Decrease number of responses ● Increase print size ● Increase time ● Optimal student seating <ul style="list-style-type: none"> ○ Appropriate lighting (not facing glare or in shadows) ○ Away from extraneous noises ○ Close proximity to the teacher ○ Individualized visual proximity to educational environment or supplies ● Oral dictation ● Peer notetaker ● Picture symbols to supplement written words ● Pre-teach content specific vocabulary ● Provide outline or copy of lecture notes ● Use outline and/or webbing strategies ● Word banks, sentence starters, and close format writing activities for supports 	<ul style="list-style-type: none"> ● Pencil grip or other alternative writing aids ● Adapted paper <ul style="list-style-type: none"> ○ Bold line ○ Raised line ○ Different spacing ○ Colored ○ Graphed ● Positioning Aids (slant/clipboard) ● Non-slip material ● Personal dry erase board ● Slate and stylus ● Timers ● Device, software or app <ul style="list-style-type: none"> ○ Spell and grammar checker ○ Outlining/graphic organizers ○ Note taking ○ Word prediction ○ Word processor <ul style="list-style-type: none"> ▫ Text-and-picture-based ▫ Text-to-speech (talking) ▫ Speech recognition ▫ Portable ○ Anti-glare screen ○ Digital recorders/recording software ○ Smartpen ○ Onscreen keyboard ○ Document scanner ○ Electronically scanned worksheets ○ Literacy suite software ○ Advanced reading/writing aid software including: <ul style="list-style-type: none"> ▫ Optical Character Recognition

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			<ul style="list-style-type: none"> ▢ Text-to-speech with highlighting ▢ Study tools dictionary ▢ Word prediction ○ Braille writer ○ Braille note taker with refreshable display ● Alternate access/accessibility features <ul style="list-style-type: none"> ○ Adapted pointers ○ Alternate mice ○ Keyguards ○ Alternative keyboards ○ Switch access ○ Screen readers ○ Speech recognition ○ Magnifiers
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Spelling

Target: Student successfully spells and identifies correctly spelled words using tools and/or strategies

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> ● Identify correctly spelled word ● Write spelling words from dictation ● Spell words orally ● Use correct homophones ● Look up words ● Complete writing tasks with correct spelling 	<ul style="list-style-type: none"> ● Alphabet strip ● Computer/tablet/word processor ● Dictionary, grammar and/or spell checker ● Document camera ● Flashcards ● Interactive Whiteboard 	<ul style="list-style-type: none"> ● Peer/adult assistance ● Personal dictionary ● Preview of vocabulary ● Use synonyms ● Word wall/list 	<ul style="list-style-type: none"> ● Phonics phone ● Portable spell checker with or without auditory output ● Device, software or app <ul style="list-style-type: none"> ○ Spell and grammar checker ○ Word prediction ○ Word processor <ul style="list-style-type: none"> ▢ Picture-based ▢ Text-to-speech ▢ Speech recognition ○ Online dictionaries ○ Advanced reading/writing aid software including: <ul style="list-style-type: none"> ▢ Optical character recognition ▢ Text-to-speech with highlighting ▢ Study tools ▢ Dictionary ▢ Word prediction

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Reading

Target: Student successfully reading materials using tools and/or strategies

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> ● Positioning reading material ● Identify letters/numbers ● Recognizes/reads name ● Read common high-frequency words by sight ● Read words, sentences and/or longer passages ● Comprehend age/grade appropriate reading materials <ul style="list-style-type: none"> ▫ Literal meaning ▫ Inferential meaning ▫ Main idea ● Summarize key points ● Retell stories with key details in correct sequence ● Read with fluency 	<ul style="list-style-type: none"> ● Computer/tablet/word processor ● Document camera ● Electronic texts ● Interactive whiteboard ● Projected information ● Supplemental texts ● Tests ● Textbooks ● Whiteboard ● Worksheets 	<ul style="list-style-type: none"> ● Change complexity of material ● Custom vocabulary list ● Decrease assignment length ● High interest, low reading level materials ● Highlight to emphasize key points ● Increase print size ● Increase time ● Optimal student seating <ul style="list-style-type: none"> ○ Appropriate lighting (not facing glare or in shadows) ○ Away from extraneous noises ○ Close proximity to the teacher (distance) ○ Individualized visual proximity to educational environment or supplies ● Peer/adult assistance ● Pre-teach new vocabulary ● Provide key points/details ahead of time ● Provide picture symbols to supplement printed words ● Provide questions ahead of time ● Provide two sets of textbooks ● Read text aloud ● Supplement print with audio 	<ul style="list-style-type: none"> ● Page fluffers ● Positioning Aids (slant board/book holders for positioning books) ● Colored paper, overlay filters or lens ● Tracking aids ● Portable dictionary with speech output ● Handheld reading devices ● Specialized format books <ul style="list-style-type: none"> ○ Large print ○ Audio ○ Electronic (eBook) ○ Braille ● Adapted books ● Device, software or app <ul style="list-style-type: none"> ○ Variable color text/background combinations ○ Word processor <ul style="list-style-type: none"> ▫ Picture-based ▫ Text -to-speech ○ eBook Readers ○ Literacy suite software ○ Document scanner ○ Advanced reading/ writing aid software including: <ul style="list-style-type: none"> ▫ Optical Character Recognition ▫ Text-to-speech with highlighting ▫ Study tools ▫ Dictionary ▫ Word prediction ○ Braille note taker with refreshable display ● Alternate access/accessibility features <ul style="list-style-type: none"> ○ Adapted pointers ○ Alternative mice

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			<ul style="list-style-type: none"> ○ Keyguards ○ Alternative keyboards ○ Switch access ○ Screen readers ○ Magnifiers
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Oral Communication/Language

Target: Student successfully communicating using tools and/or strategies

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> ● Gain attention of peers/adults within environment ● Express wants/needs ● Request assistance as needed ● Provide appropriate greetings ● Inform others ● Request clarification ● Participate in collaborative conversations ● Terminate conversation ● Ask and answer questions ● Retell stories ● Describe ● Define ● Sequence ● Explain ● Summarize ● Compare and contrast ● Persuade ● Give oral presentations ● Mock interviews 	<ul style="list-style-type: none"> ● Books ● Computer/tablet/word processor ● Document camera ● Interactive Whiteboard ● Manipulatives ● Nonverbal communication (gestures and body language) ● Verbal communication ● Writing materials 	<ul style="list-style-type: none"> ● Accept alternative responses (i.e. shortened, single word, less grammatically correct) ● Accept descriptive responses ● Additional response time ● Aided language stimulation ● Engineering the environment ● Interpreter ● Model use of communication device ● Provide questions ahead of time ● Repetition of spoken answers ● Teacher modeling ● Use "Total Communication" ● Verbal prompts ● Video modeling ● Visual supports 	<ul style="list-style-type: none"> ● Speech amplification systems ● Communication representation (objects, pictures, symbols, tactile. Letters, words) ● Augmentative & Alternative Communication (AAC) solutions <ul style="list-style-type: none"> ○ Sign language/gestures ○ Communication books/board/wallets/vests ○ Picture Exchange Communication Systems ○ Voice Output Communication Aids <ul style="list-style-type: none"> ▫ Digitized/synthesized ▫ Multi-level, dynamic ▫ Static-level ▫ Computer/tablet app-based ● Device, Software of App <ul style="list-style-type: none"> ○ Computer ○ Tablet ● Alternate access/accessibility features <ul style="list-style-type: none"> ○ Adapted pointers ○ Alternative mice ○ Alternative keyboards ○ Switch access ○ Screen readers ○ Magnifiers ● Graphic organizers ● Digital recorders

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Environmental Control and Computer Access

Target: Student successfully using environment controls and accessing a computer using tools and/or strategies

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> ● Use a computer ● Use a tablet ● Use a printer ● Use a mouse ● Use a keyboard <ul style="list-style-type: none"> ▫ Detached ▫ Onscreen ● Use a trackpad ● Use technology /devices/ appliances (TV, radio, microwave, etc.) 	<ul style="list-style-type: none"> ● Desktop computer ● Laptop computer ● Tablet ● Printer ● Mouse ● Keyboard ● Trackpad ● TV, Interactive whiteboard, various appliances and devices 	<ul style="list-style-type: none"> ● Change assignment format ● Change complexity of material ● Increased time ● Shortened assignments ● Placement of devices in relation to student ● Peer/adult assistance 	<ul style="list-style-type: none"> ● Environmental control unit (Powerlink) ● Switch interface for a personal computer ● Switch interface for an iPad or tablet ● Switches (various types) ● Adapted Stylus <ul style="list-style-type: none"> ○ Headpointer ○ Mouth stick ○ Stylus for hand/finger/arm ● Voice activation ● Adapted keyboard <ul style="list-style-type: none"> ○ Large keys ○ Small keys ○ Color coded ● Adapted mouse <ul style="list-style-type: none"> ○ Headpointer ○ Eye gaze ○ Headmouse ○ Larger mouse ○ Small mouse ○ Joystick ○ Trackball

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Math

Target: Student successfully using and applying math skills using tools and/or strategies

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> ● Identify numbers ● Use number concepts ● Complete basic calculations ● Complete complex calculations ● Complete math word problems ● Use time concepts ● Use money concepts ● Use measurement concepts ● Use geometric concepts ● Use fractions and decimals ● Use and interpret data ● Explain knowledge of mathematical process. 	<ul style="list-style-type: none"> ● Calculator ● Computer/table/word processor ● Document camera ● Formula sheet ● Graph paper ● Interactive whiteboard ● Manipulative ● Math chart ● Math drawing tools ● Math fact sheet ● Number line 	<ul style="list-style-type: none"> ● Change assignment format ● Change complexity of material ● Color-code operation symbols and/or text ● Decrease assignment length ● Dictionary of math terms ● Group similar problems together ● Have students verbalize the process ● Increase print size ● Increased time ● Peer/adult assistance ● Provide additional spacing between problems ● Rephrase vocabulary in word problems ● Turn lined paper vertically for ready-made columns 	<ul style="list-style-type: none"> ● Page fluffers ● Adapted paper ● Tactile graphics ● Calculator ● Alternative calculators <ul style="list-style-type: none"> ○ Talking ○ On-screen ○ Braille ○ Money ● Talking watch/clock/timer ● Voice activated assistant <ul style="list-style-type: none"> ○ Alexa, Google Home ● Device, software or App <ul style="list-style-type: none"> ○ Equation editors ○ Math translator ○ Document scanner ○ Electronic math worksheets ○ Graphing ○ Color identifier ○ Money identifier ● Adapted measuring devices <ul style="list-style-type: none"> ○ Measuring cups ○ Talking tape measures ○ Rulers ○ Compasses or protractors ○ Thermometers

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Study and Organizational Skills

Target: Student successfully learning, studying and staying organized using tools and/or strategies

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> ● Maintain dedicated study time ● Maintain 'to do' list ● Follow organizational system ● Keep track of assignments ● Follow steps to complete assignments ● Complete assigned task within designated timelines ● Request teacher/peer assistance when needed ● Have appropriate materials/supplies ● Identify important points ● Compile and organize information from various sources ● Take notes 	<ul style="list-style-type: none"> ● Agendas ● Calendars ● Classroom reminders ● Computer/tablet/word processor ● Document camera ● Interactive whiteboard ● Notebooks ● Parent/student portals ● Rubrics ● Social learning networks ● Study guides ● Syllabuses 	<ul style="list-style-type: none"> ● Additional spacing between desks ● Assignment sheet ● Color coding ● Daily planner book ● Dedicated study time ● Highlighters/sticky notes ● Optimal student seating <ul style="list-style-type: none"> ○ appropriate lighting ○ away from extraneous noises ○ close proximity to the teacher ○ individualized visual proximity to educational environment/materials ● Outline of key points ● Peer/adult assistance ● Provide extra supplies of classroom materials ● Provide long-term assignment timelines ● Provide oral and printed directions ● Provide portable electronic storage file system <ul style="list-style-type: none"> ○ Cloud technology ○ Portable hard drive ○ USB flash drive ● Provide print copies of ordered steps in a task ● Sensory supports <ul style="list-style-type: none"> ○ Auditory ○ Tactile ○ Visual ● Show a model of the end product ● Student checklist ● Study carrel 	<ul style="list-style-type: none"> ● Digital recorder ● Voice activated assistant <ul style="list-style-type: none"> ○ Alexa, Google Home ● Smartwatch ● Device, software or app <ul style="list-style-type: none"> ○ Auditory reminders ○ Speech prompting ○ Daily planners ○ Outlining/graphic organizers ○ Advanced reading and writing aid software that includes: <ul style="list-style-type: none"> ▫ Optical Character Recognition ▫ Text-to-speech with highlighting ▫ Study tools ▫ Dictionary ▫ Word prediction ○ Braille note taker with refreshable display ● Timers <ul style="list-style-type: none"> ○ Auditory ○ Visual ● Specialized tote for students with visual impairments ● Smart pen

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Hearing and Listening

Target: Student successfully accessing the same information as students who can hear, using tools and/or strategies

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> ● Follow verbal directions ● Listen to stories and answer questions ● Listen to classroom discussion and apply information ● Listen to teacher lecture and apply information ● Listen to verbally presented information and retell with correct sequencing and facts ● Listen to videos to gather information about current instructional topics ● Participate in PE and/or recess ● Participate in field trips ● Respond to environmental stimuli appropriately (someone knocking on classroom door, bell ringing, fire alarm) ● Paraphrase information heard ● Focus on/understand verbal responses by classroom peers ● Understand auditory information presented vial instructional media 	<ul style="list-style-type: none"> ● Closed captioning access to caption ready television and video presentations ● Computer/tablet/word processor ● Digital recorder/player ● Headphones for clarity of sound and blocking of extraneous noises ● Document camera ● Interactive whiteboard ● Projection system/overhead projector ● Television ● Video player 	<ul style="list-style-type: none"> ● Audio-tape verbally presented information for repeated presentation ● Break directions into smaller steps/segments ● Have student verbally summarize directions ● Optimal student seating <ul style="list-style-type: none"> ○ Appropriate lighting (not facing glare or in shadows) ○ Away from extraneous noises ○ Close proximity to the teacher (distance) ○ Individualized visual proximity to educational environment/materials ● Peer note-taker ● Pre-teach vocabulary and/or components of the lesson ● Provide a written outline of lecture ● Provide organizer in advance ● Provide print copy of script in videotapes ● Provide sign language/oral interpreter ● Provide unobstructed view of the teacher ● Reduce distractions ● Use gestures ● Use verbal prompts ● Use visual supports (picture symbols, diagrams, maps) 	<ul style="list-style-type: none"> ● Speech amplification systems ● Communication representation (objects, pictures, symbols, tactile, letters, words) ● Augmentative & Alternative Communication (AAC) solutions <ul style="list-style-type: none"> ○ Sign language/gestures ○ Communication books/board/wallets/vests ○ Picture Exchange Communication Systems ○ Voice Output Communication Aids <ul style="list-style-type: none"> ▫ Digitized/synthesized ▫ Multi-level, dynamic ▫ Static-level ▫ Computer/tablet app-based ● Device, software or App <ul style="list-style-type: none"> ○ Computer ○ Tablet ● Alternate access/accessibility features <ul style="list-style-type: none"> ○ Adapted pointers ○ Alternative mice ○ Alternative keyboards ○ Switch access ○ Screen readers ○ Magnifiers ● Graphic organizers ● Digital recorders

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Vision

Target: Student successfully accessing the same information as students who can see, using tools and/or strategies

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> ● Paraphrase information heard ● Read ● Write ● Use a computer ● Participate in classroom activities ● Navigate the classroom/building campus ● Complete activities of daily living ● Participate in PE and/or recess ● Participate in field trips ● Access the same information as students who can see 	<ul style="list-style-type: none"> ● Braille materials ● Consistent placement of materials ● Copy of overhead/smartboard activities at desk ● Eliminate unnecessary noise ● High contrast materials ● Large print ● Oral testing or provide scribe ● Paraphrase information heard ● Preferential seating ● Provide task lighting ● Recorded text/audio books ● Slant board to reduce glare ● Tactile activities ● Teacher to verbalize all information ● Use of reading guide 	<ul style="list-style-type: none"> ● Reduced assignments ● Extended time ● Modify assignments to avoid extensive visual scanning/visual fatigue ● Provide teacher/peer support for cues 	<ul style="list-style-type: none"> ● Color overlays and reading strips ● Bold line or raised line paper ● Bold line pencil (e.g. Faber-Castell #8B) or marker (e.g. 20/20 pen) ● Slant board ● Large print/high contrast keyboard ● Braille technology ● Tactile/bump dots or strips to identify items ● Task lighting ● Play/work trays to define space ● Magnifiers ● Screen readers ● Audio-books ● Auditory/beeping recreational equipment ● Speech recognition/dictation software ● Large print or talking calculator/dictionary

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Activities of Daily Living

Target #1: Student safely eating and drinking during meal and snack times using tools and/or strategies

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> ● Feed self using appropriate utensils ● Drink using appropriate utensils ● Prepare simple snack ● Prepare basic meal 	<ul style="list-style-type: none"> ● ADA compliant accessibility features ● Cleaning materials and appliances ● Computer/tablet/word processor ● Document camera ● Eating and cooking utensils ● Personal hygiene tools ● Safety Rails ● Ramps 	<ul style="list-style-type: none"> ● Have task performed by aide ● Have student complete only part of task independently ● Model appropriate skills ● Modify task length and complexity ● Move items in environment so they are within reach/easily accessible ● Provide additional time to complete tasks ● Provide set up of the task and have student complete ● Provide verbal prompts ● Use picture cues and prompts 	<ul style="list-style-type: none"> ● Adapted eating utensils ● Adapted drinking equipment ● Adapted plates, bowls, trays ● Robotic feeder ● Non-slip surface material

Target #2: Student successfully utilizing self care/ life skills using tools and/or strategies

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> ● Dress/undress using appropriate tools/clothes ● Personal hygiene (toileting, hand washing) ● Grooming tasks ● Perform chores ● Acknowledge relevant health information/stats 	<ul style="list-style-type: none"> ● ADA compliant accessibility features ● Cleaning materials and appliances ● Computer/tablet/word processor ● Document camera ● Eating and cooking utensils ● Mirror ● Personal hygiene tools ● Safety Rails ● Sink ● Ramps ● Toilet 	<ul style="list-style-type: none"> ● Have student complete only part of task independently ● Have task performed by aide ● Reduced assignments ● Model appropriate skills ● Modify task length and complexity ● Move items in environment so they are within reach/easily accessible ● Provide additional time to complete tasks ● Provide set up of the task and have student complete ● Provide verbal prompts ● Use picture cues and prompts 	<ul style="list-style-type: none"> ● Adapted table/plinth ● Step stool ● Levers/handles on faucets ● Raised toilet or adapted toilet ● Grab bars ● Tools for perineal hygiene ● Dressing equipment <ul style="list-style-type: none"> ○ Reacher ○ Dressing Stick ○ Long-handled shoe horn ○ Sock aid ● Health apps on smart phone

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Recreation and Leisure

Target: Student successfully participating in specials/leisure/recreation using tools and/or strategies

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> ● Participate in games and play activities ● Participate in art activities ● Participate in sports and exercise activities ● Listen to music ● Read a book ● Watch TV/movie ● Play with toys ● Participate in social media/online communities ● Access events in the community 	<ul style="list-style-type: none"> ● Art materials ● Books and magazines ● Games ● Computer/tablet/word processor ● Document camera ● Music (e.g. musical instruments, digital player, CD player, etc.) ● Puzzles ● Sports and exercise equipment ● Toys 	<ul style="list-style-type: none"> ● Adjust workspace for easier access ● Adult/peer assistance ● Change complexity of task ● Model appropriate skills ● Modify games and activities ● Sensory supports <ul style="list-style-type: none"> ○ Auditory ○ Tactile ○ Visual ● Use readily available materials to provide modifications ● Verbal and/or visual cues 	<ul style="list-style-type: none"> ● Puzzles with knobs ● Switch adapted spinners ● Oversized dice ● Adapted utensil holders (i.e. crayons, paint brush, stamps) ● Raised line coloring sheets ● Adapted scissors ● Card holders ● Adaptive sports equipment ● Adapted games ● Adapted books ● Accessible books ● Specialized format books ● Adapted music with symbols ● Adapted instruments ● Non-skid surface ● Switch accessible toys/devices ● Environmental control devices ● Power control units and battery adapters ● Alternate access/accessibility features <ul style="list-style-type: none"> ○ Adapted pointers ○ Alternative mice ○ Alternative keyboards ○ Switch access ○ Screen readers ○ Magnifiers ● Social media or applicable apps for tasks

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Pre-vocational and Vocational

Target: Student successfully using tools and/or strategies for pre-vocational and vocational tasks

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> ● Completes assigned tasks within designated timelines ● Utilizes tools and/or equipment to complete tasks ● Completes single and multiple step tasks ● Stays on task until work is complete ● Stays on task without supervision ● Self-advocates to get needs met ● Procurement of accessible instructional materials (AIMS) ● Contacts post-secondary service providers to obtain assistance ● Manages finances ● Safely navigates community and local environments ● Completes steps to obtain a job ● Complete online applications ● Develop resumes ● Operate a time clock 	<ul style="list-style-type: none"> ● Computer/table/word processor ● Document camera ● Office equipment ● Pencil and paper ● Sorting and assembling materials ● Timers and watches 	<ul style="list-style-type: none"> ● Break tasks into smaller steps/segments ● Cooperative participation with peers and adults ● Daily planner book ● Determine and teach regularly traveled routes to students with visual impairments ● Follow a picture task analysis ● Individualized task and material modifications to meet student needs ● Location identifiers ● Modification of task length and complexity ● Orientation to unfamiliar environments ● Sensory supports <ul style="list-style-type: none"> ○ Auditory ○ Tactile ○ Visual ● Show a model of the end product ● Sighted guide for visually impaired ● Student self-monitoring sheets ● Teacher modeling ● Verbal and/or visual cues ● Video modeling ● Work checklist 	<ul style="list-style-type: none"> ● Watches and timers ● Electronically scanned application ● Device, Software or App <ul style="list-style-type: none"> ○ Auditory reminders ○ Speech prompting ○ Daily planners ○ outlining/graphic organizers ○ Financial management software ○ Screen enlargement ○ Document scanner ○ OCR scanning software ○ Braille translation software ○ Braille note taker with refreshable display ○ Braille embosser ○ Digital recorder/player ○ Long white cane ○ GPS for students with visual impairments ○ Smartphone with appropriate apps ● Augmentative & Alternative Communication (AAC) solutions ● Alternate access/accessibility features <ul style="list-style-type: none"> ○ Adapted pointers ○ Alternative mice ○ Alternative keyboards ○ Switch access ○ Screen readers ○ Magnifiers

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Seating and Positioning

Target: Student properly positioned to allow for participation using tools and/or strategies

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> • Sit or stand for duration of instruction • Maintain functional posture for optimal use of hands/arms • Ergonomic design to increase efficiency 	<ul style="list-style-type: none"> • Chairs • Desks • Tables 	<ul style="list-style-type: none"> • Careful scheduling of daily activities (e.g., order, location) • Provide peer and adult assistance • Modify requirements based upon student's daily energy level and the task to be completed 	<ul style="list-style-type: none"> • Non slip surface • Wiggle disc • T-stool • Activity chair • Adapted seat • Foot rest or stool • Standing desk • Modified/adapted desk • Modified/adapted seat

Mobility

Target: Student successfully traveling the school and campus using tools and/or strategies

Sample Tasks	Standard Classroom Materials	Accommodations / Modifications	Assistive Technology
<ul style="list-style-type: none"> • Move about the classroom, building and campus in timely manner • Travel skills for field trips • Transport /carry materials • Community travel skills 	<ul style="list-style-type: none"> • Elevator • Handrails • Ramps • Stairs 	<ul style="list-style-type: none"> • Careful scheduling of daily activities (order, location) • Extra time for travel between classes • Preferential locker/cubby • Provide assistance (hold hand, guided walking) • Provide duplicate materials to reduce need to carry/transport materials 	<ul style="list-style-type: none"> • Manual wheelchair • Power wheelchair • Stroller • Cane • Walker • Crutches • Scooter • Adapted car seat for school bus/van